



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education

Georgian traditional music, Bachelor of Musical Arts in Performing Arts (Traditional Music)

Name of Higher Education Institution

LLC University of Georgia

Evaluation Date(s)

10.12.2024

Final Report Submission Date

28.02.2025

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	The University of Georgia Limited Liability Company
Identification Code of Institution	205037137
Type of the Institution	LLC

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Rima Povilionienė, Lithuanian Academy of Music and Theatre, Lithuania
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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ქართული ტრადიციული მუსიკა
Name of Higher Education Programme (in English)	Georgian traditional music
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Musical Arts in Performing Arts (Traditional Music)
Name and Code of the Detailed Field	0215 - Music and Performing Art
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	Georgian
Number of ECTS credits	180
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	Creative Tour

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

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

The Bachelor programme “Georgian traditional music” is planned to be performed at The University of Georgia in Tbilisi, Georgia. The programme is allocated under the university’s School of Arts and Humanities and is composed of three years of studies, comprising a total of 180 European Credits (ECTS; 1 credit equals 25 hours, which includes contact hours and independent work), and with a tuition fee. Upon graduation from the programme, students will be awarded a bachelor’s degree from the university with the qualification “Bachelor of Musical Arts in Performing Arts (Traditional Music)”.

The goal of the programme is to train a highly qualified musician with a traditional (authentic) performance-oriented, multi-professional education, equipped with competitive, practical, and theoretical knowledge. After program completion, the student acquires a wide variety of practical and theoretical knowledge about Georgian traditional music, receives information about music theory and traditional choreographic art, and develops elementary skills necessary for fieldwork. The graduates of the Programme will be able to continue studying traditional music at further levels of education and/or establish themselves in the labor market: to perform in the folk and church music ensembles, to form and teach a performing group in Georgia or abroad.

The academic year is composed of two semesters and the 180 ECTS are allocated over 6 semesters. The structure of the programme in the volume of ECTS is the following:

- Competence-forming compulsory subjects – 150 ECTS;
- University compulsory courses – 12 credits, 6 of which to be accumulated from the social/humanitarian block of courses and the rest 6 ECTS from the STEAM block;
- Elective courses of the programme – 18 credits.

The number of credits per year differs, but it is in accordance with the legislation because it does not exceed 75 ECTS per year. Taking into account the volume of competence-forming compulsory courses and university compulsory courses per year, the 1st year accumulates 72 ECTS, 2nd – 48, and 3rd – 42. Additionally, 18 ECTS of elective courses may be accumulated during the whole period of the studies (in the case of this programme, 18 ECTS may be accumulated during the 2nd and/or 3rd year).

It is planned that the educational process of the programme will be carried out by 21 persons of academic and invited staff; and nearly 15 students are expected to enroll in the programme at the beginning of the 2025/2026 study year.

▪ Overview of the Accreditation Site Visit

Before the accreditation site visit, all members of the Expert Panel were supplied with a self-evaluation report (SER, 36-page in English) and supporting documentation (a specification of the proposed programme / programme curriculum, syllabi of the courses in the programme, lists and personal data of implementation staff, etc.). The Expert Panel conducted a site visit at the university on December 10, 2024, from 9.30 AM to 5.30 PM. The Panel performed the interview sessions with the following groups:

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

- the university administration,
- the self-assessment group,
- the head of the programme,
- the academic staff,
- the invited staff,
- the employers,
- the students and the alumni, and
- the QA service representatives.

During the visit, the Panel received a tour at the university academic building and was introduced to the material and technical base available for the study process, including the library learning management system, the lecture and practice rooms, etc. At the end of the site visit, the Panel presented the initial findings. During the visit, the Panel requested additional documents, and the institution submitted only some of the requested material (learning outcomes map, missing diplomas of the staff, survey forms and results, personal list and courses, personnel evaluation system).

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

- Brief Overview of Education Programme Compliance with the Standards

Standard 1:

- Substandard 1.1 Substantially complies with Requirements
- Substandard 1.2 Substantially complies with Requirements
- Substandard 1.3 Substantially complies with Requirements
- Substandard 1.4 Substantially complies with Requirements
- Substandard 1.5 Substantially complies with Requirements

Standard 2:

- Substandard 2.1 Substantially complies with Requirements
- Substandard 2.2 Complies with Requirements
- Substandard 2.3 Substantially complies with Requirements
- Substandard 2.4 Complies with Requirements

Standard 3:

- Substandard 3.1 Complies with Requirements

Standard 4:

- Substandard 4.1 Complies with Requirements
- Substandard 4.3 Complies with Requirements
- Substandard 4.4 Complies with Requirements
- Substandard 4.5 Complies with Requirements

Standard 5:

- Substandard 5.1 Substantially complies with Requirements
- Substandard 5.2 Substantially complies with Requirements
- Substandard 5.3 Substantially complies with Requirements

- Recommendations

Substandard 1.1

1. Prior to launching the new educational programme, it is recommended to carry out comprehensive labor market research and initiate / sign the described in detail memorandums of collaboration with prospective employers / partners of the programme in the labor market.

Substandard 1.2

1. The programme learning outcomes and abilities should be revised and expanded in order to explain / reflect the achievement of the programme goal “to form and teach a performing group in Georgia or abroad”, i.e. the ability to implement management and pedagogical activities.

Substandard 1.3

1. To strengthen the programme implementation, it is recommended to create an interacting network (as well as a prerequisite matrix) between the learning outcomes map of the programme courses and the assessment / prerequisite requirements.
2. It is necessary to model the scheme of programme benchmarks, which would let to monitor the results of learning outcomes evaluation and conduct the comparison with benchmarks, as well as ensure the involvement of the external stakeholders in evaluation of learning outcomes.

Substandard 1.4

1. The course “Georgian folk games / plays” should be moved from elective courses to a compulsory list.
2. It is essential to revise and rearrange the current programme structure (the lists of competence-forming Compulsory and Elective courses), and include the courses focused on the development of pedagogical (teaching training) and management skills into the list of Competence-forming Compulsory Courses of the Programme.

Substandard 1.5

1. It is recommended to revise the procedure of the final examination in the syllabi of the courses “Georgian folk song 5”, “Georgian chant 5”, and “Georgian folk instrument 3” - to specify the content of performance / practical part indicating the mandatory repertoire, the form of public / local presentation / concert.
2. It is recommended to reduce the theoretical/written part in the courses “Georgian folk song”, “Georgian chant”, and “Georgian folk instrument” and expand the content and volume of the course “History and theory of Georgian church music” into 2-3 semesters.
3. It is recommended to revise, correct and unify the titles of the courses in English version of syllabi, programme curriculum and other corresponding public documents: “Georgian chant” / hymn / singing, “Georgian folk games” / plays, “Reading in dialect” / modes.

Substandard 2.1

1. It is recommended to formulate Admission Preconditions comprehensively and clearly. The conditions of the creative tour must be defined as follows: registration conditions; information on additional fee; the timetable of the creative tour and full information on its content, namely: 1) what task/tasks the applicant will have to complete; 2) what will be the criteria for evaluating each of them; 3) a specific example of a task/tasks as a sample. Upon the programme receives an accreditation, the prerequisites for admission should be uploaded to the University website.

Substandard 2.3

1. It is recommended to add the following methods in the courses: in course “Liturgical” - methods of group learning, presentation, brainstorming; in course “Reading in dialect” - practice; individual; problem-based learning.

Substandard 5.1

1. It is recommended full Implementation of the direct assessment system. The university's commitment to direct assessments through tools like the ONLINE UG platform is commendable. However, as this approach is still in the development stage for the new programme, the efforts should be accelerated to integrate electronic assessments fully. Clear timelines and specific action plans for implementation would enhance the effectiveness of this system.

Substandard 5.2

1. To strengthen the programme, the University should ensure active involvement of local and international experts. Establishing structured mechanisms to incorporate their advice during programme development and evaluation could provide broader perspectives and enhance the programme's relevance and quality.

Substandard 5.3

1. It is recommended to compare the programme with similar international programmes and provide documented evidence to align with global and local standards.
2. It is recommended to actively engage the employers in programme evaluation and development beyond general collaboration, ensuring industry relevance.

- Suggestions for Programme Development

Substandard 1.5

1. It is suggested that the compulsory literature list would include the latest research in the relevant field taking into account the specifics of the academic course / subject

Substandard 2.1

1. It is suggested to organize a set of preparation consultations for applicants before the creative tour.

Substandard 2.2

1. For the purpose of developing the effectiveness of the programme and students' professional skills, it is suggested to create women choir and church choir, practicing in a particular church or in the University chapel.

Substandard 4.1

1. It is suggested to have frequent meetings of the academic and invited staff in order to get to know the programme and further develop it.
2. It is desirable that the university, within the framework of the programme, would attract academic staff who will be given the opportunity to affiliate.
3. It is desirable that the programme leaders take care to adapt the invited personnel to a comfortable environment. It is suggested to give them the opportunity for lecture and scientific work. to engage in republican and international educational and creative activities, and to encourage their scientific activities, which will be an additional motivation for working teachers and during recruitment.

Substandard 4.3

1. Considering students' problems and wishes, it is better to offer to fill out the questionnaires during their vacation.
2. It is suggested to prepare a project for the other invited personnel of the new programme to occupy academic positions.

Substandard 4.4

1. It is desirable for the university to have a standard concert hall where it can hold creative events for a wide audience.

Substandard 5.1

1. It is preferred to enhance all stakeholders (for example, employers) engagement in indirect assessments. Structured interviews and focus groups should be implemented to ensure their perspectives are incorporated into programme design and refinement.

- Brief Overview of the Best Practices (if applicable)⁵
- Information on Sharing or Not Sharing the Argumentative Position of the HEI

Getting acquainted with the Argumentative Position of the University, the expert panel would like to highlight the positive professional collaboration. The panel expresses their gratitude to the university representatives for their detailed analysis of the draft report and below gives some considerations reacting to the university response, as well as believes that the recommended solutions are focused primarily on the improvement and enhance of the programme.

The expert panel notes that the recommendations that have been considered are still included in the Final Report (remain unchanged). This is in accordance with Article 22-4¹ and Article 27²-11 of The Charter for the Accreditation of Educational Programmes of the Higher Education Institutions, which specifies that post-visit changes, as well as newly received documents, cannot be taken into account.

Considering arguments for recommendation in substandard 1.1

1. According to Argumentative Position, the carried-out research of the labor market can be considered sufficient. However, the expert panel stays on their recommendation to implement comprehensive research. Moreover, the presented signed memorandums of collaboration don't indicate the prospective offering of job positions for future students. will be considered. Therefore, the recommendation remains unchanged.

Considering arguments for recommendation in substandard 1.2

According to Argumentative Position, "The goal of the programme is to train highly qualified performers of Georgian traditional music". However, the expert panel notes, that the programme goal, described in the given documents, is complex and also includes the following: "to form and teach a performing group in Georgia or abroad". Therefore, the recommendation remains unchanged.

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

Considering arguments for recommendations in substandard 1.3

1. The expert panel would like to note that after asking additional documents (among them – the Programme course chart/scheme indicating the prerequisite system between the courses, i.e. the prerequisite matrix), the requested document was not provided. Therefore, the recommendation remains unchanged.

2. The expert panel would like to note that among the additionally supplemented documents no map of benchmarks was not provided (the university provided learning outcomes map, but not benchmark document). Accordingly, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 1.4

1. The Argumentative Position also has emphasized the uniqueness of the course “Georgian folk games/plays”, i.e. “that is not found in the study component of other higher education institutions that teach traditional music”. During the site visit, this was emphasized too. Therefore, the expert panel believes that this course needs to be included in the compulsory list. Accordingly, the recommendation remains unchanged.

2. As it was noted in the recommendation for substandard 1.2, the programme goal, described in the given documents, is complex and also includes the following: “to form and teach a performing group in Georgia or abroad”. Therefore, the current programme structure should be revised to include the courses developing management and pedagogical skills. Accordingly, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 1.5

1. According to Argumentative Position, “During the exam, the student is required to perform several typical samples from the material covered during the course”. But the analysis of syllabi revealed that the final exam assessment is indicated just in general – e.g., in case of “Georgian chant 5” the student should know 48 chants thoroughly to collect 100% of points – so, does it mean that during the final exam / performance the student will perform all 48 songs? It is not clear; therefore, the panel recommends to revise the description as well as procedure of the final examination in the syllabi of the courses “Georgian folk song 5”, “Georgian chant 5”, and “Georgian folk instrument 3”. The recommendation remains unchanged.

2. According to Argumentative Position, “we share the opinion of the experts panel that the theoretical/written part may not be clearly visible in the course syllabi”. That means that syllabi need a revision for more clear description of theoretical part of the performative subjects (“Georgian Folk Song”, “Georgian Chant”, “Georgian Folk Instruments”). However, the experts keep their position to expand the duration of the course “History and Theory of Georgian Church Music”, and doesn’t agree that “teaching the subject for one semester is quite sufficient”. The recommendation remains unchanged.

3. The expert panel would note, that the university received the translated documents for their revision before submitting for the accreditation. The titles in syllabi and other documents should be unified, because in future they will be publicized in the institution’s environment in English language as well. Therefore, the recommendation remains unchanged.

Considering arguments for recommendation in substandard 2.1

1. The expert panel would like to note, that currently the admission preconditions were not clearly described, and therefore the experts provided a recommendation. The recommendation remains unchanged and formulated in more detail as following:

It is recommended to formulate Admission Preconditions comprehensively and clearly. The conditions of the creative tour must be defined as follows: registration conditions; information on additional fee; the timetable of the creative tour and full information on its content, namely: 1) what task/tasks the applicant will have to complete; 2) what will be the criteria for evaluating each of them; 3) a specific example of a task/tasks as a sample. Upon the programme receives an

accreditation, the prerequisites for admission should be uploaded to the University website.

Considering arguments for recommendation in substandard 2.3

1. According to Argumentative Position, the recommendation is considered, the listed methods are included. Referring to the aforementioned legislation (Article 22-4¹ and Article 27²-11 of The Charter for the Accreditation of Educational Programmes of the Higher Education Institutions), the recommendation remains unchanged.

Considering arguments for recommendations in substandards 4.1 and 4.3

1. The expert panel takes into account that the scientific and teaching staff required to implement the programme is already being formed and two members of the new programme are presented as associated professors. Therefore, the recommendation for 4.1 is deleted, and the recommendation for 4.3 is moved to the suggestion field, suggesting to prepare a project for the other invited personnel of the new programme to occupy academic positions.

Considering arguments for recommendation in substandard 5.1

1. According to Argumentative Position, the recommendation will be considered. Referring to the aforementioned legislation, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 5.2

1. The panel understands the uniqueness of the programme. However, it is useful and inseparable to approach various international practices with specific Tradition Music programmes of other cultures, nations, etc.; it is important to collect the broader knowledge about implementing such specific programmes. Therefore, it is recommended to involve local and international experts. Accordingly, the recommendation remains unchanged.

Considering arguments for recommendations in substandard 5.3

1. As it the recommendation for substandard 5.2, the panel understands the uniqueness of the programme, but it is important to collect a broader knowledge on implementing such kind of programmes worldwide. The provided recommendation remains unchanged.

2. Having in mind the site visit interviews, the expert panel realized that possible employers did not take part and were not actively engaged in the programme process. The recommendation remains unchanged.

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

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III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The initiated Bachelor's educational programme "Georgian traditional music", performed at The University of Georgia in Tbilisi, Georgia is composed of 3 (three) years of studies, comprising a total of 180 European Credits (ECTS). The description of the programme is given in the documentation provided by the University (e.g., programme curriculum).

The programme is objected to train a highly qualified musician with a traditional (authentic) performance-oriented, multi-professional education, equipped with competitive, practical, and theoretical knowledge. Therefore, the programme objectives align with the mission, objectives, and strategy of the higher education institution; and the programme objectives are publicly available and easily accessible. However, the aspects of programme internationalization are not highlighted in the implementation of the programme, having in mind its main focus – training a locally-traditionally oriented musician.

The programme curriculum indicates that after programme completion, the student would acquire a wide variety of practical and theoretical knowledge about Georgian traditional music, would receive information about music theory and traditional choreographic art, and develop elementary skills necessary for fieldwork. The graduates of the programme accumulate an opportunity to further raise the qualification to the next level of study – i.e. the student may continue studying traditional music at further levels of education. The detalization of knowledge, skills and competences, which are developed in graduate students of the programme, is presented and discussed further in the report, in the overview of 1.2 substandard.

The programme curriculum indicates, that after completing the programme, the Bachelor student can be employed as a performer in folk and church music ensembles, as well as able to form and teach the performing groups in Georgia or abroad. However, it is not clear whether the programme objectives adequately address the needs of the labor market (including the international market too), because the 2 (two) submitted memorandums with the labor market representatives show only preliminary agreements that they (the labor market representatives) support the initiative of this programme with no specific and practical commitment, and moreover, during the site visit, the labor market representatives pointed out, that there are no vacant places to recruit the graduates of the programme into their ensembles in future nor other employment possibilities. Also, the interview with labor market representatives during the site visit didn't expose the true collaboration between them and the university – i.e., the labor market representatives pointed out that they didn't take part in modeling the newly initiated programme. Moreover, the submitted document on the research of the labor market, provided by the university ("Analysis of the labor market and employers' requirements"), exposes the general questionnaire only, seeking to simply collect a general information (like questions concerning the programme

contribution to the promotion of traditional performance; are there the performers holding equal competence in chanting/ singing/ playing traditional instruments; is it important to have a performer holding several competencies; etc.), but not providing any numbers or calculations in demand of new personnel and realistic options for recruitment. The labor market analysis also included the question “Should a cadre of similar competence, who also has expeditionary skills, have the privilege of employment in institutions promoting traditional creativity (e.g. cultural centers and houses)”, but there is no evidence, that such representatives from the mentioned institutions (cultural centers) were involved in initiating the programme, they were not invited to take part during the site visit. These observations allow us to conclude that the contribution of the programme to the development of the field and society (having in mind the labor market) is not fully investigated and therefore is insufficient; the programme initiators didn’t explore properly the future engagements of the graduates. Therefore, prior to launching the new programme it is recommended to carry out comprehensive labor market research and initiate / sign the described in detail memorandums of collaboration with prospective employers.

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results during the site visit
- The university website
- Learning outcome map
- Memorandums with labor market representatives
- Analysis of the labor market and employers' requirements

Recommendations:

- Prior to launching the new educational programme, it is recommended to carry out comprehensive labor market research and initiate / sign the described in detail memorandums of collaboration with prospective employers / partners of the programme in the labor market.

Suggestions for the Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

1.2 Programme Learning Outcomes

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

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

As indicated in the programme curriculum, the learning outcomes of the programme are the following:

- to discuss the performance and genre features of Georgian musical folklore and Georgian traditional chanting;
- to list Georgian musical dialects (including those outside Georgia), chanting schools and characterizes them;
- to review the historical development of the Georgian chanting art oral tradition stages, the original Georgian musical writing;
- to describe the peculiarities of Georgian traditional musical language;
- to classify traditional instruments; connects Georgian folk instrumental music with the instrumental culture of the peoples of the world;
- to present a repertoire of musical instruments, songs, and hymns from various regions obeying traditional performance norms;
- to explain the basic principles of fieldwork; and
- to demonstrate the basic practical and theoretical knowledge of Georgian music theory and traditional choreography.

The programme curriculum indicates that upon completion the students will gain a variety of abilities (to perform men's and women's songs of all Georgian musical dialects by following the traditional performance norms and improvising, moving from voice to voice; present the ornamentation of Eastern Georgian melodies and various types of Krimanchuli; play and improvise on Georgian folk instruments (fanduri, chonguri, changi, salamuri, chianuri, chuniri, chiboni and gudasteviri), accompany the instrument to various sounds of the song; discuss the algological and musical aspects related to the instrumental culture; write down notes of songs and instrumental music audio samples; perform the eight-voice hymns of sorrow, dawn, fixed, and movable holidays of the East Georgian and West Georgian chanting schools by moving from voice to voice and improvising, multi-voices the melody of the hymn by obeying the traditional musical regularity of voice arrangement; possess the rule of reading in Khetsuri; produce an expedition diary, compiles an expedition questionnaire, develops a form of communication with ethnophores; employ in practice roundelay and simple dance tricks of various regions; apply the acquired knowledge in practice).

Generally, the listed learning outcomes are mostly achievable, measurable and realistic; they are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. However, the expert panel would notice that the development of programme's learning outcomes wasn't a fully collaborative process having in mind the interview with employers (mentioned in substandard 1.1) during which the employers said they didn't take part in modelling the programme. Also, there is some nonconformity between the goals of the programme and the listed learning outcomes and abilities. The programme curriculum indicates that after graduating the programme, the student will be able: 1) to continue studying traditional music at further levels of education, as well as 2) to establish him(her)self in the labor market: to perform in folk and church music ensembles, to form and teach a performing group in Georgia or abroad. It should be noted that the above listed learning outcomes and abilities do not explain / reflect how the student could establish in labor market – that is “to form and teach a performing group in Georgia or abroad”. Therefore, it is recommended to revise and elaborate the lists of programme learning outcomes and, especially, abilities in order to include the items reflecting / explaining the abilities “to form and teach a performing group in Georgia or abroad”, i.e. the ability to implement management and pedagogical activities.

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results during the site visit
- The university website
- Learning outcomes map

Recommendations:

- The programme learning outcomes and abilities should be revised and expanded in order to explain / reflect the achievement of one of the programme goals, “to form and teach a performing group in Georgia or abroad”, i.e. the ability to implement management and pedagogical activities.

Suggestions for Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

Evaluation of the learning outcomes of educational programme is organized in accordance with the mechanism for evaluating the learning outcomes of the university. The Quality Assurance Department at the university counts on fitting procedures for collecting and analyzing data through clear protocols. The evaluation group is suitably organized with members with diverse roles to get comprehensive views. The university ensures regular assessment and monitoring of the results; the procedure involving the assessment results for the proper improvement of the programme. The scheme of the evaluation includes the relationship between the program’s learning outcomes, mandatory courses of the programme and the available majors. The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes; the evaluation of the learning outcomes of the programme with the teaching course is supposed to be performed after the completion of the teaching course; consistency and periodicity, as well as the peculiarities of the programme are considered. The assessment system for learning components incorporates multiple evaluation methods, such as periodic oral or written quizzes, midterm and final exams, as well as papers or presentations.

It is noted that the university didn’t provide the prospect of programme benchmarks, which would let to monitor the results of learning outcomes evaluation and conduct the comparison with benchmarks. Also, the university didn’t provide the chart (scheme / map) of the programme courses indicating the prerequisite system between the courses (i.e. the prerequisite matrix). The prerequisites are indicated in syllabi of separate courses (as “Admission criteria to the course”) and were noticed within the group of the same subject only: e.g., “Georgian chant 2” may be studied only after successfully passing the “Georgian chant 1”. While the course “Filed work” has no prerequisites, though during the site visit interviews the programme heads emphasized that “Field work” course, held at the end of the studies (in the 6th semester) will be a very important as a continuation of the previous studies and accumulation of the whole collected knowledge. Therefore, it is impossible to follow how the different courses would interact in-between and model a tightly related network of the programme. The examination of syllabi

revealed that only the course “Mastery in Traditional Environment” requires the prerequisites of 3 different courses (“Hymn 5”, “Georgian folk song 5”, and “Georgian folk instruments 3”). This lets to assume that individual courses / course groups act and manifest as single / autonomous items within the content of the programme. It is recommended to revise and create a tightly related network of the programme courses to check and ensure the integer continuation of studied subjects, the interaction of learning outcomes and assessment / prerequisite requirements.

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results during the site visit
- Learning outcome map

Recommendations:

- To strengthen the programme implementation, it is recommended to create an interacting network (as well as a prerequisite matrix) between the learning outcomes map of the programme courses and the assessment / prerequisite requirements.
- It is necessary to model the scheme of programme benchmarks, which would let to monitor the results of learning outcomes evaluation and conduct the comparison with benchmarks, as well as ensure the involvement of the external stakeholders in evaluation of learning outcomes.

Suggestions for the Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

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

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

In designing and developing of the programme in Georgian traditional singing and chant, the expert panel would highlight that besides following the HEI’s methodology for planning, the university has collected a group of highly experienced lecturers within the field of the programme courses and provided the programme initiators with a freedom in modelling and implementing the programme. During the site visit interviews the representatives of the university (especially, the

programme heads and academic staff) emphasized the uniqueness of the programme – its focus on developing singing, chant and music instrument performance skills in solo manner (not choir) – the direction, which is not taught in other Georgian institutions of higher education. This is a highly welcome approach modelling this direction of the programme, especially having in mind that several comparable / resembling programmes, taught at other Georgian educational institutions, more focus on collective (e.g. choir) approach. Looking further, what else could make this new programme competitive, – the programme heads and academic staff highlighted that the inclusion of such courses like “Mastery in a traditional environment” (in the 6th semester) and the course “Georgian folk games” are also important and unique in the structure of this programme.

However, the expert panel would mention some disagreement in the content, volume and complexity of programme corresponding to the learning cycle and aligning with the programme goals.

First, it is noticed, that the course “Georgian folk games” is not included in the compulsory list. It is placed among the elective courses of the programme. In total there are 11 elective courses (each 6 ECTS) and only 3 of them may be chosen by the student (to collect 18 ECTS). That means that the students may not choose the course of “Georgian folk games”, and this course as one of the highlighted unique points of the programme may be just eliminated. The expert panel believes that it is necessary to expand and develop the programme in this direction, and the course “Georgian folk games / plays” is one of those, which importance is not appreciated enough. That leads to the statement that the course structure should be revised. Bearing in mind its importance, the course “Georgian folk games / plays” should be moved from elective courses to a compulsory list (more about the importance of the course is repeatedly discussed in 2.2 sub-standard).

Second, among the goals of the programme description, one should read that the graduates of the programme “be able to **form** and **teach** a performing group in Georgia or abroad”. That means that during the studies of the programme, students should accumulate the knowledge and develop the skills necessary for **pedagogical activity** in accordance with the selected specialty, as well as develop the skills to form a group, i.e. to implement a **managerial activity**. However, the analysis of programme curriculum exposes that the list of compulsory courses doesn't include the courses necessary for the development of pedagogical and management skills.

All the above-mentioned observations let us assume that the structure of the programme will not lead to reach some of the programme goals. Probably one of the problems of the condensed and minimized programme curriculum arises from the decision to model a 3-year Bachelor programme instead of the ordinary established 4-year structure. However, the expert panel considers the university's decision to implement a 180 ECTS programme, as well as takes into account the students' expressed acceptance for shorter studies (i.e. 3-year studies) and the programme leaders' assurance that 3-year period is enough to gain the necessary skills.

Therefore, being align with the current programme structure and objectives, the expert panel believes that the university should include additional compulsory courses to comprehensively cover topics related to the goal “be able to form and teach a performing group in Georgia or abroad”, ensuring its effective achievement within the 180 ECTS framework. The expert panel provides the following recommendation: it is essential to revise and rearrange the current programme structure (the lists of competence-forming Compulsory and Elective courses), and include the courses focused on the development of pedagogical (teaching training) and management skills into the list of Competence-forming Compulsory Courses of the Programme.

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results during the site visit

- Learning outcome map
- Syllabi

Recommendations:

- The course “Georgian folk games / plays” should be moved from elective courses to a compulsory list.
- It is essential to revise and rearrange the current programme structure (the lists of competence-forming Compulsory and Elective courses), and include the courses focused on the development of pedagogical (teaching training) and management skills into the list of Competence-forming Compulsory Courses of the Programme.

Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

1.5. Academic Course/Subject

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

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

The analysis of the programme syllabi leads to some observations bearing in mind that the programme is focused on training the performer – soloist, who will be mainly focused on the performer's activities after graduation. According to the programme initiators' statement, the main focus of the programme is put on the Georgian traditional song (folk and church), practicing the authentic performance, authentic singing. However, firstly, the analysis of syllabi revealed that the final semester of the courses “Georgian folk song”, “Georgian chant”, and “Georgian folk instrument” - i.e. practical / performance studies (the first two are taught from the 1st to the 5th semester, and practicing with instruments – in the first 3 semesters) – doesn't specify the performance part of the exam (like local / public concert), which is important and inseparable part of this mainly practical / performative subject. At the moment, the syllabi of these 3 courses indicate the final exam assessment just in general (e.g., in case of “Georgian chant 5” the student should know 48 chants thoroughly to collect 100% of points – does it mean that during the final exam / performance the student will perform all 48 songs?). It is recommended to revise the procedure of the final examination in the syllabi of the courses “Georgian folk song 5”, “Georgian chant 5”, and “Georgian folk instrument 3” – to specify the content of performance / practical part indicating the mandatory repertoire, the form of public / local presentation / concert.

Secondly, it is noted that number of credits allocated for each teaching course / subject only partially correspond to the content and learning outcomes of this course/subject. I.e., it is doubtful that the above-mentioned 3 courses, which according to the intention of the programme will be mainly focused on developing performance practice, also include a significantly large part of theoretical / written points. While no less important course “History and theory of Georgian church music” is planned just for 1 semester (6 ECTS, 4th semester). Moreover, the written part (assessment / exam) of the mentioned courses is not described in the syllabi, its content is not clear and therefore there is a questionable need for such a big number of points. Most probably, the theoretical knowledge in performative courses will accompany the teaching and explaining the singing / chanting. But it is not clear how it may be assessed / examined in written form. If the written assessment / exam is a research paper, it should summarize the whole course at the end of studies (e.g., at the end of 5th semester). However, the presented syllabi show that the written assessment / exam is planned at the end of each semester – that is illogical and lacks argumentation. It is highly recommended to reduce the theoretical/written part in the above-mentioned 3 courses (“Georgian folk song”, “Georgian chant”, and “Georgian folk instrument”) and expand the content and volume of the course “History and theory of Georgian church music” into 2-3 semesters.

It is noted that compulsory literature and other teaching and learning resources listed in the syllabi correspond to course / subject learning outcomes and ensure the achievement of programme learning outcomes; however, the programme heads should consider and include in the compulsory literature list the latest research in the relevant field taking into account the specifics of the academic course / subject.

Since the English information on the newly established programme, once it comes into operation, should be publicized in the university website and other channels (if applicable), it is recommended to revise, correct and unify the titles of the courses in English version of syllabi, programme curriculum and other corresponding public documents. Meanwhile, some titles of the courses, provided in English syllabi versus programme curriculum, are inconsistent:

- 1) the course “Georgian chant” (title provided in English programme curriculum) is also presented as “Hymn 5” (in the syllabus of “Mastery in a Traditional Environment”) and “Georgian choral singing” (in the package of English Syllabi);
- 2) the course “Georgian folk games” (title provided in English programme curriculum) is also presented as “Georgian folk plays” (English syllabus).
- 3) the course “Reading in dialect” (title provided in English programme curriculum) is also presented as “Reading in Modes” (English syllabus).

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results during the site visit
- Learning outcome map
- Syllabi

Recommendations:

- It is recommended to revise the procedure of the final examination in the syllabi of the courses “Georgian folk song 5”, “Georgian chant 5”, and “Georgian folk instrument 3” - to specify the content of performance / practical part indicating the mandatory repertoire, the form of public / local presentation / concert.
- It is recommended to reduce the theoretical/written part in the courses “Georgian folk song”, “Georgian chant”, and “Georgian folk instrument” and expand the content and volume of the course “History and theory of Georgian church music” into 2-3 semesters.

- It is recommended to revise, correct and unify the titles of the courses in English version of syllabi, programme curriculum and other corresponding public documents: “Georgian chant” / hymn / singing, “Georgian folk games” / plays, “Reading in dialect” / modes.

Suggestions for the programme development

- It is suggested that the compulsory literature list would include the latest research in the relevant field taking into account the specifics of the academic course / subject.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

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

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

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

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

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

2.1 Programme Admission Preconditions

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

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

Those wishing to study in the new programme must successfully pass the creative tour at the initial stage. As stated in the programme description, “The student will be enrolled in the educational program based on passing the internal university creative round and the results of the Unified National Exams or passing the university creative tour and in compliance with the order of the Minister of Education and Science of Georgia No. 224/N (December 29, 2011)” and in turn, registration for national exams is carried out simultaneously. During the conversation with

representatives of the university's quality service, some details related to the creative tour were clarified. It turned out that participation in the creative tour itself does not require a study fee, to be paid in advance. This experience is based on another programme with mandatory creative tour Architecture and Interior Design. It was also noted that the creative tour is planned to be held before the national exams. For registration, no evidence of informal musical education (primary and secondary music education, music schools, colleges, studios) is required. Knowledge of music theory will not be checked either.

During the interview with the heads of the new programme, it was noted that they are interested in the musical abilities of the applicants and have high demands for them. In particular, it was said that the future student must be able to repeat at least one voice of a three-part polyphonic song they have listened to. As already mentioned, for this stage the examiners will select relatively simple, unknown Georgian folk songs. So, the applicant will be assessed according to criteria that determine musical talent, such as a developed musical ear, both melodic and harmonic, musical memory, and rhythm, plus clear intonation. Playing a folk instrument is not required, although its mention in the interview suggests that playing it can be considered an additional bonus in the creative tour. Preparatory courses for applicants are not envisaged at this stage. So, it can be really helpful to organize a set of preparing consultations before the creative tour for applicants.

During the site visit interview, the role of musical families, which actually preserved Georgian traditional music, was also emphasized; it was mentioned that a person who grew up in the environment of folk music, thus having some (little) creative experience, can be considered as a potential student. As University representatives stated, the most effective way to promote the programme and attract applicants is to hold traditional "open days" and meetings based on the experience of the University of Georgia in the regions, where they plan to use the potential of the programme staff and the choir existing at the university. As the initial research reviewed, most of the applicants will be from the regions, since the traditional music is really popular in the country.

The description of the creative tour and clearly defined criteria will be crucial for attracting applicants to the new programme and further development of the educational programme and the direction itself. However, it was noticed that the requirements of the creative tour for the applicant are quite vague. Therefore, the expert panel provides some recommendations regarding the creative tour, as follows: it is important to define the conditions of the creative round and upload them on the University's website, that is the registration conditions, information on additional fee, the timetable of the creative tour and full information on its content, namely: 1) what task/tasks the applicant will have to complete; 2) what will be the criteria for evaluating each of them; 3) a specific example of a task/tasks as a sample.

Evidences / Indicators

- Self-evaluation report
- Programme Curriculum
- Interviews during the visit

Recommendations:

- It is recommended to formulate Admission Preconditions comprehensively and clearly. The conditions of the creative tour must be defined as follows: registration conditions; information on additional fee; the timetable of the creative tour and full information on its content, namely: 1) what task/tasks the applicant will have to complete; 2) what will be the criteria for evaluating each of them; 3) a specific example of a task/tasks as a sample. Upon the programme receives an accreditation, the prerequisites for admission should be uploaded to the University website.

Suggestions for the programme development

- It is suggested to organize a set of preparation consultations for applicants before the creative tour.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

According to the educational programme's self-evaluation report, syllabi and the additional documents and interviews during the site-visit, the initiated programme is conceptually new and different compared to existing programmes in this direction. As the program leaders note, they have built an educational program in accordance with their unique, original concept and develop creative, performing, practical, scientific, research, and transferable skills. The programme aims to prepare musicians who are focused on traditional performance, have a multi-profile education and are competitive and equipped with both – practical and theoretical knowledge. I.e., the programme envisages the student as an authentic performer, which, in turn, requires a complex approach and multifaceted education of the student. To achieve the outcomes defined by learning objectives, the educational programme offers diverse specialized, supporting and elective courses, a student is supervised by a qualified person in the field who evaluates student's activity.

Referring to the agreements / memorandums and the interviews with labor market representatives during the site visit, the expert panel may state that students will be able to elaborate their practical skills outside the university: the labor market representative from Mtiebi Folk Ensemble pointed out, that they will allow the programme students to attend the ensemble rehearsals and take part in the activities of ethnographic studios, and the representative from the Saint Mariam Monastery confirmed that students will be able to practice in the church during the studies.

The programme aims to teach students Georgian folk songs, instrumental music and chants according to norms established over centuries in traditional music; mastering traditional performance and modal – intonational foundations through continuous use of original audio recordings and practice sessions with traditional performers. The programme develops the students' ability to think in modes and voice parts, skills of improvisation and syncretic performance abilities. However, it should be determined what certain skills will be developed by certain courses. For example, what skills are aimed at developing in the subjects selected from humanitarian-social block (such as "Citizenship in the modern world", "Debates and critical thinking"), as well as subjects selected from STEM subjects (for example, "Analytical and quantitative thinking", "Modern technologies").

In the course "Georgian choral singing" (or "Georgian chant") there are listed activities such as: distinguishing the repertoire; reading and analyzing musical text; practical mastery; consideration of traditional pitch (so-called non-tempered) features; singing with appropriate manners; teaching only the main voice and finding other voices by intuition; improvisation;

presentation. One of the most important ways to develop students' mastery is teaching them to improvise. Since improvisation is a characteristic feature of Georgian music, it is natural that several courses include the development of this skill.

The experts would highlight another course in the programme, a "Georgian folk games / plays", which is of a high importance for the students – as indicated in the description of the course, "Students will theoretically and practically study Georgian folk plays for children and adults, their general definition and meaning, get aware with the ritual and social bases of play types in different peoples of the world". This course also makes the student tolerant – the play can easily take him and his course mates from a familiar environment, through the play, to the world stage. This is the only course in the programme teaching students practically how to manage children and adults with music and games. Also, this course is important regarding the future employment of the graduates, as the programme curriculum contains the following entry: "The acquired versatile knowledge helps the graduate to establish himself in the labor market: he will not only be an acceptable candidate for folk and church music ensembles but **also be able to form and teach a performing group** in Georgia or abroad." However, none of the courses listed in the programme compulsory / mandatory list, focus on management and pedagogical skills, which are essential for a musician-performer, a potential leader of a choir / ensemble (according to the goals written in the curriculum). This problem was already mentioned with the accompanying recommendation in the 1.4 sub-standard of the report.

Some other important courses, developing specific skills, needed for the graduate of the programme, are "Field work" and "Mastery in a traditional environment" - the courses aimed at developing transferable, scientific, and research skills. In the frame of the course "Field work" a student will share one of the essential experiences of becoming a qualified traditional music specialist, familiarize himself / herself with the specifics of ethnomusicological expedition, preparatory work, participate in a 10-day expedition as an assistant, prepare a presentation about the conducted field work. So, the student can produce an expedition diary, develop the necessary questionnaire, record ethnographic data considering the expedition regulations, observe ethical norms when communicating with the respondent, use expedition equipment (sound recorder, camera, video camera). The goal of the course "Mastery in a traditional environment" is for the student to gain practical experience in singing in church services, to become familiar with the daily lives of traditional performers, and to share the experience of performing folk music directly from the ethnophores (traditional methods and techniques of playing, sound production, specific intonation patterns, etc.). Thus, the mastery of Georgian folk singing, instrumental music, and chanting will be strengthened in authentic environment, during the last semester taking part in an expedition outside university and practicing with traditional performers.

According to the information and interviews collected, the students on the programme are prospecting to be potential members of local ensembles and choirs. Due to the specifics of the programme, the students will need regular practice, not only at the end of their studies. Therefore, for the purpose of developing the effectiveness of the programme and students' professional skills, it is highly suggested to create women choir and church choir, practicing in a particular church or in the University chapel.

Evidences / Indicators

- Self-evaluation report
- Programme curriculum
- Syllabi
- Interviews during the visit

Recommendations:

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Suggestions for the programme development

- For the purpose of developing the effectiveness of the programme and students' professional skills, it is suggested to create women choir and church choir, practicing in a particular church or in the University chapel.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.3. Teaching and Learning Methods

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

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

The programme aims to prepare a musician with practical and theoretical knowledge of traditional (authentic), result-oriented, highly qualified, multidisciplinary education, competitive level. The programme is based on individual, comprehensive, syncretic, interdisciplinary training in both areas of Georgian traditional music – chant singing and folk music – with the involvement of academic staff with many years of experience in performance, teaching and research.

During the interview at the university, the unique teaching method developed by Malkhaz Erkvanidze, which relies on traditions and serves to restore them, was repeatedly mentioned. This "complex method (simultaneous memorization of a melody, improvisation and sound arrangement)" has also been implemented and tested in his practice for many years representing a combination of approaches characteristic of Georgian music and modern pedagogy for teaching traditional musical performance. The following activities are used in this method: familiarization with the repertoire, reading and analysis of the musical text, presentation / notation of music from an audio recording, study of music by ethnophors, field work, syncretic learning (accompaniment with the sound of an instrument, singing ferkhuli), traditional resin (the so-called unhardened). It is also worth noting that in the Erkvanidze's course "students are provided with practical and theoretical knowledge of Georgian traditional singing, and the practical part is provided by the old, traditional method - oral teaching. Students receive theoretical knowledge directly on the basis of practical material." The described path directly reflects and logically continues some methods, presented in the programme description (practice; individual; problem-based learning; case analysis; demonstration discussion; work on an audio recording; oral teaching; teamwork; work on notations, explanations; work on a book). These methods perfectly meet the goals of the course: for the student to master the principles of voice composition; develop the ability to compose sound; think in three voices; study the theoretical foundations of Georgian church singing; develop the skill of using neumes when teaching singing.

One more significant feature from a methodological point of view is intention to master a training course in a traditional environment, the purpose of which is to give students practical

experience of singing at a church service, get acquainted with the daily life of traditional performers and share the experience of performing folk music directly from the ethnophor.

The training courses of the programme include: 1) the student's performance of church hymns at the liturgy; 2) within the limits of the student's choice and objective capabilities, stay for a certain time with a traditional performer / performer in a rural or urban area and learn singing and / or playing from them. As for the assessment, each component is monitored by a local mentor in the form of a church choir choirmaster and a traditional performer together with the course leaders. It is evident that the training courses use methods common in the modern educational space, most of which are presented in the program description. These methods appear with certain changes in various training courses.

Do it could be stated that the description of the programme corresponds to the objectives. The programme curriculum presents the following methods: oral training; work on audio-video recording; work on notations; practical training; teamwork; work on a book; case analysis; explanatory; demonstration; discussion; and role play. However, it is necessary to add course-specific teaching methods in order to form a unified frame based on the methods used in the programme. I.e., the programme description should include not only the methods used in the main / specialty courses, but also the teaching methods of other / group courses. It is recommended to add the following methods in the courses:

- “Liturgical” - methods of group learning, presentation, brainstorming.
- “Reading in Dialect” - practice; individual; problem-based learning.

Evidences/Indicators

- Self-evaluation report
- Interviews
- Programme curriculum
- Syllabi

Recommendations:

- It is recommended to add the following methods in the courses: in course “Liturgical” - methods of group learning, presentation, brainstorming; in course “Reading in dialect” - practice; individual; problem-based learning.

Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

2.4. Student Evaluation

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

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

Student assessment is conducted in accordance with the regulations established by the University of Georgia and complies with applicable legal requirements. The process is transparent and accessible to all students.

The assessment system for learning components incorporates multiple evaluation methods, such as periodic oral or written quizzes, midterm and final exams, as well as papers or presentations. The academic courses feature tailored assessment components designed to meet specific objectives and content. The evaluation of practical components is conducted based on predefined criteria. However, the syllabi of 3 courses (“Georgian folk song 5”, “Georgian chant 5”, and “Georgian folk instrument 3”) indicate the final exam assessment just in general. This problem was raised and discussed in the 1.5 sub-standard with the accompanying recommendation to revise the procedure of the final examination in the syllabi specifying the content of performance / practical part indicating the mandatory repertoire, the form of public / local presentation / concert.

The methods and criteria for assessment are clearly detailed in the course syllabi and are readily available to students. The design of assessment components and criteria is a collaborative effort involving the course author, the program or department head, and the school director.

Students have the right to appeal their grades if they are dissatisfied with the evaluation. In interviews, students confirmed their familiarity with the grading system and their understanding of the process for appealing grades when necessary. These options are facilitated through the UG online system. A key strength of the system is that the lecturer can provide detailed comments for each section, offering comprehensive feedback alongside the grades.

Evidences/Indicators

- Provision of the Bachelor's studies
- Programme curriculum
- Online UG system
- Syllabi
- Interview results during the site visit

Recommendations:

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Suggestions for the programme development:

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Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

Students at the university have access to information through various channels, including the student portal, the university's official website, and consultation meetings with the administration and faculty members. Academic and invited staff at the university, when necessary, engage in consultations with students and provide them with the relevant information.

Through the programme, students will be able to access the syllabus for subjects they are interested in directly via MY UG or the university's website, www.ug.edu.ge. Brief syllabus descriptions are available to all visitors, while detailed syllabi can be accessed after login. Upon enrollment, students receive a personal code and password, which not only allows them to access information but also serves as a communication tool with the university administration and academic staff.

The university provides students with the opportunity to engage in active student life through the Student Clubs and Services Center, which operates based on relevant provisions and allows students to bring their ideas to life. Students can receive both financial support and academic guidance to develop their projects.

The university offers a variety of training sessions and master classes, held multiple times throughout the year, which are accessible to all students. Through this service, students are provided with information about job vacancies year-round. Additionally, an employment forum is organized, offering students the opportunity to interact directly with potential employers.

To enhance student support services, regular student surveys are conducted. This practice was confirmed by both students and alumni during the interview.

To improve and refine student support services, the university regularly conducts student surveys to gather feedback on various aspects of the student experience. By collecting and analyzing this data, the university can identify strengths and areas for improvement, ensuring that student needs are met effectively. Both current students and alumni confirmed the importance of these surveys during interviews, highlighting how their participation in the feedback process has led to meaningful changes and improvements in student services and curriculum development over time.

Students mentioned that they have a representative on the programme development board, and they emphasized that their role on this board is highly valuable. This involvement allows students to actively contribute to the development and improvement of academic programmes, ensuring that their perspectives and needs are considered in decision-making processes.

The information gathered helps the university tailor its support services to better align with student expectations and continuously adapt to their evolving needs.

Evidences/Indicators

- The university website

- Interview results during the site visit
- Online UG
- My UG

Recommendations:

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Suggestions for Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

4. Providing Teaching Resources

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

4.1 Human Resources

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

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

The staff involved in the bachelor programme "Georgian Traditional Music" have qualifications corresponding to the standards both in scientific and practical terms.

The programme is staffed with personnel whose education, experience and skills relevant to the activity are confirmed by the submitted documentation. Each employee knows the rights, duties and responsibilities, which are spelled out in the regulations of the structural unit and job descriptions. During the selection of staff, attention is paid to pedagogical, practical (performing) and scientific experience.

In the chart given in the document "Information about quantitative data of the educational programme", it can be seen that 21 academic and invited personnel are involved in the implementation of the programme. To occupy the academic position of professor, associate professor and assistant professor, the academic degree of doctor is mandatory. A doctoral candidate of the university can also be chosen for the academic position of assistant. A professor must have at least 6 years of scientific-pedagogical work experience, and an associate professor - at least 3 years of experience. Of the 10 academic staff (5 professors, 5 associate professors), 9 are 100% affiliated with HEI. However, during the interview process, it was revealed that part of the academic staff has not yet been selected, including none of the three heads of the program enjoying the status of academic staff. According to information posted on the university's website and an interview, it was confirmed that on December 5, the university announced a competition for an academic position for the said program, and one of the three programme heads will be able to be fully affiliated with the university. Affiliation is regulated by the document "Rule of workload of affiliated and non-affiliated academic and invited staff of the University of Georgia". The rights and responsibilities of employees are spelled out in the regulations and job descriptions of the structural unit.

Initiating the programme the head of the programme takes responsibility to hire invited academic staff supervisor (academic dean); determine the need for additional invited staff before the start of the academic semester based on the needs of the program; search for the appropriate staff, carry out pre-contractual negotiations with them, agree on the terms of the contract and contact the Human Capital Development Office, at least 1 month before the start of the academic semester. The Human Capital Development Service provides training for invited academic staff, the Web Technologies Development Service and the training process, with the participation of the administration service.

The number of invited personnel is 11. Invited staff employed at other higher education institutions have the status of Invited Professor/Associate Professor, depending on which academic position they are selected for at the other higher education institution. Other invited staff have the status of invited senior lecturer - a person with a doctor's degree or the status of invited teacher - a person who does not have an academic degree of a doctor.

The university has presented full-time staff equivalence, academic staff to total staff, teacher-to-student ratios, etc., which agree with the number of employees. It should be noted that the academic and invited staff employed for the current programme will be provided to the number of current students. After accreditation, the opportunity to develop the programme will create the need to attract new personnel; the programme leaders noted during the interview process that the introduction of professional personnel to the programme has already begun and the number of academic and invited staff will be smoothly expanded according to the need.

The "Georgian Traditional Music" programme has three leaders, whose qualifications, professionalism and experience are of particular importance. Their ideas, methodological findings, educational, scientific and notational literature created and published by them are used as educational resources in other music universities. It is also an important fact that they have enormous practical, creative experience. They have found, deciphered and recorded the rarest samples of the Georgian folk song-chanting, the notation, publication, sounding and popularization of which are complex. They know exactly what determines the development and success of this program. Methodological findings are the priority that will make the programme unique compared to other analogues. Giorgi Ushikishvili - teacher of courses: "Georgian folk song", "Qualification paper". Malkhaz Erkvanidze will lead the following training courses: "Georgian traditional singing", "Reading in Kilo", "Georgian folk song" and "Qualification thesis". Otar Kapanadze is the author of the courses "Georgian Folk Song", "Georgian Folk Instruments" (theoretical part), "Field Work", "Qualification Paper".

Four of the 9 members of the academic and invited staff in the field of the programme have a doctorate degree, they will lead both scientific and practical courses. However, it should be noted the professionalism and experience of the other invited field personnel from a practical point of view, which is so important for the implementation of the program. The programme, in addition to the field staff, has university core and elective block teachers who are affiliated academic staff of the university.

Staff workload and remuneration are determined by the document "Staff Regulations of the University of Georgia", where we read: full-time academic staff at the university are employed 40 hours a week and it is not allowed to combine their position with educational or other types of work at another university.

Part-time staff are employed at the university on the principle of hourly workload and remuneration. It is possible to conclude an exclusive agreement with part-time staff, which prohibits employment in another educational institution. The academic staff workload scheme applies to a person employed on a part-time basis in proportion to his workload. In addition to the study load, he is obliged to allocate weekly counseling hours and participate in university events in agreement with the management. About 250 administrative and support staff support the implementation of the academic programs of the University of Georgia. Among them: for the administrative support of the program, the university's educational process administration service,

library, school (structural unit implementing the program), quality assurance service, human capital service, international relations service, student affairs center, legal service, IT service, etc. where employees with appropriate qualifications work. According to the university's HR policy, the largest part of the mentioned personnel is university graduates. 14 employees are currently employed in the educational process administration service, in the library - 6, in the quality assurance service - 5, in the international relations service - 7, in the student affairs center - 2 employees. For students, the so-called front desk, which responds to the primary needs of students and lecturers and is located in two locations. In the mentioned service, the student can address the employee face to face on any matter of interest to him and get the desired information and documents. Interviews with students from other programs revealed that the university has highly qualified administrative, support, academic and invited human resources and in all aspects, student needs are taken into account.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	10	2	10	9
- Professor	5	2	5	4
- Associate Professor	5	0	5	5
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Visiting Staff	11	8	7	–
Scientific Staff	0	0	0	–

Evidences/Indicators

- Self-assessment report
- Individual and quantitative indicators for the self-assessment report. Appendix 1 (Excel)
- Staff regulations of the University of Georgia. Amendment of the document on 4.12.2024 N33/23 protocol.
- Job description of the programme manager. of the order (N574/17, 20.10.2017)
- Staff labor contracts
- Provision of the educational program. Amendment of the document by protocol N31/23. 16.10.2023
- Staff list and training courses
- Semester workload of academic and visiting staff (Excel)
- Programme curriculum
- Personnel CVs and educational documentation
- Information about quantitative data of the educational programme

Recommendations:

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⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

Suggestions for Programme Development

- It is suggested to have frequent meetings of the academic and invited staff in order to get to know the programme and further develop it.
- It is desirable that the university, within the framework of the programme, would attract academic staff who will be given the opportunity to affiliate.
- It is desirable that the programme leaders take care to adapt the invited personnel to a comfortable environment. It is suggested to give them the opportunity for lecture and scientific work. to engage in republican and international educational and creative activities, and to encourage their scientific activities, which will be an additional motivation for working teachers and during recruitment.

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

Based on the review of self-evaluation report and accompanying documentation, as well as interviews with academic and invited staff, administration, and students at the School of Arts and Humanities, it was determined that the University has developed questionnaires for evaluating learning courses and lecturers, and their completion is mandatory for every student. The information obtained from these forms is standardized, collected, and presented to the Program Development Council in the form of consolidated results. Based on the data received, the Council makes a decision on further response. The issues related to teaching and assessment of the lecturer are checked not by the QA Office, but by the development council of a specific program. So, response to assessment data is decentralized. For example, there was a case when it was said about a lecturer that he did not know his subject - a foreign language. However, the development council of the programme examined the issue and determined that the lecturer was a simultaneous interpreter with an active status. The problem was that the language was taught by a new book, with complex terminology. The problem was eliminated by replacing the book. There are no visiting lectures of the colleagues for evaluation, this way has not been used since 2012.

1. The teachers of all specific courses should be provided with information on the assessment and, in agreement with them, if necessary, appropriate changes should be made regarding the modification of material, improvement of teaching methods and/or other issues;
2. Analyze with specific teachers the negative responses of students regarding some components of the bachelor programme;
3. Information on the results of the assessment of courses and lecturers included in the programme should be provided to the relevant units and requested for a timely response;
4. Student opinions on the improvement of activities important for the specialty should be considered as much as possible;
5. After the programme has been developed, the council should be provided with information on what measures have been taken to respond to the survey results.

It should also be noted that students expressed a desire regarding the time to submit the survey, because now the submission time coincides with the vacation period. Without completing the questionnaire sent within a certain period, the system does not allow them to move on to other activities, such as viewing exam results. Considering their wishes, it is better to offer filling out the questionnaires during their vacation.

During the interviews, the employees of the university's School of Arts and Humanities noted that the university supports their professional development and career advancement. The university provided examples of full financial support for participating at international conferences, and for publication. In addition, academic achievements of employees are recognized with bonuses.

The new programme will be strengthened by increasing the number of academic staff. In turn, the highly qualified invited staff need motivation and, accordingly, career advancement, which the new programme and the university have the potential for. According to the collected information, the specialists directly involved in the new programme are considered as invited staff. Among the programme leaders Giorgi Ushikishvili is a Professor (it is also worth noting that Giorgi Ushikishvili leads the men folk choir), Malkhaz Erkvanidze and Otar Kapanadze are currently invited lecturers. During the interview it was clarified that they will receive an academic position in the near future. However, it is suggested to prepare a project for the invited personnel to occupy academic positions.

The building, environment, library, music center, auditoriums, and conditions for professional development of the academic and invited staff are modern and useful. The heads and invited lecturers of the new programme also are researchers. According to Tamaz Beradze, Research Institute of Georgian Studies, one of the goals is “the development and implementation of scientific-research programs and projects in Georgian Studies with the involvement of both university academic staff and students.”

Evidences/Indicators

- Self-evaluation report
- Survey forms for students and graduates
- The university website
- Interview results during the site visit
- Staff duties

Recommendations:

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Suggestions for the programme development

- Considering students’ problems and wishes, it is better to offer filling out the questionnaires during their vacation.
- It is suggested to prepare a project for the other invited personnel of the new programme to occupy academic positions.

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.4. Material Resources

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

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

By reviewing the self-assessment report, as well as by looking at the spaces on the site, it became clear about the soundness of the educational institution's infrastructure. During the site visit, the panel had the opportunity to discuss with the administrative department how infrastructure investments are defined and allocated. The information provided was accurate and within the scope of compliance with the standard. As a result of inspection, it was revealed that the institution has two educational buildings nearby, which include a library, rehearsal and lecture halls and a concert hall. Lecture halls are equipped with the necessary equipment (computer, projector, monitor). Grand pianos and pianos are placed in the rehearsal spaces, where musical practical meetings will be held, as well as folk instruments are kept in specially designed wooden

cabinets, and it is planned to constantly update the resources necessary for learning. During the interview with the leaders of the program and the quality service, it was mentioned that the university has an information base with the data of the best masters of folk instruments in Georgia, and orders are made accordingly, that's why the quality of the instruments is high. Auditoriums needed for creative work are arranged accordingly, taking into account sound insulation and acoustics. The library is equipped with necessary equipment. The book fund is constantly updated. The university has access to international electronic databases, including: Ebsco, Scopus, ScienceDirect, JSTOR. The library's reading room can accommodate a sufficient number of students to conduct quizzes, written tests, etc. The library is equipped with computer equipment, tablets with the possibility of individual work for students. The library has an online catalog system and also all the necessary study literature is linked to the subject syllabus in electronic journals. The entire building of the university is equipped with Internet. The number of computers placed in study spaces is 1 computer per 8-10 students. Library resources, where the mandatory literature and electronic resources provided by the educational programs are available, ensure the achievement of the learning outcomes of the relevant educational program. The library is equipped with printing, photocopier and scanning facilities. Latest editions of academic journals are available in the library. With this data, compliance with the evaluation criteria of the standard is determined. Moreover, musical collectives operate on the university base, including a folk song choir, which includes students of various specialties. However, it is desirable for the university to have a voluminous space, a concert hall, equipped with modern standards, where creative events will be held.

Evidences/Indicators

- Self-assessment report
- Inspection of the infrastructure
- Interview results during the site visit

Recommendations:

-

Suggestions for the programme development

- It is desirable for the university to have a standard concert hall where it can hold creative events for a wide audience.

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The budget of the "Georgian Traditional Music" programme was discussed and agreed with the financial manager of the university and the central administration by the heads of the programme in order to ensure the necessary financial resources provided for in the unified budget

of the university. The financial resources allocated to the programme within the budget are distributed as follows: the main cost is used directly for the software (remuneration of academic staff and others), and a relatively small part of the income is used to cover taxes, economic and office expenses. The administration confirms the financial support of the accredited programme by the university. According to the administration, the context of the programme is unique, in which various aspects of Georgian traditional music, necessary for human identity, are reflected. Within the framework of the programme, the leaders plan various activities, including workshops, master classes for Georgian and foreign interested parties, concert activities, printing of literature, which will become a source of additional income for the programme and the university. According to the administration, the university has a practice of financial support for students and staff - double incentives for staff and students participating in scientific activities. For example, a teacher and a student participating in an international conference are fully funded for their article and travel expenses and are given an incentive cash award for their participation. Based on the analyzed budget and interview, it was determined that the direct cost of the programme amounts to 81,153 GEL. Of this, 18,019 GEL is allocated for the salary of academic and visiting staff. Three students are provided with grant funding per year, the funding of each one is 1000 GEL, during three years, 9 students will be funded (9 thousand GEL). In addition, 35,600 GEL has been allocated for other expenses, including scientific research, professional development of personnel, improvement of infrastructure, and purchase of inventory. The budget does not fully specify the remuneration of teaching staff, since it depends on the workload and status of academic and invited staff. Overall, the standard is evaluated positively.

Evidences/Indicators

- Self-assessment report
- Interview results
- Program budget (Excel)

Recommendations:

-

Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The University of Georgia in general has a structured system for assessing programme outcomes, aimed at continuous improvement. This process uses both direct and indirect evaluation methods to measure and refine learning outcomes, ensuring programmes meet academic and professional needs.

Direct assessments measure student achievement in designated courses through quizzes, essays, exams, projects, and theses. These assessments will be conducted electronically through the ONLINE UG platform, which links learning outcomes to specific exam questions. This system provides detailed insights into individual and group performance, helping refine programme goals. Since this program is new, this has not been implemented. Also, this approach has not been fully implemented at the university and is in the development stage.

In general, the institution says that indirect assessments gather feedback from employers, graduates, staff, and other stakeholders. Methods include questionnaires, market research, and reviews of scientific activities and international projects. These evaluations capture perceptions of the programme and its outcomes, offering additional perspectives for improvement. However, this information is incomplete for this program. Moreover, interviews with employers did not reveal their direct involvement in the programme development stage.

Assessments occur regularly: direct evaluations annually and indirect evaluations every three years. The Quality Assurance Service reviews these processes periodically to maintain high standards. A Programme Development Council (PDC), including programme heads, academic staff, employers, and students, oversees programme development and ensures alignment with regulations. Final approval lies with the Programme Accreditation Council (PAC), which may consult external experts for complex decisions. The institution only provided us with a general record and did not provide us with a specific list of them, for this program.

It is worth noting that digital tools like ONLINE UG and MYUG support assessments and surveys, while training sessions keep faculty updated on modern teaching methods. Semester-based surveys engage students and lecturers, fostering collaboration and transparency in programme development in general. It is difficult to rate this program because it is new. The goal of the institution is data-driven assessments and stakeholder feedback.

Evidences/Indicators

- Quality Assurance System-Mechanisms
- Analysis of Labor Market Research Results
- Questionnaires
- Provision of the educational program
- Interviews

Recommendations:

- It is recommended full Implementation of the direct assessment system. The university's commitment to direct assessments through tools like the ONLINE UG platform is commendable. However, as this approach is still in the development stage for the new programme, the efforts should be accelerated to integrate electronic assessments fully. Clear timelines and specific action plans for implementation would enhance the effectiveness of this system.

Suggestions for the programme development

- It is preferred to enhance all stakeholders (for example, employers) engagement in indirect assessments. Structured interviews and focus groups should be implemented to ensure their perspectives are incorporated into programme design and refinement.

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.2 External Quality Evaluation

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

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

The University evaluates its programmes through the Programme Development Council (PDC), which includes diverse members such as employers, academic staff, and students. Assessments use both direct and indirect methods. Additionally, the University collaborates with local and international institutions to gather insights on programme needs, which the PDC reviews for improvements. But this is not confirmed for this program. The involvement of interested parties in the process of self-assessment is also in doubt.

The involvement of international and local experts will be valuable. A more comprehensive application of expert advice could further enhance the program.

Evidences/Indicators

- Regulation of an educational programme
- Interviews during the visit

Recommendations:

- To strengthen the programme, the University should ensure active involvement of local and international experts. Establishing structured mechanisms to incorporate their advice during programme development and evaluation could provide broader perspectives and enhance the programme's relevance and quality.

Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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

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

The University of Georgia evaluates programmes through the Programme Development Council (PDC), established for each programme and composed of key stakeholders, including academic staff, students, employers, and alumni. The PDC uses direct assessments to measure student achievement of learning outcomes and indirect assessments to gather feedback from stakeholders on educational processes. Data is analyzed using questionnaires, and results are shared with stakeholders to guide programme improvements. Semester-based surveys are conducted to ensure quality and alignment with standards. During accreditation, the PDC collaborates with the Quality Assurance Office and Programme Accreditation Council to finalize decisions, ensuring thorough evaluation and continuous development.

Since the Bachelor programme is newly launched and not yet implemented, the above-mentioned evaluation and quality assurance mechanisms have not been fully applied. However, once the programme is underway, the university will, as with its other active programmes, fully implement internal quality assurance mechanisms to support program development.

However, the expert panel would like to highlight a couple of problematic aspects regarding the evaluation and quality assurance.

Firstly, during the interview, the employers confirmed that they were only cooperating with the university within the framework of the memorandum and were not familiar with the given program and did not participate in its evaluation. The institution has presented a labor market survey, which was discussed in the 1.1 sub-standard of the report. Understanding the importance of collaboration between university the labor market, it is suggested to actively engage the employers in programme evaluation and development beyond general collaboration, ensuring industry relevance.

Secondly, it is also not confirmed that the programme is compared with similar programs of foreign universities, in order to bring the program into line with modern requirements. The institution did not provide the benchmark document as evidence. It is recommended to compare the programme with similar international programmes and provide documented evidence to align with global and local standards.

Evidences/Indicators

- Programme curriculum
- Quality Assurance System
- Rules for Evaluating the Implementation of Educational Programs at the University
- Interviews during the site visit

Recommendations:

- It is recommended to compare the programme with similar international programmes and provide documented evidence to align with global and local standards.

- It is recommended to actively engage the employers in programme evaluation and development beyond general collaboration, ensuring industry relevance.

Suggestions for the programme development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

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

Signatures:

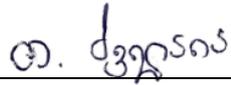
Chair of Accreditation Expert Panel

Rima Povilionienė



Accreditation Expert Panel Members

Tamar Dzvelaia



Rusudan Takaishvili



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