



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education

Art Studies Bachelor Educational Programme

LLC Caucasus University

Final Report

22.05.2025

Tbilisi

Information about a Higher Education Institution¹

Name of Institution Indicating its Organizational Legal Form	LLC Caucasus University
Identification Code of Institution	205050567
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Peter Purg, University of Nova Gorica
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Member (Name, Surname, HEI/Organisation, Country)	Tinatin Gabrichidze, NNLE New Vision University, Georgia
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¹In 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)	ხელოვნებათმცოდნეობა
Name of Higher Education Programme (in English)	Art Studies
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Art Studies
Name and Code of the Detailed Field	0213 Fine Arts
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education 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)	-

²In 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.

³In 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 Art Studies programme is a Bachelor's level academic programme offered at Caucasus University. It is part of the School of Humanities and Social Sciences and is structured to provide students with a comprehensive understanding of the history, theory, and contemporary practices of art.

The curriculum covers a range of topics including art history, visual culture, aesthetics, museum and gallery studies, and cultural policy. Courses span different historical periods and regions, addressing both Western and non-Western traditions. The programme also includes courses on research methodologies in the humanities and interdisciplinary approaches to visual analysis.

The teaching format combines lectures, seminars, field visits, and independent study. Students are introduced to critical thinking tools and analytical methods relevant to the study of art and visual culture. Learning activities also include presentations, discussions, and project-based work. Certain courses involve practical assignments or visits to cultural institutions.

The programme includes elective components that allow students to explore specific interests or related disciplines. Language courses and academic writing are also part of the curriculum, aimed at supporting students' academic development.

Assessment methods include written exams, essays, presentations, and portfolio submissions, depending on the course. The final year of the programme typically involves a research project or thesis under academic supervision.

The academic staff includes specialists in art history, cultural theory, and related fields, and depends on a range of relevant external partners (employers). The programme is conducted in accordance with the national standards for higher education and is aligned with the European Higher Education Area framework.

Graduates are awarded a Bachelor's degree in Art Studies upon successful completion.

▪ Overview of the Accreditation Site Visit

The accreditation site visit for the "Art Studies" BA program took place on March 28, 2025, at Caucasus University. The expert panel, composed of 5 members and chaired by an international expert, was assigned to the evaluation process.

Prior to the site visit, the expert panel convened via remote communication (Zoom) to review the self-evaluation report and supporting documentation of the program, and to plan the agenda and focus of the visit.

Throughout the evaluation, the expert panel was supported by representatives of the National Center for Educational Quality Enhancement (NCEQE). Interpretation support was also provided during the meetings to ensure effective communication during interview sessions.

The site visit was conducted in accordance with the pre-agreed agenda, in a spirit of collaboration. The expert panel expresses gratitude to Caucasus University for the smooth organization of the process. The panel held meetings with key stakeholders, including university administration, the self-assessment group, the head of the program, QA office, academic and invited staff, students, alumni, and employers. A final reflective session with program heads and the QA team was held to address any remaining issues and support the finalization of the panel's findings. Facilities and material-technical resources, including the library, were also observed.

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

During the visit, additional documents were requested from the institution and were provided promptly. The university representatives showed openness and a constructive approach throughout the process, viewing the evaluation as a valuable opportunity for further development of the program.

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

The study programme is in full compliance with the applicable standards defined for higher education programmes. Its objectives and learning outcomes (1.1, 1.2) are clearly formulated, aligned with the programme's profile, and supported by an evaluation mechanism (1.3) that ensures outcomes are measurable and effectively assessed. The structure and content of the programme (1.4), as well as the design of academic courses and subjects (1.5), are coherent and aligned with national and institutional standards. The methodology and organization of teaching (2.3) are diverse and appropriate to the learning outcomes, with student evaluation procedures (2.4) that are transparent and consistent. The programme sets clear admission requirements (2.1) and supports the development of practical, scientific, research, creative, and transferable skills (2.2). Students are provided with academic guidance and support services (3.1), and where relevant, supervision of master's and doctoral students (3.2) is adequately implemented. The programme is supported by qualified academic and invited staff (4.1), including supervisors with the necessary qualifications (4.2), and offers opportunities for professional development (4.3). Material and technical resources (4.4) meet the needs of the programme, and financial sustainability is ensured through appropriate budgeting (4.5). Quality assurance is integrated into the programme through mechanisms for internal (5.1) and external (5.2) evaluation, as well as through regular monitoring and review of the programme (5.3) to ensure its continuous improvement.

Recommendations

None.

Suggestions for Programme Development

- Consider expanding collaborations with additional galleries or physical exhibition spaces to enhance this strength and important potential of the programme.(1.3)
- To enhance the structure and content of the educational programme, it is suggested to adjust teaching methods, assessment formats, and scheduling to reduce excessive workload and task density for students, creating a more balanced and manageable learning experience. (1.4)
- Some academic syllabi, particularly electives, would benefit from minor revisions, including updates to bibliographies. While the programme supports interdisciplinary engagement and covers art history content, it would benefit from a dedicated course focused on the analysis of artworks to strengthen this component.

In particular:

- Pay particular attention to the method of analyses of artistic development, perhaps by developing a special methodology that is inherent in this field of science (to describe, analyze, and interpret an artwork).
- Consider removing the term "Issues of Preventive Conservation" from the title of syllabus for "History of the Georgian Manuscript Book, Issues of Preventive Conservation"(1.5).
- Consider integrating hands-on exhibition setup experience directly into syllabi, preferably in collaboration with contemporary cultural institutions. (2.2)
- Consider supporting students to participate in international undergraduate workshops, conferences and summer schools (2.2).
- A comprehensive review of teaching and learning methods across the programme is also advised, as some courses successfully implement innovative approaches while others would benefit from methodological adjustments tailored to course-specific needs.
 - In concrete terms, this would mean revising teaching and learning methods of some courses, depending on their specifics, ex. increase the use of practical methods (e.g., museum practice or

fieldwork methods) in courses such as *Prehistoric and Ancient East Art History*; *History of European Art of Antiquity and the Middle Age* etc.; increase the use of analyzes of artistic-stylistic peculiarities of an artwork, as well as its interpretation and evaluation methods in such courses as *Baroque: the evolution of style according to the works of El Greco, Caravaggio, Velázquez, Rubens, Rembrandt etc.* (2.3).

- Increase the students' awareness and knowledge of procedures regarding the Student Ombudsman Office. (3.1.)
 - Regarding human resources, the programme should establish clearer guidelines on staff workload and performance expectations, ensuring these are well communicated, especially to new staff. Introducing incentive mechanisms for invited staff, who currently work under modest compensation, could improve motivation and retention. Updating staff CVs to reflect recent academic and professional activity would also enhance transparency and better represent the programme's academic capacity. (4.1)
 - For the further development of the staff and of the program and the field at the university, staff should be supported in developing their research activities (4.3).
 - It is suggested to increase support for the development of invited staff and ensure relevant incentives are in place (4.3).
 - Encouragement for the academic and visiting staff to expand international cooperation; invite international scholars, lecturers, curators, gallerists to present their works; To actively participate in more international projects and programs; establish connections with international scientific research institutes and centers (4.3).
 - Some academic and visiting staff need a CV update (4.3).
 - For the effective implementation of the program, we consider it appropriate to add JSTOR - the most widely used online resource in the humanities. It is also important to have the teaching materials available online and to provide access through the university electronic system (4.4).
 - Attention should also be given to the implementation of an electronic online teaching system via a suitable online platform (4.4).
 - Internal quality assurance processes could be strengthened, especially among invited staff. (5.1)
 - Additional efforts should be made to develop and respond to external peer evaluation mechanisms(5.2)
- **Brief Overview of the Best Practices (if applicable)⁵**

The Art Studies programme benefits from a well-structured and inclusive design, incorporating a diverse range of academic and industry partners. This collaborative approach ensures that the programme remains relevant to contemporary art practices and is well-supported by the university's internal Quality Assurance (QA) staff, fostering continuous improvement.

The university provides excellent material conditions, with a modern campus facility that meets the needs of the programme. Sufficient equipment and resources are available to support both traditional and digital art practices, ensuring that students have access to the necessary tools for their creative and academic development.

Caucasus University enjoys a strong reputation, particularly among its students and graduates, who express a deep sense of pride and affiliation with the institution. Faculty members also demonstrate a strong commitment to the programme, contributing to a positive academic environment that supports student success.

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

As the institution had no comments regarding the factual circumstances presented in the draft report of the accreditation expert group for the "Art Studies" bachelor's educational program, this point is not applicable.

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

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

N/A

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

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report

Besides being confirmed by all the present art/culture stakeholders, the graduate profile matches also non-expert expectations or “imagination”, esp. as regards communicating and promoting Georgian culture internationally. Strong and broad theoretical knowledge in this program was in the interviews welcomed by the employers, who claimed that such a broad education also offers diverse further career paths. Employers agreed that this program profile could actually produce “*junior curators*” that could easily build their career further in various MA pathways.

The general objectives of the program (to train specialists in art history and theory and to provide them with complex knowledge of the main stages of world and national art development, interdisciplinary issues related to art history and features of art studies; To study the context of national and global cultural processes, to provide general knowledge of issues related to cultural heritage; to develop the ability to analyze and research works of art and artistic processes; To develop the ability to present substantiated opinions and conclusions on professional issues, using professional terminology in written/oral form, and to communicate effectively with the target audience with appropriate technologies, as well as the ability to apply theoretical knowledge in practice.) consider the sphere of study and field of science. The program has clearly established objects and define the competences a program aims to develop in students.

The program aligned with national and institutional higher education standards by ensuring A well-defined curriculum with meets accreditation requirements, providing a balanced combination of theoretical knowledge, historical analysis, and research methodologies. Learning outcomes of the program equip students with analytical, critical thinking, and interpretative skills relevant to art history and theory. Assessment strategies of the program that demonstrate measurable progress in students’ understanding, research ability, and application of knowledge. Interdisciplinary approach: Courses should integrate perspectives from philosophy, sociology, cultural studies, and aesthetics, ensuring students develop a broad understanding of art history in its wider context. Training courses integrate perspectives from philosophy, sociology, cultural studies, and aesthetics, ensuring students develop a broad understanding of art history in its wider context. The program offers internship opportunities, museum collaborations, and curatorial projects embedded to bridge academic learning with real-world experience. The program provides platforms for independent study, thesis work, and access to scholarly publications.

The study programme demonstrates a good alignment with both local labor market demands and broader international trends by cultivating a graduate profile that is both contextually relevant and globally applicable. The curriculum reflects internationalization through its interdisciplinary content and emphasis on global cultural processes, while also being mindful of the national heritage context. Such an approach equips students with a versatile skillset valued by

both domestic employers and those operating in international cultural sectors. The programme objectives and outcomes are (or should be) well-publicized and accessible, ensuring transparency for stakeholders and prospective students alike. Importantly, the programme's relevance and direction are consistently affirmed by faculty, employers, and external cultural stakeholders, reflecting a shared commitment to its ongoing development.

Evidences/Indicators

- Program structure
- Self-evaluation report
- Syllabi
- Interviews with academic and administrative staff

Suggestions for the Programme Development

Evaluation

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

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the 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

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The educational program highlights its alignment with academic standards and industry expectations. The program offers a comprehensive curriculum covering historical periods, theoretical frameworks, and methodologies in art history. The program integrates critical thinking, research skills, and interdisciplinary approaches to ensure students develop a well-rounded understanding of the subject. The program is in accordance with national and institutional accreditation requirements. The program ensures quality assurance and academic integrity and provides clear entry requirements, including prior academic qualifications and language proficiency standards.

The learning outcomes of the program are logically related to the program objectives and the field of study. The general goal of the programs is to prepare art historians in line with modern standards, which means “arming” them not only with knowledge of art history, but also with general knowledge in contemporary art disciplines, including

analytical, research, and practical skills. The program ensures the development of student responsibility and independence in both broad (curriculum) and narrow (learning components) contexts. It is based on Bloom's Taxonomy, taking into account the requirements of the Georgian National Qualifications Framework and the Higher Education Program Accreditation Standards Guide. The achievement of the main goals of the program is ensured by its structure and content (main outcomes: the student distinguishes, discusses, and expands on historically formed eras in art, stylistic trends, and national schools; Describes and identifies the processes of artistic development, explains and interprets diverse forms of artistic expression from ancient times to the present; uses the results of research in this area of art history, discusses and conveys key scientific issues in writing; Reviews art history research and formulates specific problems of art history and theory etc.

The programme is designed with a good focus on aligning graduate competencies with the employment demands of the art history field, while also providing a solid foundation for further academic progression at the master's level. Its structure and content are consistent with the specific requirements of the discipline, integrating both historical knowledge and contemporary methodological approaches. The learning outcomes are clearly defined and reflect the needs of the labor market, aiming to equip graduates with analytical, research, and communication skills relevant to careers in the arts and culture sectors. The interviews showed that all the involved are aware that the development of these outcomes is a collaborative effort, involving academic staff, students, graduates, and employers, which ensures their relevance and applicability in both academic and professional contexts.

Evidences/Indicators

- Program structure
- Syllabi
- Self-evaluation report
- Interview with academic staff

Recommendations:

Suggestions for Programme Development

Evaluation

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The Art Studies programme demonstrates a structured and well-defined mechanism for evaluating programme learning outcomes. The assessment process follows a clear cycle of defining, collecting, and analyzing relevant data, ensuring that learning outcomes are measured systematically. The programme effectively integrates both online and

offline forms of assessment, exemplified by assignments such as “online exhibition and essay,” which diversify evaluation methods and promote flexibility in student engagement.

The programme features benchmarks for each learning outcome; a system of monitoring of the results of learning outcomes evaluation and comparison with benchmarks is in place, while the staff of the programme in the interviews mostly proved familiar with the methods of evaluation of learning outcomes. The staff implementing the programme seem to get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes, since they spoke quite competently about it in the interviews.

A notable strength of the programme is its integration of exhibition conception and design throughout the course structure. School exhibitions are embedded within the syllabuses, reinforcing practical learning. However, during the site visit, only Gallery 4710 was confirmed as an external partner for showcasing student work. Given that each cohort comprises 25 students, reliance on a single exhibition space—predominantly online—raises concerns regarding whether all students receive adequate practical exposure and assessment opportunities. Expanding collaborations with additional galleries or physical exhibition spaces would enhance this aspect.

Positively, the programme outcomes are well-aligned with researched needs. The incorporation of the NET.CE online system, supported by strong analytical practices, ensures a reliable method for tracking learning outcomes. This system provides a solid foundation for ongoing programme improvement and future enhancements.

Evidences/Indicators

- Self-evaluation report
- Program description
- Syllabi
- Interview with academic staff

Recommendations:

Suggestions for the Programme Development

- Consider expanding collaborations with additional galleries or physical exhibition spaces to enhance this strength and important potential of the programme.

Evaluation

The ambitious programme outcomes are well backed by researched needs, and there is a LO attainment system in place that is based on the NET.CE online system, incl. a sound analytics practice, upon which the program will likely be able to lean on in the future.

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	X	<input 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

The program of the Bachelor of Arts at the School of Humanities and Social Sciences at Caucasus University is designed using the methodology of planning, developing and implementing educational programs. The programme content and structure are consistent with the qualification to be awarded and ensure the achievement of programme outcomes; The program structure is logical and conducive to achieving learning outcomes. The content of the program includes the use of the latest achievements in the field of science and existing methodologies, and the development of relevant skills. Admission preconditions are in accordance with the legislation. The content of the program and educational materials correspond to the level of education and existing requirements. The publicity and availability of the information on the program is ensured by the HEI. Programme development is a collaborative process and engages all stakeholders (academic / research / visiting staff, administrative staff of The University, students, graduates, employers, etc.)

The structure and content of the program has been developed in accordance with the Caucasus University program development methodology and the mission of the Caucasus University School of Humanities and Social Sciences and in accordance with the goals, content, and learning outcomes of the Bachelor of Arts in Art History and Theory programmes. The program includes 180 ECTS credits. The structure of the educational program is as follows: a total of 30 ECTS credits are taught in each semester; the structure of the educational program includes the following blocks: 120 ECTS credits to the study of the components of the main field of study, which includes theoretical and historical subjects that develop general professional competence; mandatory field-specific courses (totaling 90 ECTS credits) and mandatory elective courses (totaling 30 ECTS credits) that are linked to relevant eras and issues; 10 ECTS credits of the mandatory field-specific courses are devoted to the preparation of the bachelor's thesis. The program allocates 60 ECTS credits to compulsory and elective courses of the free component (28 ECTS credits are allocated to general university compulsory courses). The Program is designed according to legislation and HEI's methodology for planning, designing and developing of education programmes, its structure is logical and consistent.

To further enhance the structure and content of the educational programme, it is recommended to refine teaching methods, assessment formats, and scheduling practices in order to alleviate excessive workload and reduce task density for students. While the current programme structure is logically organized and comprehensive, feedback from students and academic staff suggests that the intensity of coursework and the clustering of assignments within certain periods may lead to stress and hinder optimal learning. Adjusting these elements would help ensure that students have sufficient time to reflect on and internalize course material, thereby promoting deeper understanding and more meaningful engagement with the subject matter. A more balanced distribution of tasks across the semester, along with diversified teaching and assessment strategies, could also better accommodate different learning styles and enhance the development of critical and analytical skills. These improvements would not only support student well-being and academic success but also contribute to the overall effectiveness and sustainability of the programme.

Evidences/Indicators

- Program and Syllabi
- Self-evaluation report
- Interviews with academic and administrative staff

Recommendations:

Suggestions for the programme development

- To enhance the structure and content of the educational programme, it is suggested to adjust teaching methods, assessment formats, and scheduling to reduce excessive workload and task density for students, creating a more balanced and manageable learning experience.

Evaluation

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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

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

The program offers students 30 mandatory courses, 21 elective courses (from which the student must choose 7), and 11 elective courses. The content of the courses is described in the corresponding syllabi. The syllabi of the courses

include all the necessary basic information. The learning content outlined in the syllabus corresponds to both the learning goals and outcomes of the specific syllabus itself, as well as the outcomes established by the overall program. The required literature and other learning materials specified in the syllabi correspond to the learning outcomes of the course. The teaching and research components ensure the achievement of competencies defined by the qualification.

The program combines several fields, such as fine art history, architectural history, and digital media. Within the framework of the program, to ensure broad knowledge in each of them, the academic disciplines are presented over several semesters in a so-called longitudinal format.

Thus, some syllabi may need slight changes (some elective courses, ex. compulsory *History of European Art of Antiquity and the Middle Ages*, *History of Georgian art - from pre-Christian times to the Middle Ages*, etc. elective *French painting from classicism to satirical realism (based on the work of Dominique Ingres, Eugène Delacroix, Camille Corot and Honore Daumier etc.)* to offer more complete knowledge of relevant more comprehensive and balanced information and its analyses of artistic development and other important issues. It is desirable to pay more attention to the special methodology that is inherent in this field of science (describe, analyzes, interpret an artwork).

Also, some syllabi may need slight changes, partly pertaining also to bibliographies: additional literature in many cases is quite numerous for BA level and can be reduced to 4-5 main scientific issue in related field (ex.).

Based on the review of the syllabus for "History of the Georgian Manuscript Book, Issues of Preventive Conservation," it is advisable and thus the ET suggests to remove the term "Issues of Preventive Conservation" from the title (The English translation of the syllabus is not included). Although preventive conservation and restoration are generally mentioned in the syllabus, this topic is not discussed independently in the course, and its in-depth exploration would require basic chemical knowledge, which likely exceeds the course objectives and target audience.

We also suggest that a general course on the Renaissance, such as *History of European Fine Arts - Renaissance*, and *The major artistic trends of the Northern European Renaissance based on the examples of Jan van Eyck, Albrecht Dürer, Lucas Cranach the Elder, and Pieter Bruegel*, as well as *The evolution of style from Proto-Renaissance to Mannerism*, should not be taught in the same semester. All three subjects are taught in the second semester of the first year. It would be more rational if these two subjects were moved to the first semester of the second year.

Some syllabi should include newly published Georgian-language textbooks.

In addition to the suggestions above, further improvements could be achieved by revising and updating selected academic syllabi, particularly among elective courses. While the programme successfully integrates interdisciplinary approaches and offers a broad spectrum of art historical content, certain syllabi would benefit from the inclusion of more current academic sources and streamlined bibliographies that reflect the scope and depth appropriate for the undergraduate level. Reducing overly extensive reading lists and focusing on 4–5 core texts per course could enhance clarity and accessibility for students. Moreover, although the programme effectively introduces students to various periods and methodologies, it currently lacks a dedicated course focused specifically on the visual and formal analysis of artworks—a foundational skill in the field of art history. Introducing such a course would strengthen students' ability to critically observe, describe, and interpret visual material, bridging theoretical knowledge with practical analytical competence. This addition would align with international best practices in art history education and enhance the methodological rigor of the curriculum.

Evidences/Indicators

- Self-evaluation report
- Program description
- Syllabi
- Interview with academic staff

Recommendations:

Suggestions for the programme development

- Some academic syllabi, particularly electives, would benefit from minor revisions, including updates to bibliographies. While the programme supports interdisciplinary engagement and covers art history content, it would benefit from a dedicated course focused on the analysis of artworks to strengthen this component.

In particular:

- Pay particular attention to the method of analyses of artistic development, perhaps by developing a special methodology that is inherent in this field of science (to describe, analyze, and interpret an artwork).
- Consider removing the term “Issues of Preventive Conservation” from the title of syllabus for “History of the Georgian Manuscript Book, Issues of Preventive Conservation”.

Evaluation

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

Compliance of the Programme with the Standard

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

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

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

2.1 Programme Admission Preconditions

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

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

The prerequisite for studying in the educational program is having a complete basic education and passing the National Exams. The program requires passing the English language as a foreign language. Enrollment in the program through mobility is possible in accordance with the rules established by legislation. Admission requirements are accessible and transparent. Access to information is provided by the institution.

The program clearly outlines the prerequisites for admission, such as educational qualifications (basic education level and successfully passing the National Exams Admission Process is described clearly(including application submission). Language Proficiency is also in accordance with the requirements of the standard. The admission process is inclusive and provides equity and accessibility. The admission preconditions adhere to national education laws and policies. The program communicates its admission requirements clearly to prospective students, ensuring transparency and understanding.

Evidences/Indicators

- Self-evaluation report
- Program description
- Interviews with academic and administrative staff
- Official web-site of the university

Recommendations:

Suggestions for the programme development

Evaluation

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

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

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

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

Caucasus School of Humanities and Social Science offers bachelor's programme in Art Studies that is designed to foster the development of students' practical, transferable and research skills, aligned with the desired learning outcomes. This programme includes compulsory and optional courses and completion of the mandatory bachelor's thesis.

To enrich the students' learning experience, the university has formed partnerships with external organizations, as evidenced by signed memoranda.

The university places great importance on preparing students to navigate the academic setting successfully. This includes the cultivation of analytical reasoning, comprehension, synthesis, research, critical judgment, adaptation, presentation, professional communication skills, adherence to academic integrity principles, decision-making abilities etc.

In the programme, students acquire transferable skills in addition to their practical and professional capabilities. Throughout the three years of study, emphasis has been placed on both general courses and more specific, narrow topics. At the same time, attention has been focused on the study of information technology, academic writing, digital marketing, virtual exhibition and language proficiency, particularly English. A new addition is the courses on exposition art and exhibition project management. Furthermore, the inclusion of extracurricular activities, such as student's, conferences, and exchange programme, plays a significant role in promoting students' research, practical, and professional skills that will develop their ability for independent operation and cultivate their own entrepreneurship approach. Moreover, the program integrates site visits both in Georgia and abroad, where students engage with artworks under the guidance of lecturers; Additionally, CU complements the program by hosting students' (undergraduate in this case) conferences, allowing students to participate in discussions and encourage their involvement in scientific research activities and assist in the development of skills for independent research, presenting the results, and defending one's own scientific views. It is important to support students so that they can participate in relevant international undergraduate workshops, conferences, and summer schools. As part of the programme, students are required to undertake practical training in partner organizations confirmed by memoranda of understanding (ICOM, publishing houses, public and private schools, galleries, the European Research Centre). Each memoranda emphasize that this cooperation should contribute to the enhancement of students' qualifications and the development of professional skills. The implementation of the practical training course and the evaluation of students will be carried out jointly with the partner organization.

As revealed during the interview, the partner organizations are prepared to host 25 students. Their objectives are clearly defined in the attached documents. Although the duration of the practice is not clearly specified, it will contribute to the development of students' practical, scientific, creative and transferable skills. At this stage, the cooperation envisions student involvement in research projects at the appropriate level. The integration of academic and practical knowledge is aimed at achieving the best possible learning outcomes.

Based on the CVs of the academic and invited staff involved in the programme, and considering their scientific and teaching experience, the programme engages experienced and qualified professionals in the field of art studies who supervise students and provide qualified and professional evaluation of their activities. In conclusion, the bachelor's program Art Studies offered by CU provides students with comprehensive education, combining practical, professional, necessary technological knowledge and research-oriented skills. Through partnerships with external organizations and extracurricular activities, students are equipped with a well-rounded skill set, preparing them for successful careers in their chosen field of Art Studies.

- **Evidences/Indicators**
- SEP
- Interviews;
- Site visit

- Memoranda
- Educational programme
- Practical assignments defined by syllabi;
- Students' survey results on existing programmes.

Recommendations:

Suggestions for the programme development

- Consider integrating hands-on exhibition setup experience directly into syllabi, preferably in collaboration with contemporary cultural institutions.
- Consider supporting students to participate in international undergraduate workshops, conferences and summer schools.

Evaluation

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 program's teaching and learning methods are consistent with the level of education, course/subject content, and learning outcomes and ensure their achievement. Based on the specifics of a particular course, it is planned to use proven and innovative teaching methods, like verbal, book-based, written, demonstration, discussion/debate, group work, e-learning, explanatory methods, as well as various practical methods, and others. The program is focused on providing students with a broad knowledge of the field, which includes understanding theories, models, and principles, and the study and analysis of complex issues in the field. This is the purpose of including presentations, discussions, seminars, one-day lectures by invited guests in the educational process, as well as study tours to cultural heritage sites. Teaching and learning methods are fully consistent with the requirements of the standard.

Most syllabi also feature well-probed as well as innovative teaching methods, however some might call for revising teaching and learning methods, depending on the specifics of a course, ex. increase the use of practical methods (e.g., museum practice or fieldwork methods) in courses such as *Prehistoric and Ancient East Art History*; *History of European Art of Antiquity and the Middle Age* etc.; increase the use of analyzes of artistic-stylistic peculiarities of an artwork, as well as its interpretation and evaluation methods in such courses as *Baroque: the evolution of style according to the works of El Greco, Caravaggio, Velázquez, Rubens, Rembrandt* etc.

Evidences/Indicators

- Self-evaluation report
- Syllabi
- Program

- Interviews with academic staff

Recommendations:

Suggestions for the programme development

- A comprehensive review of teaching and learning methods across the programme is also advised, as some courses successfully implement innovative approaches while others would benefit from methodological adjustments tailored to course-specific needs.
 - In concrete terms, this would mean revising teaching and learning methods of some courses, depending on their specifics, ex. increase the use of practical methods (e.g., museum practice or fieldwork methods) in courses such as *Prehistoric and Ancient East Art History; History of European Art of Antiquity and the Middle Age* etc.; increase the use of analyzes of artistic-stylistic peculiarities of an artwork, as well as its interpretation and evaluation methods in such courses as *Baroque: the evolution of style according to the works of El Greco, Caravaggio, Velázquez, Rubens, Rembrandt* etc.

Evaluation

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

2.4. Student Evaluation

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

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

The Caucasus University establishes an evaluation system that operates within a well-defined regulatory framework comprising both national and institutional governance structures. Specifically, evaluations are conducted according to the legislation of Georgia and the internal regulations of Caucasus University (Regulation of the Educational Process of Caucasus University).

The evaluation methodology is founded on the "principle of continuous evaluation of the acquired knowledge," which indicates an ongoing assessment process rather than isolated evaluation events. This approach requires students' active participation in the teaching process, suggesting that the procedures incorporate regular engagement in the learning process. The evaluation system provides a consistent framework, it simultaneously allows for customization according to subject-specific requirements. Assessment components and methods take into account the specifics and content of the course and correspond to the learning outcomes of the course. The evaluation structure incorporates a detailed 100-point system with clearly delineated grade classifications. The procedures specifically outline five positive grade categories (A through E) and two negative categories (FX and F), each with precise point ranges and accompanying descriptors.

The procedures implement both summative and formative evaluation methodologies, creating a comprehensive assessment framework. The summative assessment monitors quality of learning and the level of the student's achievement in relation to the goals set by the course, while the formative assessment is oriented on the student's development and gives students appropriate feedback on their achievements.

Transparency is operationalized through systematic documentation of evaluation criteria across multiple institutional levels. The student's knowledge assessment system is outlined in the program description, with more detailed assessment components and methods defined in the relevant syllabus.

The assessment system identifies transparency as one of four foundational principles guiding all assessment activities, alongside objectivity, trustworthiness, and validity. By elevating transparency to a core principle rather than merely a procedural consideration, the institution demonstrates a fundamental commitment to open and understandable evaluation practices.

For complex assessment components like the bachelor's thesis, the faculty has enhanced transparency measures. Detailed instructions covering preparation, design, presentation and evaluation are made available to all students on the faculty website.

The evaluation system enhances transparency through the implementation of measurable criteria and appropriate rubrics in the assessment process. These standardized assessment tools make evaluation standards explicit and comprehensible to students, allowing them to understand precisely how their work will be assessed against established benchmarks. The reliability of the assessment system is strengthened through alignment between evaluation methods and intended learning outcomes. The assessment components correspond to the learning outcomes of this course, ensuring that evaluations reliably measure achievement of the specific educational program objectives and learning outcomes.

The reliability of the assessment system is further reinforced through academic integrity measures. The university has an academic integrity policy supported by an electronic plagiarism detection program Turnitin. The implementation of this tool for courses/projects ensures that evaluation results genuinely reflect students own work, significantly enhancing assessment reliability.

To ensure the effective implementation of academic integrity measures, the institution provides permanent training in the direction of using Turnitin" through Caucasus University's Academic Writing Center.

The students are awarded credits based on the final evaluation comprising the scores of the interim and final exam assessments. This credit-based system aligns with European Credit Transfer and Accumulation System (ECTS) standards.

Evidences/Indicators

- Instructions for completing and defending a bachelor's thesis
- Academic integrity policy
- Electronic system of educational process management;
- Educational program;
- Program syllabi;
- LO Assessment Mechanisms;
- The Statute on the rule of Taking Examinations;
- Caucasus University Academic Integrity Code;
- Exams Rules and Regulations;
- SER;
- Website;
- Interview results.

Recommendations:

Suggestions for the programme development:

Evaluation

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

Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

Caucasus University demonstrates a structured approach to student consultation that begins upon enrollment. The newly enrolled students participate in orientation training that familiarizes them with key aspects of the educational process. During this orientation, students receive informational materials designed to facilitate effective navigation of the university environment. Additionally, school deans conduct program presentations for new students, allowing them to gain comprehensive understanding of their educational programs and engage directly with administrative staff.

The university has established multiple channels through which students can access consultation services. Students can obtain information from academic managers and program directors on matters of interest. For course-specific inquiries, students have access to individual consultations with course professors during designated consultation hours specified in course syllabi.

The information management system is designed to ensure students receive necessary information throughout the learning process. Upon enrollment, students are integrated into internal information networks and provided with university email accounts. This infrastructure facilitates full integration into the university's information space and ensures students receive all communications distributed through the institutional intranet.

The university maintains dedicated administrative units for student support, including an educational process management and student registration office. This office provides information services, issues various notices, offers counseling, receives and responds to student statements, and coordinates problem resolution with relevant school and

university administration services. These mechanisms contribute to an environment where students can readily access information needed for planning their educational processes.

The students can receive necessary information, consultation, and assistance for educational process planning and achievement improvement from several sources, including:

- Educational program academic head;
- Directors of undergraduate programs;
- School deans (when needed);
- The educational process management and student registration office;
- The department of monitoring and student services;

The above-mentioned supporting structure ensures students have access to appropriate guidance at various levels of the institution, supporting diverse learning needs and facilitating academic improvement.

Career development support is explicitly addressed, where the university operates career development and employment facilitation services. These services maintain close cooperation with employers to provide students with information about various employment opportunities. This alignment between educational programs and career services demonstrates the institution's commitment to supporting students' professional development beyond academic achievement.

The document references additional support units that enhance the diversity of the learning experience, including the Department of International Relations and Projects and the Office of Student Events and Alumni Relations. These units provide qualified and continuous consultation services that extend beyond core academic matters, potentially facilitating international experiences and extracurricular engagement that contribute to a well-rounded educational experience.

The interviews conducted with students and alumni reveal a high level of satisfaction with university services and information accessibility. This reference suggests that the university monitors student satisfaction with its consultation and support services, which is an important element of quality assurance. However, the interview sessions revealed that the students are insufficiently informed regarding the Student Ombudsman Office. Therefore, we suggest informing students more actively and increasing the efforts towards it, so that the indicated supporting service will be able to be used for.

Overall, the university has established multiple mechanisms through which students can receive guidance on learning process planning, academic achievement improvement, and career development. These mechanisms include dedicated administrative units, faculty consultation hours, and specialized services focused on career development, international relations, and student activities. The information systems, orientation processes, and multiple channels for obtaining guidance support diverse learning experiences by ensuring students can access relevant information and recommendations from various program personnel and institutional units. Considering the provided and requested documents, and the data received from the interview sessions suggest that the university has successfully facilitated these services that are effectively meeting student needs.

Evidences/Indicators

- Regulations of the Department of International Relations and Projects;
- Regulation of career development and employment promotion service;
- Regulation of the educational process management and student registration service;
- Regulations of the Study Monitoring and Student Services Department;
- Caucasus University Statute;
- Planned and implemented consulting services;
- Procedure for implementing educational programs;

- Procedure for developing and implementing an individual study plan for students;
- Educational program;
- SER;
- Website;
- Interview results.

Recommendations: None.

Suggestions for Programme Development:

- Increase the students' awareness and knowledge of procedures regarding the Student Ombudsman Office.

Evaluation

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"/>

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 programme staff are engaged in the programme based in accordance with the legislative requirements and CU's internal regulations. The programme staff is composed of persons with relevant background and qualification to ensure attainment of the programme learning outcomes by students and include staff with academic and practical background, who are involved in the practical activities and projects.

As the programme is new, most of the sectoral staff were recruited recently. Based on the interview results, the heads of the programme were mostly responsible for recruiting new staff, including academic and invited. Invited staff were appointed, while academic staff were recruited per open academic calls (6 new academic staff).

The number of academic staff, the ratio of academic to invited staff and the ratio of affiliated staff ensures sustainability of the program and fulfillment of the duties of staff. Most of the newly recruited staff do not have a workload at CU for now, the semester load of the staff of the programme, the workload of the staff based on QMS data also supports the sustainable implementation of the programme and fulfillment of the obligations by staff.

CU has a workload scheme for academic staff, which includes teaching, research and consultations. The workload scheme is filled by academic staff per semester, according to the practice of CU, additional classes, for instance, after starting a new programme implementation, is filled in by either curators of the course, or other lecturers.

New staff did not show a substantial knowledge of the regulations on staff workload, thresholds of the performance or minimum and maximum hours per week expected to teach. Overall regulations regarding the expectations for the staff workload and thresholds of performance could be explained and communicated more completely to the new staff, to ensure the expectations from both sides are clear.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	17			
- Professor	5	1	1	1
- Associate Professor	9	4	4	4
- Assistant-Professor	3	3	0	3/0
- Assistant	0	0	0	0
Visiting Staff	21	17	9	–
Scientific Staff	-			–

The heads of the programmes are qualified professionals in the field, with academic and practical experience for the implementation of the programme and its further development.

Implementation of the programme and the prospective students of the programme will be supported with the qualified administrative staff of the relevant quantity.

Evidences/Indicators

- Self-evaluation report;
- CVs and resumes of academic and invited staff;

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

- Interview results.

Recommendations:

Suggestions for Programme Development

- Regarding human resources, the programme should establish clearer guidelines on staff workload and performance expectations, ensuring these are well communicated, especially to new staff. Introducing incentive mechanisms for invited staff, who currently work under modest compensation, could improve motivation and retention. Updating staff CVs to reflect recent academic and professional activity would also enhance transparency and better represent the programme’s academic capacity.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	✓	□	□	□

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

CU conducts regular evaluation of the staff implementing programmes and analyzes the results for promoting staff development, or for improvement of the programme and teaching and learning process. As the programme is new, there are no results of the evaluation of the staff implementing the programme, however, existing mechanisms and practice at CU prove the institutional approach that will be applied to the newly developed programme. The annexes of the SER include tools and results of staff scientific activity assessment, surveys of students, satisfaction surveys for staff.

CU also supports staff development, as well as their scientific-research activities, for which relevant structures and support systems, including financial support exist. Research Facilitation Department plans, implements and coordinates all activities aimed at the activation of research activities in the schools of Caucasus University (including relations with local donor organizations that fund research activities), internationalization (initiating joint research projects with the academic staff of partner universities) and promoting the inclusion academic staff.

CU also offers internal grant funding for the staff research projects, participation in which is open for the invited staff, together with the academic staff. University also supports international activities, mobility, projects for the staff, which is seen as the tool for development. University also organizes conferences and other events locally, to support staff.

However, based on interviews, invited staff is on the one hand, not fully aware of the opportunities for the growth, and on the other hand, could be supported more in terms of professional growth and recognition.

The heads of the programme participate in research activities, as well as part of the staff implementing the programme. However, considering the overall performance of the staff of the programme in research (the research output), staff should be supported to further enhance their research activities, which will be beneficial for the further development of the staff, the program and the field at the university.

Evidences/Indicators

- SER;
- Interview results;
- CVs of staff implementing the programme;
- QA mechanisms.

Recommendations

Suggestions for the programme development

- For the further development of the staff and of the program and the field at the university, staff should be supported in developing their research activities.
- It is suggested to Increase support for the development of invited staff and ensure relevant incentives are at place.
- Encouragement for the academic and visiting staff to expand international cooperation; invite international scholars, lecturers, curators, gallerists to present their works; To actively participate in more international projects and programs; establish connections with international scientific research institutes and centers.
- Some academic and visiting staff need a CV update.

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	✓	<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

The bachelor's programme in Art Studies offered by the CU is designed to align with the university's charter and specific educational goals. The material-technical base available at the university plays a crucial role in successfully implementing these programs. The university has made sure to establish and maintain the necessary material and technical resources to support the

educational objectives of this programme. These resources will be readily accessible to students without any restrictions, ensuring that students have the tools and facilities they need to achieve the intended learning outcomes. The material-technical base includes a range of facilities and equipment specifically tailored to programme's requirements. For instance:

- Study visits to Georgian Regions – 5 in total
- Study visits abroad for 7 days
- Students have access to resources like libraries and digital databases to conduct research and deepen their understanding of art studies;

By having access to the university's comprehensive infrastructure, students in this bachelor's program can fully engage with their studies and explore their artistic interests without limitations. The availability of these material-technical resources enhances the overall learning experience and enables students to acquire the knowledge and skills essential for their chosen fields. Caucasus University's commitment to providing a robust material-technical base for the bachelor educational program ensures that the university delivers high-quality education and fosters the growth of creative minds in the field of arts and sciences.

The infrastructure of CU - computer resource centers, fully equipped lecture halls, university library with diverse fund (23 651 printed and 7986 electronic unites) and rich electronic resources, including international electronic databases ensure the achievement of program learning outcomes. To ensure students' access to their evaluations, to enable the administration to monitor students' academic performance, and to support the educational process, an electronic system for assessing student knowledge and organizing instruction is used. (This part appears only in the Georgian version and is not included in the English one).

CU Library is an information resource center, which makes information resources easily accessible through a variety of services and thus contributes to the enhancement of quality of academic processes, the implementation of modern approaches to teaching and generates new knowledge. The bachelor educational program will be carried out in the Main building of the university (1, Paata Saakadze st). The students of the programme will use the common university library, which contains professional literature, as well as mandatory literature and relevant readers specified in the programme syllabi. University infrastructure provides information and communication technologies to customers including: Reading halls, Meeting and training rooms; university has eight computer classes with relevant equipped and multimedia resources; all auditorium and library are provided with projectors and computers, as well as all printers and scanners, 20 "smart boards", "Kiosera" copying machines, five unites of modern servers and appropriate network ("Cisco," "Aruba/HP, switches, Fortinet NG Firewall, etc) is installed on the territory of CU and Wi-Fi access in open access mode.

The programme has identification of literature envisaged by the academic syllabi and their accessibility is guaranteed in the library book fund. As it became evident from the interview and the site visit, the library at the university ensures that the required literature for these programs is accessible to students through its book fund. The academic syllabi of these programs have a designated set of literature, and the library guarantees its availability. Additionally, the library prepares reading materials called "Readers," which are available in both printed and electronic formats. Printed Readers can be found in the reading halls, while online versions are accessible through relevant electronic system,

but with restricted access only through the university email system. The content of the Reader is prepared upon request by professors or heads of courses, ensuring compliance with copyright rules. All mentioned resources are processed according to the library's rules and are made searchable in the library's online catalog. Furthermore, university students have access to the latest scientific literature and publications through electronic database: EBSCO HOST, Legal Source, Scopus, Taylor and Francis, ScienceDirect etc, as well as Scientific e-journals: Cambridge Journals Online, e-Duke Journals Scholarly Collection, Open Edition Journals, Royal Society Journals Collection etc. The university upholds an academic integrity policy that is reinforced by the use of the Turnitin plagiarism detection software. Integrating this tool into courses and projects helps ensure that assessment outcomes accurately represent students' original work, thereby greatly improving the reliability of evaluations. Overall, the university seems to provide comprehensive resources to support students pursuing their education in the field of art studies. The combination of printed and electronic materials, along with access to scientific databases, demonstrates the institution's commitment to offering valuable academic resources for its students.

Evidences/Indicators

- Self-evolution report;
- Site visit;
- Existing infrastructure;
- Interviews;
- University library and scientific databases;
- Requested additional documents;
- Web site of CU

Recommendations:

Suggestions for the programme development

- For the effective implementation of the program, we consider it appropriate to add JSTOR - the most widely used online resource in the humanities. It is also important to have the teaching materials available online and to provide access through the university electronic system;
- Attention should also be given to the implementation of an electronic online teaching system via a suitable online platform.

Evaluation

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 financial support for the bachelor's programme in Art Studies at the School of Humanities and Social Studies of Caucasus University is well-planned. The primary sources of funding for this program come from students' fees and state funding (students with state funding after the unified national exams). The university's commitment to the strategic development goals of the Art Studies program ensures that, in the case of a minimum number of enrolled students, all program expenses will be covered by the university's reserve fund, demonstrating a strong dedication to the program's success. Moreover, the availability of additional financial resources in the form of internal university financing of research activities is also important. Such intra-university scientific grant funding also contributes to the financial stability of the programs. The educational process is adequately supported by the academic staff's salaries, which are included in the budget (Due to confidentiality, salary amounts are not disclosed). The budget also covers expenses for updating library resources and infrastructure maintenance. Financial calculation contains also: contact hours for teaching and practical training, university administration expenses, study field trips both in Georgia and abroad (92 318 GEL) etc. Any additional expenses required for the program will be covered from the reserve fund of university, ensuring that the necessary financial resources are made available for the smooth implementation of the programs (The reserve fund amounts, however, appear impressive). The allocation of financial resources in the budget is economically feasible and aligns with the specific needs of each program. The program is financially stable, and its budget encompasses all necessary costs, including development, resource financing, personnel, and other relevant expenses. Despite the initial budget calculation being based on 25 students, the faculty is aware of its financial responsibilities and ensures the continuous support of the program. In conclusion, the School of Humanities and Social Studies at Caucasus University has developed a well-structured financial plan to support the bachelor's program of Art Studies. The commitment to seeking additional funding through grants and the flexibility to allocate resources from the central budget as necessary demonstrate the financial sustainability and dedication to the success of this program that was evident during the interview.

Evidences/Indicators

- Self-evaluation report
- Program Budget
- Site visit
- Existed infrastructure
- Web site of CU
- Interview

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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4.5. Programme/ Faculty/School and Programme Sustainability	Programme/ Budget Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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 Art Studies programme demonstrates a structured approach to teaching quality enhancement, utilizing both internal and external quality assurance mechanisms. Regular programme monitoring and reviews ensure that relevant data is collected, analyzed, and applied for continuous improvement. The systematic use of quality assurance services reflects a commitment to maintaining and improving teaching effectiveness.

One of the programme's strengths is its well-established Internal Quality Evaluation system, which operates within a broader, institution-wide Quality Assurance (QA) framework. This system facilitates timely staff training, equipping educators with updated pedagogical approaches and ensuring that teaching quality remains aligned with contemporary academic and industry standards. Additionally, the development and follow-up of the "interactive learning map" enhances structured learning, fostering student engagement through dynamic and adaptive educational strategies.

While the programme has a solid foundation in quality assurance, maintaining an active cycle of review and adaptation remains crucial. Further strengthening internal evaluation culture especially among the invited staff will be crucial in the future, to round up the evaluation cycles, and include everyone in the process. Overall, the existing QA mechanisms provide a stable framework that supports informed decision-making and long-term academic development.

Evidences/Indicators

- Self-evaluation report
- Further provided documentation as discussed in the interviews
- Program description

- Interview with the SE group, the academic staff and the partners

Recommendations:

Suggestions for the programme development

- Strengthening internal evaluation culture especially among the invited staff

Evaluation

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

5.2 External Quality Evaluation

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

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

In line with the robust systems and mechanisms in place at the entire CU, the Art Studies programme actively integrates external quality assurance mechanisms to ensure continuous improvement. Regular external evaluations will – once the programme runs and provides actual data – provide valuable insights that contribute to programme refinement, aligning it with both national and institutional standards. The programme’s commitment to incorporating external feedback strengthens its credibility and ensures that teaching and learning practices remain relevant; at the point of review this was evident through interviewing a range of relevant highly profiled external stakeholders that all contributes to the programme’s design and are committed to do so in the future.

To further enhance its quality assurance framework, the programme would benefit from further expanding collaborations with external institutions for peer evaluation and benchmarking against international standards. Establishing partnerships with leading universities, professional art organizations, and further (possibly international) accreditation bodies could provide comparative insights, fostering best practices and innovative teaching approaches. By embedding a structured system for international benchmarking, the programme can solidify its position within a global academic landscape while ensuring that graduates are well-prepared for international career opportunities.

Evidences/Indicators

- Self-evaluation report
- Interview with the SE group, the lead administration, and esp. the partners

Recommendations:

Suggestions for the programme development

- Developing external collaborations for peer evaluation and benchmarking against international standards could reinforce the programme’s commitment to excellence.

Evaluation

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

5.3 Programme Monitoring and Periodic Review

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

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

Embedded in the CU QA context, the Art Studies programme has a structured and systematic approach to programme monitoring and periodic review, ensuring that various stakeholders—including academic staff, administrative personnel, students, graduates, and employers—are actively involved in the evaluation process. The programme may be expected to implement regular data collection and analysis to assess its effectiveness, identifying areas for improvement based on both qualitative and quantitative insights.

One of the programme's strengths is its inclusive feedback mechanism, which is typical and well established at CU, it ensures that diverse perspectives contribute to decision-making. By engaging students and alumni, the programme may be expected to remain responsive to evolving educational needs and industry expectations. Employers' input at different levels of design and review further aligns the curriculum with labour market demands, enhancing graduates' employability.

Evaluation results are expected to be applied in a continuous improvement cycle, allowing the programme to adapt dynamically. This approach is reinforced by the university-wide Quality Assurance (QA) framework, which provides a stable foundation for monitoring learning outcomes, faculty development, and resource allocation. Additionally, the "interactive learning map" is a valuable tool that helps track the effectiveness of teaching strategies over time.

Evidences/Indicators

- Self-evaluation report
- Interview with the SE group, the lead administration, the partners

Recommendations:

Suggestions for the programme development

Evaluation

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

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

Signatures

Chair of Accreditation Expert Panel

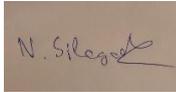
Peter Purg, University of Nova Gorica

Peter Purg

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