



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Georgian Traditional Music

Bachelor's Educational Programme

The University of Georgia

Evaluation Dates: 3rd November 2025

Draft Report Submission Date: 02/02/2026

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	The University of Georgia Ltd
Identification Code of Institution	205037137
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Dr Margaret Ross, Royal Conservatoire of Scotland, Scotland
Member (Name, Surname, HEI/Organisation, Country)	Liana Khorbalaze, Vano Sarajishvili Tbilisi State Conservatoire, Georgia
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Member (Name, Surname, HEI/Organisation, Country)	Nino Kimeridze, Ivane Javakhishvili State University Tbilisi, Georgia
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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/programme	Bachelor's
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 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/ Newly proposed/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)	-
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	-

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 Programme

The Georgian Traditional Music Bachelor programme has been designed to preserve and promote authentic Georgian musical performance, drawing directly on centuries-old practices of traditional singing, chanting, and instrumental music. The programme has been designed specifically around original traditional performance norms in response to both academic needs and labour market research.

The programme comprises three years of study, resulting in the culmination of 180 European Credits (ECTS). On graduation, students will be awarded the qualification Bachelor of Musical Arts in Performing Arts (Traditional Music) from the University of Georgia.

The programme focuses on soloist development, improvisation, and mastery of all vocal parts. Students also acquire basic dance skills, learn round-dance songs through active participation, and study traditional Georgian instruments, receiving the same broad, multidisciplinary training characteristic of traditional culture bearers.

Teaching will be delivered by highly experienced scholars and performers who integrate practical, theoretical, and creative components within each course. University-level subjects complement musical training, and the curriculum culminates in fieldwork and immersive study in traditional environments, enabling students to apply and reinterpret their acquired knowledge.

Graduates are well-prepared for careers in folk and church music ensembles, cultural institutions, and educational settings in Georgia and abroad. The diverse skillset also supports independent initiatives—such as forming amateur ensembles—and provides a strong foundation for further academic study in traditional music.

Overview of the Accreditation Site Visit

- The University of Georgia prepared a Self-Evaluation Report (SER) in English based on the NCEQE Accreditation Standards.
- The Review Panel, including an international chair, studied the SER and other documentation which was submitted in Georgian and English.
- The Review Panel conducted a site visit over 3 days (22-24 September 2025) and held meetings with staff, students, alumni and employers to an agreed timetable.

In line with the published *Guidelines for Experts* (National Center for Educational Quality Enhancement, Georgia), this report has been produced collaboratively, with overall coordination by the Chair. All panel members were briefed on the required procedures, roles, and responsibilities. They contributed to the preparatory phase, which included a desk-based review of the Self-Evaluation Report (SER) and all accompanying documentation. Each member was allocated specific standards to support effective planning and preparation for the site visit.

The panel held an online preparatory meeting, during which key topics were discussed and priorities established, as recommended in the *Guidelines for Experts*. The mapping grid of assigned standards

was finalised to ensure cohesive preparation. Key lines of enquiry were identified, responsibilities confirmed, and the preliminary site-visit agenda agreed.

The site visit took place on Monday 3rd November 2025. During the site visit, the panel had the opportunity to meet with the following groups:

- University administration
- Self-Evaluation team
- Heads of Programme
- Academic and Invited Staff
- Employers
- Quality Assurance Office
- Related programme students and alumni

We aimed to verify, exemplify, and critically review the information provided, seeking clarification where necessary. Additional documentation was requested and collected to ensure the Accreditation Report could be completed with accuracy and rigour. In accordance with the *Guidelines for Experts*, the panel worked to foster a culture of mutual trust and constructive dialogue by:

- Structuring the agenda to encourage open and honest contributions;
- Using open-ended questions supported by clear context;
- Exploring multiple perspectives on emerging themes;
- Carefully planning each session while remaining responsive to issues raised during discussions.

The panel extends its appreciation for the openness, transparency, and detailed engagement shown by staff, students, alumni, and employers throughout the visit. A guided tour of the facilities was undertaken, including performance spaces, teaching rooms, the library, and online resources. Following the visit, the Review Panel prepared this report, structured in accordance with the published standards and procedures.

The Review Panel would like to express its sincere thanks to the team for their warm hospitality, constructive engagement, high-quality documentation, and the collegial manner in which all participants contributed to the process.

It is the Panel's hope that this report will be both constructive and supportive for the institution—not only in meeting the NCEQE Accreditation Standards but also in contributing to its continued development and progress toward its strategic goals.

Brief Overview of Education Programme Compliance with the Standards

Recommendations

Component 1.1 – Programme Objectives

1. It is recommended to strengthen the explicit and documented linkage between labour market research and curriculum design at programme level.

Component 1.3 – Evaluation Mechanism of the Programme Learning Outcomes

2. It is recommended to develop a target benchmarks document for the programme, which will define the specific instrument(s) and the periodicity for evaluating and comparing the learning outcomes against the established benchmarks;

Component 1.4 – Structure and Content of Education Programme

3. It is recommended to review and refine the prerequisites for course admission to ensure full consistency;
4. Since the qualification work comprises multiple components, most of which are practical/performance-based, it is recommended to specify the course title in English, and to clearly define the prerequisites for admission to the Qualification Paper/Qualification Examination;

Component 1.5 – Academic Course/Subject

5. It is recommended to review the learning outcomes map to ensure that the connections between programme learning outcomes and individual courses are fully and accurately represented;
6. It is recommended to align the programme learning outcome "Examines issues related to the functioning of the ensemble" with the learning outcomes and assessment methods of the course *Ensemble*;
7. It is recommended to reconsider and specify the format of the Qualification Paper to ensure it includes clearly defined requirements, assessment criteria, and an explicit allocation of contact hours;

Component 2.1 - Programme Admission Preconditions

8. It is recommended to further specify the substantive and procedural requirements of the creative round;

Component 2.3 – Teaching and Learning Methods

9. It is recommended that writing skills and competencies be developed either through a dedicated academic writing course or in an integrated format within a comparable course;

Component 4.1 - Human Resources

10. It is recommended that the number of employed academic staff in the relevant field be increased, thereby reducing reliance on invited personnel for the delivery of core disciplinary courses;

Component 4.3 – Professional Development of Academic, Scientific and Invited Staff

11. It is recommended that a more systematic approach to tracking professional development training and outcomes be developed.

Component 5.1 Internal Quality Evaluation

12. It is recommended that the institution include not only graphical charts but also a detailed interpretation of the data and information received during the survey;

Suggestions

Component 1.1 – Programme Objectives

- It is suggested that the institution further develop and formalise the articulation of graduate employment pathways at programme level.
- It is suggested that the institute consolidate existing activities into a coherent, programme-level framework for continuous labour market alignment.

Component 1.2 – Programme Learning Outcomes

- It is advisable to increase the involvement of potential employers so that the requirements of the employment sectors are fully taken into account in formulating the programme's learning outcomes.

Component 1.4 – Structure and Content of Education Programme

- It is suggested to review the number of credits allocated for the first two semesters.

Component 1.5 Academic Course/Subject

- It is suggested to develop and articulate the requirements for written papers/presentations, so that they provide students with explicit guidance, facilitate the assessment of submitted assignments, and support an accurate calculation of the time students spend preparing them;

Component 2.1 - Programme Admission Preconditions

- It is suggested that open-door consultation sessions be provided for applicants.

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

- The courses Mastery in a Traditional Environment and Fieldwork are scheduled for the final semester; however, it is desirable for Mastery in a Traditional Environment to precede Fieldwork to ensure a more gradual and coherent development of knowledge and skills.
- In light of the admission requirements, programme objectives, and intended learning outcomes, it is desirable to expand the integrated course “Elementary Music Theory and Solfeggio” to further support students’ theoretical knowledge and practical skill development.

Component 3.1 – Student Consulting and Support Services

- It is suggested that the university further strengthen its efforts toward internationalization to enhance global visibility, expand academic partnerships, and enrich the learning environment;
- It is suggested that invited lecturers could be more systematically integrated into ongoing professional development opportunities.

Component 4.3

- It is suggested that a more systematic approach to tracking professional development training and outcomes would be beneficial.
- It is suggested that invited lecturers could be more systematically integrated into ongoing professional development opportunities.

Brief Overview of the Best Practices (if applicable)⁴

N/A

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

Argumentative Position of the Institution

⁴ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

Component 1.1 – Programme Objectives

- It is recommended to develop a more explicit alignment between the labor market research and curriculum design with consideration of course content and competency expectations;
- It is recommended to clarify employment pathways and graduate opportunities in relation to estimated demand for graduates and projected career development paths;
- It is recommended to create mechanisms to maintain continuous alignment with potential employers and to hold regular consultation meetings, feedback cycles and market reviews.

Regarding the first recommendation, which concerns establishing a “more explicit alignment” between labor market research and curriculum design, it should be noted that the wording used is vague and does not provide a concrete explanation as to which aspects of the existing alignment are considered insufficient or in need of improvement by the experts. According to the internal quality assurance mechanisms and procedures of the University of Georgia, labor market research is a key component of program development. Accordingly, when a new program is being developed, a draft version of the program is prepared and submitted for review to potential employers. After their feedback and recommendations are discussed, the final version of the educational program is formulated and submitted to the Quality Assurance Service. Therefore, the experts were provided with a document that has already undergone the above-mentioned procedures. If any elements were missing from the document, we believe this should have been specified and explained clearly, indicating which aspects were lacking and what the institution should consider in the future. The recommendation does not refer to any specific course, competency, or concrete labor market requirement in relation to which the alignment was assessed as problematic. Such vagueness prevents the institution from analyzing the recommendation as a substantively grounded comment and creates the impression that there is no connection at all between labor market demands and curriculum design, which does not reflect reality.

The second and third recommendations do not differ in substance and address the same issue—namely, graduate employment pathways, engagement with employers, and continuous alignment with labor market needs. In this context, it should be noted that the institution has a Career Development Centre whose activities fully correspond to the requirements outlined in these recommendations. The Career Development Centre ensures ongoing communication with potential employers, regular consultations, the collection of feedback, and monitoring of labor market trends.

Furthermore, during the site visit it was repeatedly explained that qualitative information related to graduate employment and professional competencies is obtained directly through employer surveys. The analysis of this data is carried out by the Program Development Council, which uses the results to improve and update the program content. This mechanism was presented both in documentary form and explained in detail during interviews by the representatives of the Quality Assurance Office.

Under these circumstances, it is unclear why the recommendations were formulated in this manner, especially given that the relevant mechanisms are already in place, were presented to the experts, and were explained in detail during the evaluation process. Accordingly, the institution does not see the added value of the proposed recommendations in terms of improving the existing system.

Expert Panel Response to Sharing or Not Sharing the Argumentative Position of the HEI

The expert panel acknowledges the additional clarifications provided by the institution regarding existing quality assurance mechanisms, employer engagement practices, and the role of the Career Development Centre. The panel recognizes that the University has established formal procedures for

consulting employers during programme development, collecting feedback, and monitoring labour market trends, and that these mechanisms were presented during the site visit.

However, the recommendations were not intended to suggest an absence of engagement with the labour market, but rather to highlight the need for greater explicitness, systematic articulation, and evidence of outcomes in the way labour market research informs curriculum design and graduate pathways.

With regard to the first recommendation, the panel notes that although employer consultations and internal review procedures are in place, the direct and visible linkage between labour market analysis and curriculum structure, course content, and competency frameworks was not sufficiently explicit in the programme documentation reviewed. In particular, the panel did not consistently observe clear mapping between identified labour market needs and:

- *programme learning outcomes,*
- *course-level competencies, and*
- *mechanisms demonstrating how employer input results in concrete curricular changes.*

The recommendation therefore aims to encourage the institution to strengthen the documentation and transparency of this alignment, so that external stakeholders, students, and reviewers can clearly see how labour market research systematically informs curriculum design.

Regarding the second and third recommendations, the panel agrees that the institution has established structures, including the Career Development Centre, employer surveys, and feedback mechanisms. Nonetheless, the panel found that graduate employment pathways, projected demand for graduates, and career development trajectories were not sufficiently articulated at programme level, either in strategic planning documents or in materials accessible to students and external partners. In addition, while engagement activities exist, the panel did not find clear evidence of a coherent, programme-specific framework that integrates labour market monitoring, employer consultation, and graduate tracking into a continuous improvement cycle.

For this reason, the recommendations are intended to support the institution in:

- *making graduate employment pathways more visible and analytically grounded,*
- *systematizing the use of labour market data at program level, and*
- *strengthening the formalisation of continuous review processes, beyond the existence of individual units or activities.*

In conclusion, the panel reiterates that the recommendations are not a critique of the institution's commitment to employer engagement, but are aimed at enhancing the explicitness, coherence, and demonstrable impact of existing mechanisms, thereby strengthening the strategic alignment between labor market needs, curriculum design, and graduate outcomes.

In order to provide a more specific approach to the recommendations, they have been revised as follows:

- *It is recommended to strengthen the explicit and documented linkage between labour market research and curriculum design at programme level.*

This allows the opportunity to systematically map identified labour market needs to programme learning outcomes, competency frameworks and course content. This will provide clear documentation on how employer feedback and market analysis have led to curriculum decision and revision.

The subsequent two recommendations have been revised to suggestions:

- *It is suggested that the institution further develop and formalise the articulation of graduate employment pathways at programme level.*

This provides the opportunity for the identification of typical employment sectors, roles and career progression routes relevant to the qualification. The systematic use of graduate and employer data can then inform strategic programme planning and student guidance.

- *It is suggested that the institute consolidate existing activities into a coherent, programme-level framework for continuous labour market alignment.*

This should include definition of the frequency and structure of employer consultations, feedback cycles and market reviews, demonstrating how evidence from these processes is formally integrated into continuous programme monitoring and improvement.

Component 1.3

- It is recommended to develop a target benchmarks document for the program, which will define the specific instrument(s) and the periodicity for evaluating and comparing the learning outcomes against the established benchmarks;
- It is recommended that the institution include not only graphical charts but also a detailed interpretation of the data and information received during the survey;
- It is recommended to create specific sectoral survey questionnaires to conduct relevant research.

Based on the content of the recommendations, we consider that they address a single overarching issue and, therefore, can be responded to through one consolidated response.

The internal quality assurance processes and mechanisms operating at the institution are defined and regulated by the Educational Program Regulation of the University of Georgia, which fully covers the issues raised in the above-mentioned recommendations.

First, we would like to address the issue of target benchmarks. As stipulated in the Regulation and as repeatedly noted during the interviews conducted within the evaluation process, target benchmarks are defined by the Program Development Council. Furthermore, the representatives of the University explained that target benchmarks are not static or fixed indicators; rather, they are dynamic and evolve over time and in response to contextual changes. Accordingly, responsibility for their periodic review and modification rests with the Program Development Council.

Even though this matter is clearly regulated in the relevant Regulation and was also explained in detail during the interviews, it appears that additional clarification regarding the role and functions of the Program Development Council may still be necessary. The Program Development Council is a collegial body established individually for each program. Its composition includes the Program Head, the relevant School Quality Assurance Manager, an academic staff member involved in the implementation of the program, a student or potential student, and an employer or potential employer.

This body analyses information obtained through both direct and indirect mechanisms, ensures the interpretation of data, and makes professional decisions regarding changes to the program or its components, including the definition and periodic review of target benchmarks.

In light of the above, it is unclear why it was considered necessary to formulate these recommendations, given that the relevant mechanisms already exist at the University of Georgia, are formally documented, and have been effectively implemented in practice for many years.

Expert Panel Response to Sharing Or Not Sharing the Argumentative Position of the HEI

The expert panel welcomes the institution's position regarding the mechanism for defining target benchmarks, as well as the need for their continuous updating and revision. It is also commendable that the Program Development Council was actively involved in the program design phase. However, since no target benchmarks document was submitted that would serve as an initial reference point and enable program leaders to compare their expectations with the actual situation, the recommendation remains unchanged.

Component 1.4

- It is recommended to review and refine the prerequisites for course admission to ensure full consistency.

This recommendation has been taken into account, and a prerequisite — “Georgian Folk Song 4 (Practice and Theory)” — has been added to the course “Ensemble.” In addition, the issue of admission prerequisites for the qualification thesis course has been clarified.

As for the course “Field Work,” taking into account that students do not complete any other subject related to the specific nature of this course in advance, it is not possible to introduce a prerequisite for it.

- Since the qualification work comprises multiple components, most of which are practical/performance-based, it is recommended to specify the course title in English, and to clearly define the prerequisites for admission to the Qualification Paper/Qualification Examination.

The recommendation has been considered, and the course title has been corrected in English as follows: Bachelor's Thesis and Practical Project.

Expert Panel Response to Sharing or Not Sharing the Position of the HEI

While the panel acknowledges that certain amendments and developments have taken place since the site visit, it is important to note that the expert panel's recommendations must be grounded in the evidence reviewed and the circumstances observed at the time of the site visit. As these subsequent actions were not in place, documented, or verifiable during the evaluation process, they cannot be taken into account when determining the validity of the original findings. Therefore, the recommendations remain applicable and continue to stand as formulated, based on the conditions and evidence available at the time of the site visit.

Sharing or Not Sharing the Argumentative Position of the HEI

- It is recommended to develop the Special Course of the State Language and add it to the block of core courses in order to bring the program into compliance with Order No. 65/N of the Minister of Education, Science and Youth of Georgia, approved on 12 August 2025;

The position of the University of Georgia is that the presented recommendations should be removed, as their formulation is based on a misunderstanding of the existing legal and procedural context.

The University initiated the accreditation process for the program on 10 July 2025. Accordingly, at the time of preparing and submitting the program application, there was no normative provision requiring the mandatory integration of a Special Course of the State Language into the program. This obligation was introduced only on 12 August 2025, when Order No. 65/N of the Minister of Education, Science and Youth of Georgia was approved. By that time, the University had already completed the eligibility (applicant) stage of the accreditation process.

Furthermore, starting from September 2025, several working meetings were held with universities in the field of quality assurance in order to clarify the details of the new regulation. After the completion of this clarification process, it was procedurally impossible to introduce changes into the documentation submitted after the institution had been granted applicant status.

Additional consideration should be given to the content of the normative act itself. Specifically, according to the Order, the obligation to implement the Special Course of the State Language applies to students enrolled after 1 August 2025, and the same article states that the course should be implemented during the first academic year. However, from a practical implementation perspective, clarifying the details, developing the course content, and submitting the relevant documentation to the Agency required additional time. For this reason, the University adopted a general university-wide decision to implement the Special Course of the State Language in the second (spring) semester of the first academic year.

The above-mentioned decision represents an institutional policy adopted at the university level and is not directly related to the aims, learning outcomes, or substantive components of this specific program. Accordingly, the presented recommendations cannot be considered as comments related to the quality or compliance of the program.

Considering the above circumstances, we believe that the presented recommendations do not have a direct connection to the programmer's objectives or learning outcomes and, therefore, should be removed.

Expert Panel Response to Sharing or Not Sharing the Argumentative Position of the HEI

The expert panel are in agreement with the HEI regarding the recommendation relating to the language course and have removed this.

- It is recommended to further specify the substantive and procedural requirements of the creative round.

We agree with this recommendation and consider that further clarification of the substantive and procedural requirements of the creative round will contribute to increased transparency and effectiveness of the process.

Component 2.3

- It is recommended that the skills and competencies required for writing reports be developed either through the Academic Writing course or in an integrated manner within the framework of the mandatory Special Course of the State Language.

Please see the notes above relating to Component 1.4 for the Argumentative Position of the HEI in relation to the recommendation for 2.3.

Expert Panel Response to Sharing or Not Sharing the Position of the HEI

Recommendation 2.3 is grounded in the requirement for students to prepare presentations and written papers within the core courses of the educational program. These courses include Liturgy Reading in Modes, Mastery in a Traditional Environment, Chanting I–V, History and Theory of Georgian Church Music, Field Work, Georgian Folk Musical Instruments I–III, Georgian Folk Song I–V, among others.

However, the current syllabi do not indicate where or how students are expected to acquire the academic writing skills necessary to meet these requirements. Consequently, the experts consider it appropriate to retain this recommendation, while reformulating it for greater clarity as follows:

“It is recommended that writing skills and competencies be developed either through a dedicated academic writing course or in an integrated format within a comparable course.”

Component 5.3

- It is recommended that, in the case of program accreditation, all recommendations of the expert panel should be discussed with the academic and administrative staff as part of the monitoring process before the program is launched.

The presented recommendation became a subject of differing opinions at the stage of receiving the draft evaluation report. It should be noted that the description of the recommendation itself does not clarify its purpose, nor does it specify what problem or shortcoming the expert panel has identified in the existing practice that this recommendation is intended to address.

At the same time, it is necessary to reiterate that the University of Georgia has established, structured, and long-standing internal quality assurance processes and mechanisms, based on many years of practice, which ensure the involvement of academic and administrative staff at all stages of program planning, implementation, and monitoring. These mechanisms were presented and explained in detail above, both through documentation and during the interview process.

Accordingly, it is unclear what added value the presented recommendation brings in the context of the existing institutional practice. Its formulation is vague and does not allow it to be regarded as a specific, well-substantiated recommendation aimed at improving program quality.

Taking the above circumstances into account, the University does not see the necessity of this recommendation and considers that it is not based on a real inconsistency or deficiency in the existing processes.

If we have understood the recommendation correctly, then, as noted above, the mechanisms in place at the University of Georgia already ensure exactly what is being referred to. To reiterate, the discussion and analysis of recommendations, information, and evidence related to the program are carried out by the Program Development Council and are subsequently submitted for final consideration to the Program Accreditation Council. Only after positive decisions are made by both councils is the program submitted for accreditation. Therefore, collegial decision-making and the involvement of various stakeholders are fully ensured, which is precisely why the existence of this recommendation is surprising.

Expert Panel Response to Sharing or Not Sharing the Position of the HEI

The experts share the argumentative position presented by the institution and are withdrawing the recommendations provided for 5.3.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**
 - **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme;
 - **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;
 - **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);
 - **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;
 - **Analysis of other quantitative data** provided in the self-assessment and annexes.

- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.**

III. Summary Table of Compliance of the programmes with the standards

	Standard	Evaluation
1.	1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Substantially Complies with Requirements
1.1	Programme Objectives	Substantially Complies with Requirements
1.2	Programme Learning Outcomes	Complies with Requirements
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Substantially Complies with Requirements
1.4	Structure and Content of Educational Programme	Substantially Complies with Requirements
1.5	Academic Course/Subject	Substantially Complies with Requirements
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Substantially Complies with Requirements
2.1	Programme Admission Preconditions	Substantially Complies with Requirements
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies with Requirements
2.3	Teaching and Learning Methods	Substantially Complies with Requirements
2.4	Student Evaluation	Complies with Requirements
3.	Student Achievements and Individual Work with Them	Complies with Requirements
3.1	Student Consulting and Support Services	Complies with Requirements
3.2	Master's Student Supervision	N/A
4	Providing Teaching Resources	Substantially Complies with Requirements
4.1	Human Resources	Substantially Complies with Requirements
4.2	Qualification of Supervisors of Master's Student	N/A
4.3	Professional Development of Academic, Scientific and Invited Staff	Substantially Complies with Requirements
4.4	Material Resources	Complies with Requirements
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies with Requirements
5	5. Teaching Quality Enhancement Opportunities	Complies with Requirements
5.1	Internal Quality Evaluation	Substantially Complies with Requirements
5.2	External Quality Evaluation	Complies with Requirements
5.3	Programme Monitoring and Periodic Review	Complies with Requirements

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[Assessment criteria](#)

Definitions:

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding suggestions for the programme development

IV. 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 *Georgian Traditional Music* programme supports the overarching university goal to create and disseminate knowledge, foster human values and equip individuals with skills for success, ensuring that the programme is suitably aligned with the university mission.

Georgian Traditional Music aims to prepare highly qualified, competitively oriented musicians with multi-profile education, equipped with practical and theoretical knowledge and oriented toward traditional (authentic) performance practice. The programme reflects the traditions of performance, teaching, and research in both major branches of Georgian traditional music—chant and folk music—and is based on the professional experience of the academic and invited staff. The programme demonstrates a commitment to the unique nature of Georgian traditional music through use of primary audio recordings and practical work with traditional performers, confirming that the course is pedagogically grounded in the traditions and methods associated with this field of study.

The goal of the programme is for the graduates to acquire the fundamental principles of authentic Georgian traditional performance, modal-intonational foundations, and the choreographic elements relevant to the field. Graduates must be able to perform songs and chants in a stylistically appropriate manner; navigate multi-voice textures; sing confidently in ensemble settings; develop teaching competencies; integrate into authentic field environments; and cultivate research skills in expedition-based contexts. They must also obtain a complex body of theoretical and historical knowledge necessary for the informed practice of performance. The learning objectives are clearly defined, measurable and appropriate for the level of a Bachelor's programme.

Upon completion of the programme, performers of Georgian traditional music will be able to contribute to the country's cultural policy in their professional activities. The programme contributes to the development of traditional Georgian music and cultural heritage by promoting understanding, appreciation and evaluation of traditional music within society. The preparation of specialists for employment in folk and church music ensembles or state and private cultural organisations also reflects the potential societal and cultural impact of the programme. The programme's objectives align with the University's mission, goals, and strategy. The Self-Evaluation Report identifies internationalisation as an area needing improvement, and several activities are planned in this regard, including promotion,

academic visits, student recruitment, and the development of an English-language programme.

During the programme development stage, the University examined analogous programmes within Georgia and abroad (“Comparative Analysis of the Programme ‘Georgian Traditional Music’ (University of Georgia) and Analogous Programmes in Georgia, Hungary, and Finland”). A labour-market study was also conducted to identify the demand for performers of Georgian traditional music (“Analysis of the Labour Market and Employer Requirements”). Potential employers include Georgian folk and sacred music ensembles, as well as public and private institutions working in the field of traditional music.

The competitiveness of graduates equipped with integrated competencies (singing–chanting and instrumental performance) must correspond to the needs of the national labour market. Although the labour-market survey included a large number of respondents, the data does not fully reflect the actual demand for traditional music performers. A more comprehensive and multidimensional questionnaire is needed to determine the frequency and extent of personnel turnover within existing ensembles, the resources available for establishing new ensembles, and regional differences in demand; and, more broadly, to develop a statistically grounded understanding of labour-market needs.

It would be beneficial to present labour market research which clearly outlines the key themes which have been identified and which clarifies the connection between the labour market findings and the curriculum design. For example, it would be useful to demonstrate how the results of the labour market research have informed specific programme modules and to identify which competencies have been shaped by industry input. It would also be useful to use the labour market research to clarify what skills are currently missing in the labour market and what specific training deficits the programme intends to fill. In addition, it would be beneficial to outline job roles more clearly, providing estimates of graduate demand and describing career trajectories and progression pathways.

Two memorandums have been signed with the university; their representatives participated in the visit as employers; however, both memorandums provide opportunities for the programme’s students to undertake internships rather than employment; therefore, it is necessary to attract potential employers.

Evidences/Indicators

- Self-Evaluation Report (SER)
- Programme Curriculum
- Results of Interviews
- University Website
- Memoranda with Labour Market Representatives
- Analysis of Labour Market and Employer Requirements

Recommendations:

1. It is recommended to strengthen the explicit and documented linkage between labour market research and curriculum design at programme level.

Suggestions for the Programme Development

- It is suggested that the institution further develop and formalise the articulation of graduate employment pathways at programme level.
- It is suggested that the institute consolidate existing activities into a coherent, programme-level framework for continuous labour market alignment.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Substantially Complies with Requirement

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 is demonstrated in the programme documentation, the programme aims to develop comprehensive understanding and practical mastery of Georgian traditional music. The programme's learning outcomes are outlined in the curriculum. Their number is relatively large yet clearly defined.

Most of the learning outcomes are concentrated on the development of performance skills, enabling graduates to perform folk songs, instrumental music, and chants—through voice-leading and improvisation—while adhering to traditional performance norms. Additionally, the learning outcomes aim to ensure that students acquire theoretical knowledge, so that graduates possess information about the performance and genre conventions of Georgian musical folklore and traditional chant, as well as the stages of their historical development, among other aspects.

In terms of responsibility and autonomy, the learning outcomes state that graduates will demonstrate professional ethics, collaborate effectively with others and will value the preservation and promotion of traditional culture. They will manage their own learning needs and will be motivated towards lifelong learning, including progression to higher academic levels.

The programme's learning outcomes are comprehensive and generally sequential. Most of them are measurable, achievable, and realistic. They are aligned with the awarded qualification and field-specific characteristics. The outcomes respond to the requirements of professional employment fields and provide opportunities for further study at the next level of education. The development of the

programme's learning outcomes takes into account the involvement of stakeholders and potential employers; however, it is desirable for this involvement to be further developed. During the on-site visit, employers noted that while they are familiar with the programme's general outline and concept, they did not participate directly in its development.

Evidences/Indicators

- Self-Evaluation Report (SER)
- Programme Curriculum
- Results of Interviews
- Analysis of Labour Market Research

Recommendations:

- N/A

Suggestions for the Programme Development

- It is advisable to increase the involvement of potential employers so that the requirements of the employment sectors are fully taken into account in formulating the programme's learning outcomes.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Complies with requirements

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 evaluation of the learning outcomes of the educational programme is carried out in accordance with the University's *Continuous improvement mechanism for evaluation and development of the*

educational programme, as defined in the University's Provision of the Educational Programme. According to this document (Chapter 5, Articles 24–27), the institution employs both direct and indirect methods for evaluating programme learning outcomes.

Direct assessment of programme outcomes is conducted through the Online UG platform, where the programme's learning outcomes are linked to relevant examinations (exam questions) and other academic activities. The system collects data on students' academic performance and calculates the attainment level of each learning outcome. This mechanism allows for assessing the development of relevant competencies both individually and in the group.

Indirect assessment methods include surveys of students, employers, alumni, and programme staff, as well as academic conferences, scientific activities, analysis of international project results, and market research that considers graduate and student employment rates. The Provision also specifies the periodicity for evaluating learning outcomes and the responsibility to communicate these results to the Programme Development Council and other stakeholders.

The Self-Evaluation Report indicates that different evaluation approaches may be used for both existing and new programmes. This flexibility is commendable, as it ensures that even when assessment tools are reused, the specific characteristics of each discipline or programme are still taken into consideration.

Consequently, the University has clearly defined and well-organized tools for evaluating learning outcomes. However, the accreditation documentation did not include a target benchmarks map developed specifically for the Georgian Traditional Music Bachelor's Programme—one that would reflect the distinctive features of the programme, employ tailored instruments and periodicity, and ensure systematic monitoring of assessment results and their comparison with the established benchmarks.

Therefore, it is recommended to develop target benchmarks for the programme, specifying which particular combination of instruments and what periodicity will be used to evaluate the learning outcomes and compare them to the established benchmarks.

Evidences/Indicators

- Self-Evaluation Report
- Interview results
- Provision of the educational programme
- Learning outcome map

Recommendations:

2. It is recommended to develop a target benchmarks document for the programme, which will define the specific instrument(s) and the periodicity for evaluating and comparing the learning outcomes against the established benchmarks.

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Substantially complies with requirements

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 programme has been developed in accordance with the methodology for creating an educational programme, as defined in the University's Provision of the Educational Programme. During the site visit, programme representatives noted that the development process involved the Programme Development Council and included the active participation of the Quality Assurance Office, academic and invited staff, employers, and field experts.

The content and scope of the programme fully align with the level of education, the qualification to be awarded, and the requirements of the Subject Benchmark Statement for Music and Performing Arts. The programme is structured in accordance with Georgian legislation: to obtain a bachelor's academic degree, a student must accumulate 180 ECTS credits, including:

- Mandatory competence-forming courses – 150 ECTS
- University mandatory-elective courses – 12 ECTS (6 ECTS from the Social/Humanities block and 6 ECTS from the STEM block)
- Elective courses – 18 ECTS

The programme demonstrates uniqueness and individuality, as its objective is to prepare musicians oriented towards traditional (authentic) performance. The Self-Evaluation Report notes that the *Georgian Traditional Music* programme rejects various stereotypes established in secondary (stage) performance practices, as well as phenomena foreign to Georgian folk music and chant (e.g., collective

performance of high voices, conducting, etc.). Instead, the emphasis is placed on developing students' solo performance skills and improvisational abilities. *Fieldwork* and *Mastery in a Traditional Environment* are included as mandatory courses, and according to the programme leaders, these courses are unique and not offered in other similar programmes at higher education institutions. The same applies to the elective course *Georgian Folk Games (for Children and Adults)*.

The content and structure of the programme are aligned with the qualification to be awarded and ensure the achievement of the programme learning outcomes.

The prerequisites for course admission are generally appropriate; however, in certain cases, inconsistencies are evident. For example, the prerequisite for *Mastery in a Traditional Environment* includes completion of three courses (*Chant 5, Georgian Folk Song 5, Georgian Folk Instruments 3*), whereas *Ensemble* and *Fieldwork* have no prerequisites at all.

The syllabus of the *Qualification Paper* (it is desirable to specify the course title in English, as the qualification work consists of several components, most of which are practical/performance-based) states that "a student who has no outstanding academic debt in the mandatory courses of the programme will be admitted to the qualification examination." Based on this formulation, it is unclear whether the document refers to a course or to a final examination, and to which semester's courses the requirement applies, since the Bachelor's Thesis is offered in the sixth and final semester, alongside two other mandatory courses.

The syllabus of the *Qualification Paper* further states that "the qualification examination includes midterm and final assessments." Therefore, it is recommended to clearly distinguish between the prerequisites for the course itself and those for admission to the examination, given that the final semester includes three mandatory courses.

The structure of the programme is consistent, and the curricular components are logically arranged in a sequence progressing from simple to complex. At the same time, the number of credits allocated per semester in the first and second semesters is unclear. In these semesters, students are required to complete 30 credits of mandatory courses. In addition, the first and second semesters are designated for taking elective courses. Based on this information, a student accumulates more than 60 credits in the first year.

Furthermore, programme leaders are required to develop a special course of the state language, which must be added to the list of mandatory courses to ensure compliance with Order No. 65/N of the Minister of Education, Science and Youth of Georgia, approved on 12 August 2025. Adding this course to the list of mandatory components will inevitably necessitate updating the curriculum.

Evidences/Indicators

- Provision of the educational programme
- Programme description
- Syllabi
- Interview results

- Learning outcome map

Recommendations:

3. It is recommended to review and refine the prerequisites for course admission to ensure full consistency.
4. Since the qualification work comprises multiple components, most of which are practical/performance-based, it is recommended to specify the course title in English, and to clearly define the prerequisites for admission to the Qualification Paper/Qualification Examination. It is recommended to develop the *Special Course of the State Language* and add it to the block core courses in order to bring the programme into compliance with Order No. 65/N of the Minister of Education, Science and Youth of Georgia, approved on 12 August 2025.

Suggestions for the Programme Development

- It is suggested to review the number of credits allocated for the first two semesters.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.4 Structure and Content of Educational Programme	Substantially complies with requirements

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 comparison and analysis of the programme learning outcomes with the learning outcomes of individual courses confirm that the course-level learning outcomes are logically connected to—and

derived from—the programme learning outcomes. The content of the courses is likewise aligned with their respective outcomes. However, it should be noted that these linkages are not fully reflected in the curriculum map, presumably due to a technical error. For example, according to the learning outcomes map:

- The outcome “*Lists Georgian musical dialects (including those outside Georgia), chanting schools and characterizes them*” is linked only to *Georgian Folk Song 2–4*, although this outcome should also be connected to the course *Chant*.
- The outcome “*Classifies traditional instruments; connects Georgian folk instrumental music with the instrumental culture of the peoples of the world*” is shown in the curriculum map as being achieved through *Georgian Folk Instruments 2*, although the theoretical component corresponding to this outcome is actually taught in the third semester of the same course.
- The outcome “*Possesses the rule of reading in Khutsuri*” is, presumably due to a technical error, linked to *Liturgics*, whereas this outcome properly belongs to the course *Reading in Mode*.

Based on the above, it is recommended to review the learning outcomes map to ensure that the connections between the programme learning outcomes and the course learning outcomes are fully and accurately represented.

Most of the courses comprise 6 ECTS credits. The courses differ in contact hours with the lecturer and in duration, reflecting their specific nature. Alongside practical components, many courses integrate theoretical content, suggesting that the allocation of credits—specifically the balance between contact hours and independent work—is appropriate to the course content. However, it would be advisable to provide more clarity regarding the calculation of independent work hours, particularly those assigned for preparing written assignments (presentations/abstracts). Written papers and presentations constitute one of the assessment forms in most core compulsory courses; however, the programme documentation does not specify the expected length (number of pages) or formatting requirements for these assignments. Consequently, it becomes difficult to determine how many hours, on average, a student is expected to spend completing them.

The assessment of learning outcomes is specified within the course assessment methods and is aligned with the specifics of each course. An exception is the learning outcome “*Examines issues related to the functioning of the ensemble*”, where ambiguity arises: according to the curriculum map, this programme-level outcome should be achieved through the course *Ensemble*, yet the course syllabus does not include this outcome or corresponding assessment forms.

The requirements, components, and working formats related to the Qualification Paper also require clarification. The syllabus states: “*The qualifying examination includes midterm and final assessments. Upon registration for the course, students are assigned tasks in the following components: 1. Chant; 2.*”

Folk Music; 3. Written Paper. Each component is graded out of 100 points... Midterm assessment is conducted by the supervisor (students may choose different instructors as supervisors for each component).” According to the programme budget, students are expected to work in groups of three. However, the syllabus does not specify whether the group will work on the same repertoire, nor does it clarify whether the assessment will be conducted individually; how many contact hours are allocated for work with the supervisor(s); whether the written paper must relate to the performed repertoire; and so forth. Additionally, although three components are defined for the Qualification Paper, the section describing the assessment criteria includes a fourth component—“*notation of a complex Georgian folk song or excerpt.*”

In view of the above, it is recommended to reconsider and specify the format of the *Qualification Paper* to ensure clearly defined requirements, assessment criteria, and an explicit allocation of contact hours.

The mandatory and supplementary literature listed in the syllabi—together with audio and notated collections and other materials—is appropriate for the learning outcomes of the respective courses and ensures the achievement of the programme learning outcomes. The literature corresponds to the current state of the field and includes contemporary research and relevant scholarly publications.

Evidences/Indicators

- Self-Evaluation Report
- Programme description
- Syllabi
- Interview results
- Learning outcome map
- Programme budget.

Recommendations:

5. It is recommended to review the learning outcomes map to ensure that the connections between programme learning outcomes and individual courses are fully and accurately represented;
6. It is recommended to align the programme learning outcome "Examines issues related to the functioning of the ensemble" with the learning outcomes and assessment methods of the course *Ensemble*.
7. It is recommended to reconsider and specify the format of the Qualification Paper to ensure it includes clearly defined requirements, assessment criteria, and an explicit allocation of contact hours.

Suggestions for the Programme Development

- It is suggested to develop and articulate the requirements for written papers/presentations, so that they provide students with explicit guidance, facilitate the assessment of submitted assignments, and support an accurate calculation of the time students spend preparing them;

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Substantially complies with requirements

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 student intake for the educational programme is determined in accordance with the *Methodology for determining the quota of students admitted to the programme* (Article 29 of the Educational Programme Regulations). This methodology takes into account both internal and external limiting factors, as well as strategic benchmarks. The number of students admitted to the programme (15) is reflected in the budget data, aligning with the programme's and institution's available resources and ensuring the feasibility of delivering the educational process.

The entry requirements for the Bachelor's programme comply with the applicable legislation. Specifically, students are admitted based on successful completion of the internal University creative tour and the results of the Unified National Examinations, or based solely on the internal creative tour in accordance with Order N224/N of the Minister of Education and Science of Georgia (29 December 2011).

The creative tour requires applicants to possess **high-level musical and auditory skills**, which are essential for successful participation in the programme. The admission requirements generally reflect the programme's specificity, detailing the expectations and assessment criteria of the internal creative round. Although the requirements for the creative tour are general, they focus exclusively on the musical skills required of the applicant for programme admission.

In particular, during the oral-format creative assessment, applicants are required to perform all voices of a folk song or a fragment thereof after listening to it several times and analyzing its structure. The

assessment evaluates the applicant's singing ability, sense of rhythm, musical memory, voice differentiation skills, and ability to memorize the verbal text. The creative assessment has a relatively high minimum passing threshold of 71 points.

Given the above, the requirements of the creative assessment should be further specified both **substantively and procedurally**:

Substantive considerations:

- Specify the actual difficulty and expected length of the examination song.
- When defining musical competencies, include **“intonational accuracy.”**
- Provide examples of songs with the anticipated level of difficulty, and/or require the performance of a prepared song from a pre-selected list.

Procedural considerations:

- Specify how many times the song will be played, the duration of each listening;
- Clarify whether applicants will listen with or without headphones;
- Provide a governing document defining the composition and responsibilities of the examination commission, including procedures for appeals;
- Considering the oral format, it is recommended that the creative tour be video-recorded.

Additionally, it is advisable to provide open-door consultation sessions for applicants.

Upon accreditation, the programme must ensure that the entry requirements and procedures are fully accessible and publicly available.

Evidences/Indicators

- Self-Evaluation Report of the Educational Programme
- Curriculum of the Educational Programme
- Regulations for Undergraduate Studies
- Regulations of the Educational Programme
- Assessment Criteria for the Creative Round
- Results of Interviews

Recommendations:

8. It is recommended to further specify the substantive and procedural requirements of the creative round.

Suggestions for the Programme Development

- It is suggested that open-door consultation sessions be provided for applicants.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Substantially Complies with Requirements

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

The 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

The program is designed to prepare performers, specifically singers and chanters. A significant number of the courses are practice-based, integrating both practical and theoretical components. Core courses include *Georgian Folk Song*, *Georgian Chant*, and *Georgian Folk Instrumental Music*. The curriculum also provides training in modal reading and the fundamentals of traditional choreographic art.

Several courses incorporate research-oriented elements, such as *History and Theory of Georgian Church Music*, *Liturgics*, *Fieldwork*, and *Ethnomusicology*. In addition to discipline-specific electives, general university modules are offered to accommodate students' diverse interests.

Alongside general university courses, the study of folk songs and chants, ensemble work, mastery in a traditional environment, and fieldwork foster the acquisition, development, and application of comprehensive transferable skills. These practical performance courses are assessed by both the course supervisors and local mentors.

Overall, the programme is oriented toward performance practice, applying the centuries-old tradition of teaching singing and chanting, while also incorporating research elements. The courses are designed to develop a comprehensive combination of theoretical knowledge and practical skills. Professional training in singing and chanting is appropriately focused on authentic performance and the preservation of individual style; this is ensured by the extensive practical, pedagogical, and scholarly experience of the programme's academic and invited staff.

The educational process includes the consistent use of audio recordings of authentic performances, practice with traditional performers, and participation in field expeditions, all of which contribute to the acquisition of the competencies required by the programme.

The programme's courses cultivate a wide range of skills, including coordination within the polyphonic texture of traditional music, voice orientation, blending of voices, ensemble performance, improvisation, modal thinking, stylistic awareness, familiarity with the performance characteristics of

Eastern and Western Georgia (e.g., ornamentation, krimanchuli), instrumental proficiency, notation techniques, rehearsal and concert practices, pedagogical elements, and expedition management skills.

Practical singing and chanting experience is reinforced through collaboration with the *Mtiebi* folk ensemble and the *Lisioni* Monastery Choir. Within the framework of signed memoranda, student internships are possible, although these do not involve employment.

The courses *Mastery in a Traditional Environment* and *Field Work* are scheduled for the final semester; however, to ensure the sequential acquisition of knowledge and skills, it is recommended that *Training in a Traditional Environment* precede *Fieldwork*. These courses provide the optimal opportunity for immersion in authentic performance contexts.

Orientation within the complex polyphonic textures of Georgian traditional music requires solid knowledge and practical skills in music theory. Considering the admission requirements, programme objectives, and learning outcomes, it is suggested to expand the integrated course *Elementary Music Theory and Solfeggio* to better support students' theoretical and practical preparation.

Evidences/Indicators

- Self-Evaluation Report of the Educational Programme
- Curriculum of the Educational Programme
- Syllabi of the Individual Courses
- Results of Interviews

Recommendations:

N/A

Suggestions for the Programme Development

- The courses *Mastery in a Traditional Environment* and *Fieldwork* are scheduled for the final semester; however, it is desirable for *Mastery in a Traditional Environment* to precede *Fieldwork* to ensure a more gradual and coherent development of knowledge and skills.
- In light of the admission requirements, programme objectives, and intended learning outcomes, it is desirable to expand the integrated course “*Elementary Music Theory and Solfeggio*” to further support students' theoretical knowledge and practical skill development

Evaluation.

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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[2.2. The Development of practical, scientific/research/creative/performing and transferable skills](#)

Complies with requirements

2.3. Teaching and Learning Methods

The programme is implemented by using 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's graduate is a traditional music performer proficient in both Georgian folk music and chant, and possessing authentic performance skills. At the same time, the 180-credit, three-year Bachelor's programme, given its admission requirements and programme objectives, requires the use of diverse teaching and learning methods to achieve the intended outcomes.

Depending on the specificity of each course, the programme employs teaching methods and activities oriented toward **developing** both theoretical knowledge and practical skills. The methods specified in the programme include: oral instruction, work with audio and video recordings, work with musical notation, practical exercises, teamwork, textbook-based work, case analysis, explanatory methods, demonstration, discussion, role-playing, and the integrated method (simultaneous memorization, improvisation, voice leading).

These methods are applied in practical activities such as: repertoire analysis; reading and analysis of musical texts; presentations; transcribing music from audio recordings; rehearsals; concerts; studying with traditional performers (ethnophores); fieldwork; syncretic learning (singing with accompaniment); considering traditional pitch features (non-tempered tuning); and the integration of music and choreography.

Each course follows a methodology relevant to the field. Emphasis is placed on a comprehensive, syncretic, and interdisciplinary approach. The predominantly practical and performance-oriented nature of many courses ensures the active engagement of both staff and students. The programme also incorporates historically established methodologies for teaching singing and chanting, particularly the oral transmission of repertoire.

The programme's core courses are structured according to the principle of progressive complexity. These courses are inherently multi-component, with the main courses simultaneously enabling the acquisition of specific skills, which methodologically consolidates theoretical knowledge.

A key component of the courses is the preparation of written papers, which develops critical and analytical skills. Methodologically, it is necessary for academic writing skills to be taught either within a dedicated academic writing course or integrated into the compulsory Georgian language course, in accordance with the amendment to the Law of Georgia on Higher Education, which, from September 1, 2025, makes the *Special Course of the State Language* mandatory for Bachelor's programmes.

Evidences/Indicators

- Self-Evaluation Report of the Educational Programme
- Curriculum of the Educational Programme
- Syllabi of the Courses
- Interview Results

Recommendations:

9. It is recommended that writing skills and competencies be developed either through a dedicated academic writing course or in an integrated format within a comparable course.

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	Substantially complies with requirements

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 assessment components, methods, and criteria are transparent, accessible, and communicated to students in advance. The forms and criteria of course assessment are described in the syllabi and are available to all students. Additionally, during the learning process, students are given the opportunity to discuss their achievements and ways to improve them with academic staff.

The assessment system for learning components includes various forms of evaluation (e.g., oral or written quizzes conducted every few weeks, midterm examination, final examination, presentation, and term paper). Regarding the preparation of term papers, the university has an instruction document on formatting academic work in accordance with APA style requirements, which students are required to follow when completing their assignments. A Turnitin usage guideline is also in place.

Final examinations are conducted on the University of Georgia's LMS platform, which operates an examination module tailored to the university's academic programmes. The examination process is transparent: after grading is completed, the student receives not only a score but also feedback entered directly into the system by the instructor. The LMS platform enables instructors to provide explanations/comments to students regarding specific questions or remaining errors.

In addition, to ensure the objectivity of assessment, instructors do not have access to information about which student is completing a particular assignment — the system preserves the anonymity of examinations, and students' personal data are automatically encrypted.

The student has the opportunity to view their examination paper within the system, and in the case of an appeal, they can contest a specific grade directly through the platform. All assessments and corresponding feedback are recorded in the "Online UG" platform. Students have uninterrupted access to this information through their personal student portal — "My UG."

An on-site inspection of the Examination Center at the University of Georgia demonstrated that the space is fully equipped and aligned with modern technical standards. On exam days, student entry is carried out through a facial recognition system, ensuring that only those individuals who are scheduled to take the exam at the specific date and time are admitted.

The internal organization of the examination space is also aimed at ensuring academic integrity: with the help of cameras and proctors, it is ensured that students do not use unauthorized materials or copy during the exam.

Evidences/Indicators

- Undergraduate Teaching Regulations
- Syllabi
- Student Assessment Electronic System/Portal (MY UG)
- Guidelines for Preparing University Papers in Compliance with APA Style
- Turnitin User Guide
- Self-Evaluation Report

- Website
- Interview Results

Recommendations:

N/A

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Complies with Requirement

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 student.

1.3 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

After enrollment at the university, orientation days are organized by the institution with the aim of informing students about important aspects of university operations. During these sessions, students are introduced to instructions related to the academic process and receive training to facilitate their adaptation to the university environment and integration into student life.

In addition, students receive information about library resources, the use of electronic catalogs, and ways to access learning materials, which is essential for their independent academic work.

To support effective planning of the learning process and improvement of academic achievements, students are provided with necessary information through the 'MY UG' system. This platform serves as the official communication channel between students and the university, allowing access to detailed information related to the academic process, updates on university activities, student life, employment opportunities, conferences and other scientific events, exam schedules, financial matters, and more. Students can also communicate with academic staff via internal messaging to address any necessary issues.

The university has a Career Development and Employment Service, as well as a Student Life and Initiatives Service.

The Career Development and Employment Service organizes training sessions and practical seminars throughout the semester, covering topics such as job searching, resume writing, successful interview techniques, and professional positioning in the labour market. Through this service, students regularly receive information about current vacancies and internship opportunities. An annual Employment Forum is also held, where students can directly connect with potential employers, showcase their experience, and obtain information about positions that align with their academic and professional interests.

The Student Life and Initiatives Service serves as a platform where students can turn their ideas into reality. The service operates a club system that allows students to establish a club based on their interests, present projects, and receive both administrative and financial support.

According to the Regulations on Academic and Scientific Staff, within the workload of academic and invited staff, consultation hours are allocated for students. This individual engagement allows students to receive additional information and guidance on academic subjects. Information about consultation hours is provided to students at the start of their studies.

To ensure the effective implementation of student support services, the university operates a structural unit called the Service Development Department. The main functions of this department include researching and monitoring the quality of services provided to students and staff, and developing recommendations for improvement. The department focuses on optimizing service processes, addressing complaints related to service quality, and evaluating support personnel (front desk staff). It is also responsible for creating service standards and policy documents, studying best practices, and ensuring their implementation.

The university provided information to related faculties, specifically regarding extracurricular and academic activities for students of the Bachelor's and Master's programmes in History and Art Studies, such as monthly student club seminars, conferences, and educational tours.

Additionally, according to the information provided by the university, six undergraduate students from related faculties (English Philology, Architecture, Eastern Studies) participated in international mobility programmes during the 2023–2024 academic year at Sapienza University of Rome, Altınbas University, Duzce University, and Riga Technical University.

Specifically, within the Georgian Traditional Music programme, a Traditional Arts School was established approximately 7–8 months ago, aiming to create a continuum leading up to the Bachelor's programme—focusing on school students. The education is structured in three stages, with the third stage preparing students for undergraduate studies. The school's goal is also to develop musical thinking in children. A Traditional Arts Research Center also operates, aiming to organize scientific expeditions and publications in the field of traditional music. Audio and video equipment has been acquired for expeditions, and an on-site recording studio is being established. Conferences are also planned. An online library of traditional music is also being developed, where recordings of traditional music will be uploaded and made freely accessible to interested individuals. A folk ensemble is also being established. Starting from the end of November, a podcast will be launched discussing the performance of folk songs, choreography, their history, and more, aimed at promoting traditional music. Additionally, a singing festival is planned. Also, an Arts Club was recently established, primarily involving second-year students.

While these initiatives demonstrate active engagement within the programme, they are predominantly local in scope. Therefore, it is suggested that the university further strengthen its efforts toward internationalization to enhance global visibility, expand academic partnerships, and enrich the learning environment.

Evidences/Indicators

- Workload, roles, and responsibilities of individuals involved in advisory services.
- Documents/information on student involvement in local and international activities.
- Information on scientific activities, student certificates
- Regulation of the Career Development and Employment Service
- Regulation of Academic (Scientific) Staff
- Regulation of Student Affairs
- Service Development Department
- University website
- Interview results
- Self-Evaluation Report
- Extracurricular activities of students of related programmes.
- Workload, roles, and responsibilities of individuals involved in advisory services
- Documents/information on student involvement in local and international activities.

Recommendations:

N/A

Suggestions for the Programme Development

- It is suggested that the university further strengthen its efforts toward internationalization to enhance global visibility, expand academic partnerships, and enrich the learning environment;

- It is suggested that invited lecturers could be more systematically integrated into ongoing professional development opportunities.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.1 Student Consulting and Support Services	Complies with Requirement

3.2. Master's Student Supervision

- A scientific supervisor provides proper support to master's student to perform the scientific-research component successfully.
- Within master's 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

N/A

Evidences/Indicators

N/A

Recommendations:

N/A

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	N/A

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 academic staff responsible for delivering the Bachelor's Programme in Georgian Traditional Music—considering their qualifications, practical expertise, and academic experience—fully ensure the attainment of the programme learning outcomes and the sustainability of the programme.

The educational programme is implemented by lecturers with long-standing creative, pedagogical, and scholarly experience in the field, who provide complex, integrated instruction and deliver a balanced combination of practical and theoretical knowledge to students. The staff include ethnomusicologists, musicologists, choreographers, master performers of folk instruments and experts in Georgian chanting. Many of the staff have directed major ensembles, published academic works and have led national folklore institutions. The depth of expertise enables the staff to fully support the programme learning outcomes.

A total of 22 academic and invited staff members are involved in the implementation of the programme. They possess the required education, experience, and competencies relevant to their professional duties. Each staff member is familiar with their rights, responsibilities, and obligations, as defined in the regulations of the structural unit and in their job descriptions. However, while there are some academic staff who are involved in the management, administration and delivery of the

programme, it is noted that several of the leading lecturers of the core disciplinary courses of the programme are invited personnel. For this reason, it is recommended that there is an increase in the number of academic staff in the relevant field in employment in the university.

The institution has an established workload scheme for academic, scientific, and invited staff. Based on an agreement between the university and the personnel, workloads are adjusted at the beginning of each semester to ensure that staff members are able to adequately fulfill their assigned responsibilities.

For example, full-time academic personnel are employed at the university for 40 hours per week (8 hours per day). Part-time personnel are employed based on hourly workload and remuneration. Part-time staff may be offered an exclusive agreement that prohibits employment at other higher education institutions. The full-time annual workload is 1,760 hours (40 hours per week over 44 weeks) and includes, in addition to teaching duties, research activities, participation in university events, preparation of lectures and assessment components, evaluation of students' work, development of research grant proposals, and other academic tasks.

The institution has also defined weekly teaching-consultation workload requirements: full-time academic personnel who do not hold a scientific position must carry out no fewer than 28 hours of teaching-consultation activities per week; senior researchers must perform no fewer than 35 hours per week, and so forth.

In addition, the implementation of the university's academic programmes is supported by approximately 250 administrative and support staff. Personnel with relevant qualifications are employed in the Academic Process Administration Office, the library, the school (the structural unit implementing the programme), the Quality Assurance Office, the Human Capital Office, the International Relations Office, the Student Affairs Center, the Legal Office, the IT Department, and other units. According to the university's HR policy, the majority of administrative staff are university graduates who demonstrate a high level of institutional loyalty. The Self-Evaluation Report specifies that the voluntary turnover rate among administrative staff does not exceed 15%, indicating an 85% staff retention rate.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated staff
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		sectoral expertise ⁵	the sectoral direction ⁶	
Total number of academic staff	12	4	12	12
- Professor	7	2	4	7
- Associate Professor	5	2	3	5
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Visiting Staff	10	5	5	0
Scientific Staff	0	0	0	0
Including International Staff	0	0	0	0

Evidences/Indicators

- Self-Evaluation Report
- Personal files of the personnel
- Staff regulation
- Human Resources Management Process Description (HR- PD- 01)
- Job descriptions of the University's structural units/individual personnel
- Regulation of an educational programme
- Interview Results

Recommendations:

10. It is recommended that the number of employed academic staff in the relevant field be increased, thereby reducing reliance on invited personnel for the delivery of core disciplinary courses.

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Substantially complies with requirements

⁵ Staff implementing the relevant components of the main field of study

⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

4.2 Qualification of Supervisors of Master's Students

The Master's 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

N/A

Evidences/Indicators

N/A

Recommendations:

N/A

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	N/A

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

Consideration of the Self-Evaluation Report, the supporting documentation and the interviews with the team demonstrated that the institution demonstrates a structured, regular and multifaceted staff evaluation process involving multiple stakeholders with clear mechanisms for analysis and practical use of the results.

There are regular and systematic evaluations which are carried out by both the administration and the students in the university. The School Director, in cooperation with the Quality Assurance Office, conducts evaluations throughout the academic year. Student evaluations are administered at the end of each semester, covering personnel and programme components through an online questionnaire. Student survey outcomes are securely stored by the School Director and the Head of Quality Assurance Service, and the outcomes are discussed in an anonymised form at School Board meetings.

In addition, a Personnel Evaluation Committee consisting of permanent institutional leaders and QA/Human Capital representatives formally evaluates staff using predetermined methods. The evaluation results are used for professional development planning, promotions, compensation adjustments, training planning and other HR related decisions, demonstrating that results are not only collected but are analysed and acted upon.

Academic personnel are explicitly responsible for advancing their qualifications, staying updated on developments in the field, conducting research and participating in national and international conferences. The Quality Assurance Service actively promotes professional growth by organising periodic training on modern educational methodologies and academic practices. The university has also implemented innovative initiatives such as student-centred teaching methodology training (originating from the Erasmus STAR project), and this training continues to be offered internally. As can be seen through consideration of the staff CVs, academic staff in the Georgian Traditional Music programme are active participants in international scientific forums and conduct workshops, including those supported by Erasmus+.

The university expresses a commitment to supporting new staff through the established professional development practices in the university.

Evidences/Indicators

- The rule of awarding the Grant for Publication
- Provision of the staff
- Code of Conduct of Scientific and Research Institute
- Regulation of an educational programme
- Staff CVs
- Interviews.

Recommendations

11. It is recommended that a more systematic approach to tracking professional development training and outcomes be developed.

Suggestions for the Programme Development

- It is suggested that a more systematic approach to tracking professional development training and outcomes would be beneficial.
- It is suggested that invited lecturers could be more systematically integrated into ongoing professional development opportunities.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Substantially complies with Requirement

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

Consideration of the Self-Evaluation Report, the tour of the facilities on site and the subsequent discussions with staff demonstrate that the university provides all required infrastructure and facilities for the delivery of the course. There are classrooms with modern equipment for interactive learning, rehearsal and concert spaces which support the creative and performance elements of the programme, dedicated educational spaces, offices and equipment which support learning and teaching activity and a security and safety infrastructure which is maintained by the Protection and Labour Safety Service. The physical environment is sufficient and well-maintained, contributing to effective teaching and research.

New dedicated teaching spaces are in the process of being built for the delivery of the programme, including additional rehearsal spaces, recording studios and classrooms. There are pianos in the rehearsal spaces and some classrooms. Soundproofing is being added to the required rooms which will aid noise reduction in the building. The university has invested in the recording studio equipment, and this is being installed in two of the dedicated spaces. The programme will have access to a large hall which is an effective space for concerts and performances. The university has also invested in a

range of traditional instruments to support the programme. Discussion with the team demonstrated a commitment to ensuring that resources are maintained and fit for purpose.

In terms of information and learning resources, students and staff have access to continuously updated library resources in both physical and digital formats. The university provides access to a range of international scholarly databases such as JSTOR, Hinari, Scopus and ScienceDirect. The comprehensive academic resources support the requirements of the curriculum and related research activities. The library includes computers for students and there is an online catalog system with links to the subject syllabus. There are also additional study spaces with computer access with computer access, and the university provides internet access across the campus.

The institutional facilities, equipment and learning resources are designed to support the delivery of the subject-specific outcomes, and students have access to the tools and materials which are required to achieve the academic, creative and research competencies in the programme. Based on the evidence provided in the Self-Evaluation Report, the supporting documentation and the tour of the facilities, the university is equipped with sufficient and relevant infrastructure, technical equipment, learning resources and support systems in order to achieve the intended programme learning outcomes.

Evidences/Indicators

- Self-Evaluation Report
- Inspection of facilities and resources during site visit
- Interviews.

Recommendations

N/A

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Complies with Requirements

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

Consideration of the financial resources as demonstrated in the Self-Evaluation Report, the budget and discussion with the team reveals that the budget has been developed in alignment with the programme needs. The budget preparation includes infrastructure requirements, learning materials and faculty remuneration, demonstrating that the core components which are required for programme delivery are financially supported. In terms of budget development processes, the budget has been discussed and agreed with the School Director and approved by the Financial Manager and Central administration. The multi-stage review process ensures that the allocated resources are realistic, feasible and sustainable.

The documentation states that the university possesses adequate financial resources to fully implement the programme and to ensure the achievement of the learning outcomes. The funding covers both curricular and extra curricular activities, showing that the budget supports a comprehensive learning experience. The most significant expenditure is focused on academic staff and direct programme support costs, which reveals that financial resources are primarily being spent on essential educational functions.

The financial plan covers the entire programme cycle, ensuring long-term stability. As is demonstrated in the Self-Evaluation Report and was confirmed in interviews during the site visit, if the programme were unable to financially support itself, additional funding would be provided by the School budget and the Central university budget, demonstrating a real commitment to supporting the programme and ensuring continuity for the students. This risk-management mechanism safeguards programme delivery under any potential financial strain.

The programme is described as a priority field within the university (Self-Evaluation Report), meaning that it has strong institutional backing. This further reinforces the feasibility and security of its financial support.

Consideration of the evidence shows that the programme budget is aligned with programme design and needs, is economically feasible and realistically planned, has been approved by a robust administrative process and ensures that the programme is adequately funded with built-in financial safeguards.

Evidences/Indicators

- Self-Evaluation Report

- Budget
- Interview results

Recommendations:

N/A

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	Complies with Requirements

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 quality assurance service at the University of Georgia relies on both the regulations and norms in force in the Georgian and international educational space, as well as on a number of important regulations developed by the management of the institution. The regulations and norms in force at the institution are grounded in the university's mission and values. The institution's Quality Assurance Service seeks to manage and evaluate institutional development processes and to identify new stages of development in order to further strengthen the university's quality culture. The university's Quality Assurance Service conducts its business centrally in coordination with the Schools' Quality Assurance

Managers, who develop their activities in close cooperation with the collegiate bodies, the Programme Development Council I (PDC). These coordinators are involved in the development of the current processes as comprehensively as possible.

The main tasks of the Quality Assurance Service include:

- Conducting institutional assessments of the university using both internal and external mechanisms;
- Evaluating academic programmes through internal and external procedures;
- Developing, improving, and implementing quality assurance mechanisms;
- Organising activities aimed at enhancing academic skills;
- Implementing initiatives to promote awareness of academic integrity;
- Cooperating with international organisations engaged in quality assurance in order to support institutional and programme evaluations, as well as to share international experience and modern approaches.

The activities of the Quality Assurance Service related to programme planning and development are detailed in the Provision of the Educational Programme of the University of Georgia Approved by the protocol of the Rector's Council of November 24, 2020, N51/20). It is important that the institution's quality assurance service has developed a regulation for the planning, development and cancellation of the educational programmes. The above-mentioned document has been prepared in accordance with the quality assurance standards and guidelines of the European Higher Education Area (EHEA), the Law of Georgia on Higher Education, the Standards of Authorization of Higher Education Institutions and Accreditation of Higher Education Programmes, the university's charter, mission, strategic development plan, action plan and other regulations that are aimed at the continuous development of institutional quality.

The activity of the Quality Assurance Service is defined as a transparent and permanent action based on academic integrity and accountability, which is the most important prerequisite for the continuous development of the institution. It uses two mechanisms: the educational programme development schedule, and the continuous improvement mechanism for evaluation and development of the educational programme. These processes are described in detail in the Educational Programme Regulation. The document is clearly formulated and encompasses all the information and procedures necessary for the development of academic programmes. According to the institutional regulations, the Programme Accreditation Committee is an independent structural unit that decides on the establishment and modification of study programmes. All interested parties (e.g., academic and administrative staff, students, alumni representatives, employers) participate in its work process. To achieve the goals outlined in the regulation, the institution seeks to support university staff through a range of targeted activities.

The accreditation processes were planned correctly and in a targeted manner. First, labour market and stakeholder studies were carried out and the results were analysed and prepared according to the specific methodology. The research target group consisted solely of employers, as the program is new and has no alumni yet. The research focus group consisted of both state-funded and independent

collectives operating in Georgia, as well as regional cultural services. The group of employers included: *Representatives of the culture service of the regions; State-sponsored folklore ensembles; Self-acting collectives; People working in different fields of traditional music.* A total of 52 respondents were interviewed: 5 representatives of the Culture Service; 3 state-sponsored ensembles; 13 self-acting collectives; 31 people working in different fields of traditional music.

The survey focused on the following topics:

1. The need to introduce a new programme in traditional Georgian music.
2. The role of the new programme in promoting traditional performances.
3. The number of performers possessing roughly equal competence in chanting, singing, and playing traditional instruments.
4. The importance of performers with such competence in ensemble settings.
5. The employment of personnel with similar competencies, who also possess expeditionary skills, in institutions dedicated to promoting traditional creativity.

The institution processed and graphically presented the survey data, however, it would be desirable for the research group to include not only graphical representations but also a detailed interpretation of the analysis in future reports. To conduct external evaluations, the institution implements these processes electronically. The quality assurance service, in collaboration with the IT department, has developed the electronic assessment model, including the ONLINE UG portal. This features an electronic examination module, where examinations are updated regularly each semester. This updating process requires instructors to refresh examination questions, a critical step since the direct measurement of learning outcomes depends on the alignment of these questions with the intended outcomes. Students complete examinations electronically, and the system accurately reflects the percentage of correct responses achieved for each specific question assigned to them.

This mechanism offers an accurate means of understanding how questions are addressed at both the individual student and group levels. The Programme Development Council subsequently analyzes assessments conducted in electronic format. In the case of program accreditation, this mechanism also serves as a means to promote the advancement and development of the educational program. The Quality Assurance Service manages the processes for the further development of the education programs. Program evaluation is carried out collegially by the Programme Development Council (PDC) using direct and indirect evaluation mechanisms.

The quality assurance service is based on the universally established principle “plan, do, check, act”, which is an effective way to improve the quality of the educational programme. The research conducted by the Quality Assurance Service can be regarded as a decisive activity within this cycle. As a result of the qualitative part of this research, the Quality Assurance Service not only identified

the strengths and weaknesses of the educational programmes, but also introduced a number of innovations in the educational programmes in accordance with the measures it established.. Review of the internal evaluation materials indicates that the institution views internal evaluation as a necessary and practical precursor to external evaluation.

Evidences/Indicators

- Provision of the Educational Programme (Approved by the protocol of the Rector’s Council of November 24, 2020, N 51/20)
- Labour market research reports
- Self-Evaluation Report
- Interviews during the visit
- UG website

Recommendations:

12. It is recommended that the institution include not only graphical charts but also a detailed interpretation of the data and information received during the survey;

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>5.1 Internal quality evaluation</u>	Substantially complies with requirements

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 developing its quality assurance, the University of Georgia actively cooperates with the NCEQE, as well as with foreign and other Georgian universities. The university employs the following external quality assurance mechanisms:

- Graduate employment rate;
- *Analysis of graduate evaluations using qualitative and quantitative methods;*
- *Employer research using qualitative and quantitative methods to identify labour market requirements (conducted every three years);*

- *Research involving academic and invited staff, using qualitative and quantitative methods, to identify areas for improving programme outcomes and to ensure that teaching methods, literature, and relevant competences remain up to date (conducted every two years);*
- *Comparative analysis of similar programmes to support the improvement and renewal of the academic programme (conducted every three years).*

Since the presented educational program was new, the program management was unable to conduct the survey among alumni. The program management was only able to carry out the employer survey, the results of which were described in the labor market research report.

The first external evaluation for this educational program was recently organized by NCEQE, the results of which were not fully accepted by the institution. The external evaluations were supplemented by the results of the program analysis. Specifically, the educational program was subjected to an external peer review, in which the subject matter expert made two key recommendations for inclusion in the new curriculum (practical study and a study course in ensemble).

In order to determine the place of this programme in the Georgian and international educational space and on the labour market, the institution prepared a special comparative analysis of similar educational programmes of Georgian and foreign universities. Four universities were selected for (one Georgian and three foreign University) the analysis, including Giorgi-Mtatsmindeli University of Chant, Uniarts Helsinki (Sibelius Academy), Liszt Ferenc Academy of Music and University of Nyíregyháza and their curricula were compared. In the analysis process even curricula were considered. In the analysis document, presented in the form of relevant annexes in the portfolio of the accreditation Self-Evaluation Report of the study programmes, the institution analyzed in detail all similar and differentiating characteristics of all programs and clearly defined its own segment in the Georgian labor market, namely that the programme's goal is solely to train artists (and not rulers, as in the case of the educational program offered by the University of Chant).

The university actively utilizes cooperation with both local and international universities, where communication regarding programme needs takes place, and the information obtained is subsequently reviewed by the Programme Development Council.

Evidences/Indicators

- Provision of the Educational Programme (Approved by the protocol of the Rector's Council of November 24, 2020, N 51/20)
- The comparative analysis of similar educational programmes
- Labour market research reports
- Self-Evaluation Report
- Interviews during the visit.

Recommendations:

N/A

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies with requirements

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 has a Program Development Council (PDC), which is responsible not only for the development of the programme, but also for its evaluation and all the processes determined by the Quality Assurance Service within the framework of monitoring. This council is made up of members who can actively participate in the evaluation processes according to their competences, namely: the head of the programme, the quality assurance representative, the academic staff, the students, the employers, and, in some cases, by graduate students, whose task is to analyse programme-related data in accordance with their respective competences. The Programme Development Council analyses and formulates the information received according to the direct and indirect methods of programme evaluation, with the periodicity determined by the university regulations.

Direct assessment verifies the achievement of the programme-defined learning outcomes specified. The indirect evaluation of the programme results involves the study of the attitude of the students and interested parties towards the learning processes and learning outcomes of the programme. For the purpose of programme monitoring, the Quality Assurance Service employs specially developed questionnaires, through which it conducts:

1. Evaluation of study courses, as well as academic and invited staff, by students at the end of each semester;
2. Programme evaluation by academic and invited staff;
3. Alumni surveys;

4. Surveys of potential and current employers;
5. Programme evaluation by an independent expert.

The monitoring process includes several stages in which the following data are reviewed and assessed: the relevance of the programme and its individual components; study and exam materials; educational and examination processes; analysis of exam results; the activities of academic and scientific personnel; data from student surveys; analysis of student learning outcomes, including examination results. The monitoring process in the institution has a systematic nature, which means that data collection, processing and analysis are systematically carried out, accordingly, separate measures are planned to improve the matter, in which the stakeholders are actively involved. The Quality Assurance Service is preparing a recommendation document, which will be reviewed and further measures planned with the involvement of the quality coordinators of the respective faculties.

The BA programme submitted for accreditation was partially integrated into the ongoing monitoring process. The stakeholders involved in the programme reviewed all recommendations issued by the Accreditation Council and, in several cases, incorporated them into the programme. However, for those recommendations that were not adopted, the programme management provided a reasoned justification for its position.

Evidences/Indicators

- Provision of the Educational Programme (Approved by the protocol of the Rector's Council of November 24, 2020, N 51/20)
- Minutes of the Programme Development Council
- Labour market research reports
- Self-Evaluation Report
- Interviews during the visit.

Recommendations:

N/A

Suggestions for the Programme Development

N/A

Evaluation

Please, evaluate the compliance of the programme with the component

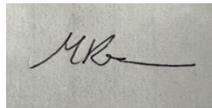
Component	Evaluation
<u>5.3. Programme monitoring and periodic review</u>	Complies with Requirements

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel

Margaret Elizabeth Pollock Ross



Accreditation Expert Panel Members

Natia Gegelshvili



Nino Kimeridze,



Maia Tabliashvili



Liana Khorbaladze

