



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

Master's Program in Art History and Theory

LEPL - Akaki Tsereteli State University

Tbilisi
2026

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Information about a Higher Education Institution ¹

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

Expert Panel Members

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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)	ხელოვნების ისტორია და თეორია
Name of Higher Education Programme (in English)	Art History and Theory
Level of Higher Education/programme	Master's Studies
Qualification to be Awarded ²	Master of Art History and Theory
Name and Code of the Detailed Field	0213 Fine Arts
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	GEORGIAN
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	CONDITIONALLY ACCREDITED № 835839, 09.07.2024
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

This is a Master's Degree level programme of a 2 year duration consisting of 120 ECTS. The development of the programme was made possible after taking into account the analysis of the academic and invited staff, student opinions, labor market research, employers, and the graduates' surveys. The syllabi were updated, the content of the study courses was improved based on the new educational and scientific literature, the topics of the training courses were expanded, and the study resource was updated.

▪ Overview of the Accreditation Site Visit

The site visit took place on the 26th of March, 2026. It started with the meeting with the Rectorship, Head of Administration and Dean, and progressed throughout the day with meetings with the team responsible for preparing the SER, the Heads of the Programme, the Academic and Visiting Staff, the Students, Graduates, the Quality Assurance services, and Employers. There was also a tour of facilities including the Library, IT services and auditoriums.

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

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

Based on the review of the submitted documentation, in conjunction with the constructive feedback gathered during today's meetings, it is evident that the recommendations put forward during the previous site visit two years ago have been carefully considered. Furthermore, these recommendations have not only been addressed but will also be effectively implemented. This demonstrates a clear commitment to continuous improvement and reflects a positive and commendable step forward in the ongoing development and strengthening of the MA program.

▪ Brief Overview of Education Programme Compliance with the Standards

▪ Recommendations

No Recommendations

▪ Suggestions

2.3 > It is suggested to further incorporate the active learning approaches such as problem-based learning, case studies, peer collaboration, and experiential projects to foster deeper engagement.

3.1 > It is suggested that the institution continue its efforts to enhance the internationalization of the program and offer students expanded opportunities to participate in exchange programs.

5.2 > It is advisable to involve international experts in program evaluation and development.

■ **Brief Overview of the Best Practices (if applicable)⁴**

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

The institution shares the experts' position therefore the Team of Experts is in agreement with the argumentative position

■ **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;

The academic staff implementing the educational program are involved in the program in accordance with the legislation and internal regulations of the university. According to the requirements of the legislation, academic staff are selected and appointed based on an open competition. In 2024, persons with a doctorate degree were selected for the position of professor at ATSU (for a term of 6 years) through an open competition. As for the associate professors involved in the implementation of the program, they were selected through an open competition in 2014, and in 2025 they passed the attestation, which was an assessment of the work they had done over the past 5 years. The following are involved in the implementation of the Master's degree program in "Art History and Theory": 4 professors, 8 associate professors, 1 assistant professor, 1 emeritus professor, 2 invited specialists. Over the past 5 years, the turnover rate of academic personnel has been equal to 1.

- **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 and research staff involved in the programme at Akaki Tsereteli State University demonstrate active scientific productivity through publications in peer-reviewed and internationally indexed journals, participation in international and local scientific conferences, engagement in grant-funded research projects, and involvement in institutional research development initiatives. The university systematically monitors research performance using indicators related to publications, conference participation, citation impact, grants, patents, and commercialization activities.

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

- **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.);
-
- During the last five years, Akaki Tsereteli State University has maintained a stable academic staff structure with high retention indicators and strong institutional affiliation mechanisms. Staff turnover has mainly been associated with retirement and natural staff renewal processes. The university actively supports recruitment of young academic personnel, succession planning, professional development, and staff retention through institutional human resource policies and quality assurance procedures.
- **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;

During the last five years, Akaki Tsereteli State University has demonstrated stable student enrollment and progression indicators across its educational programmes. Student intake places are announced annually in accordance with institutional capacity and national admission procedures. The university systematically monitors student progression through semester-based evaluation, ECTS credit accumulation, retention, mobility, and completion mechanisms. ATSU also supports student continuity through internal mobility opportunities, additional semesters, and international exchange programmes.

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

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

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

The objectives of the MA programme are established clearly and are realistic and achievable. The contribution of the programme's objectives to society are specified by the discipline of the field of study and result in the promotion of intellectual development of the society, and the active involvement of young people in art history and theory. The programme's objectives also allow the development of graduates to form professional values, to appreciate modern social and socio-political life and the role of their own theoretical and intellectual stance in theory and history, particularly in respect for artistic, education, research, promotion and protection of cultural heritage, urban and artistic-creative directions, as well as cultural tourism. The objectives of the programme were established also taking in consideration the practice of various reputable international institutions that

run similar fields. The element of the significance on locality, came strong during the site visit not only by the University but the employers and stake holders.

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Complies

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the Learning Outcomes of the programme are logically developed and related to the requirements of the fields of Art History and Theory. The formulation of the learning outcomes has been a thorough step by step process and has taken in consideration the particularities of the discipline of the Master programme. This step-by-step process has also involved the participation of interested persons, namely academic and visiting staff, faculty and university administration and employers/external evaluator. The learning outcomes of the Bachelor programme provide a sense of responsibility to students to ensure the ongoing teaching and learning process well after graduation. The program's Learning outcomes correspond to the aims of the programme and its content, and are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded which is the Master level degree. Additionally, these Learning outcomes are consistent and reflect to the peculiarity of the field of study and the demands that are initiated by the labour market.

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

- Knowledge and Understanding
- Practical Skills
- Responsibility and Autonomy

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

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

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

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

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

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>1.3 Evaluation Mechanism of the Programme Learning Outcomes</u>	Complies

1.4. Structure and Content of Education Programme

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

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

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

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

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

Furthermore, it was also evident that previous recommendations by the previous team of experts 2 years ago were taken into consideration and were addressed. The MA programme is now focus in the field of the Fine Arts and its courses are well structured with defined prerequisites which allow the better progression of the teaching and learning experience.

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

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

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

The programme demonstrates a strong interdisciplinary ambition with the potential to create a distinctive and engaging MA in Fine Arts. Its broad inclusion of areas such as art, architecture, archaeology, cinema, and theatre reflects a rich and contemporary understanding of artistic practice and visual culture.

The programme has refined and clarified its core research focus within the field of Fine Arts. A more clearly articulated vision has helped consolidate the interdisciplinary elements into a cohesive framework that supports the programme's identity and academic direction.

Given the relatively short duration of postgraduate studies, a more focused approach centered on modern and contemporary art, visual arts, and visual culture may enhance both the depth and effectiveness of the curriculum. This allowed the programme to build on its interdisciplinary strengths while ensuring a clear and achievable academic pathway for students, bringing the interdisciplinary approach solely within the Fine Arts field .

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>1.4 Structure and Content of Educational Programme</u>	Complies

1.5. Academic Course/Subject

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

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

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

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

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

Based on past recommendation courses such as "contextual and critical studies" as well as "discourse studies" were further developed with more in-depth knowledge and skills in the field of fine arts. Additionally, the teaching of world and Georgian art is now based according to historical periods ranging from past histories till contemporary culture. The Thesis syllabus was also re-examined and became formal so to include research methods, chapter structuring and referencing systems.

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Complies

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 prerequisites for admission to an educational program take into account the level of study, the specificity of the programs, and the admission of persons with the appropriate knowledge, skills, and competencies.

Recommendation 2.1 issued by the Accreditation Council provided for the development of certain requirements regarding the level of knowledge of a foreign (English) language for those wishing to enroll in the program. Based on the above, the prerequisites for the program were changed and formed as follows:

1. Passing the Unified National Master's Exam; Enrollment in the program without passing the master's exams is possible in accordance with the procedure established by the Ministry of Education and Science of Georgia;
2. Passing the internal university exam in the specialty and a foreign language; The exam questions and the procedure for conducting the exam will be published on the ATSSU website - atsu.edu.ge, at least one month before the start of the exam.

An applicant who presents an internationally recognized certificate confirming knowledge of a foreign language at B2 level, or a person who has completed a bachelor's or master's degree program in the relevant language, will be exempted from the foreign language exam;

Enrollment in the program is possible also through external and internal mobility.

The prerequisites and procedures for admission to the programs comply with the applicable legislation. Internal and external mobility is regulated by the Order No. 10/n of the Minister of Education and Science of Georgia dated February 4, 2010 - "On Approval of the Rules and Fees for Transferring from a Higher Educational Institution to Another Higher Educational Institution" and the Resolution of the Academic Council No. 87

(23/24), 28.02.2024, "On the Rules for Obtaining, Suspending, Terminating, Restoring, Mobility, Awarding Qualifications and Recognition of Education" developed and approved by Akaki Tsereteli State University.

ATSU ensures the publicity and accessibility of information on the prerequisites for admission to the educational program. The program is posted on the university website, and information about the program is also provided in the catalog of higher educational programs. Information is provided to interested persons at information meetings, etc.

Implementation status:

- A foreign language proficiency requirement has been added to the program prerequisites.
- Passing an internal university exam in a foreign language has been specified.
- The conditions for exemption have been clearly stated (international certificate at B2 level or bachelor's/master's degree in the relevant language).
- Publicity of information has been ensured (atsu.edu.ge, catalog, open days).
- The change is fully consistent with the essence of the recommendation and international practice.

The expert's recommendation has been fully implemented. The change ensures that students enrolled in the master's program have sufficient knowledge of a foreign language, which is a guarantee of the quality, academic standards, and international relevance of the program.

Evidences/Indicators

Educational Program
Resolution of the Academic Council No. 87 (23/24), 28.02.2024
ATSSU website: <https://www.atsu.edu>
Interview with administrative and academic staff

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Complies

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

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

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

The program will develop theoretical knowledge and practical skills in students in accordance with the learning outcomes and level. The syllabi of the courses detail the activities (group activity, discussion, presentation, essay, abstract, etc.) arising from the specifics of the field, which is oriented towards the development of creative and transferable skills. The curriculum also plays a major role in the involvement of students in various extracurricular activities. Students of the Master's Program are actively involved in various cultural, educational and creative events, participating in ex., cultural events organized by the Kutaisi Municipality City Hall and the Union of Cultural, Artistic and Educational Institutions, the 2024-2025 scientific picnic at Akaki Tsereteli State University etc. The major importance have the activities and volunteer program implemented by the Niko Berdzenishvili Kutaisi State Historical Museum. The University organizes also the annual "ATSSU Students and Graduates Scientific Conferences", where the student present scientific papers. The recent recommendation of the experts was to improve master's theses so that they represent research of visual art objects from the perspective of art history and theory, using appropriate scientific methods. The expert's recommendation has been implemented. The changes made ensure that the master's theses not only thematically, but also methodologically respond to the requirements of art history and theory field, which significantly increases the academic quality and research value of the program. In the 2024–2025 academic year, the topics of students' papers (Georgian Sculpture of the First Half of the 20th Century: Nikoloz Kandelaki; Imeretian Still-life in the Practice of the Second Half of the 20th Century and the 21st Century; Felix Varlamishvili's Work in the Context of Parisian Artistic Life) already include the study of visual objects and methodology of art history and theory. The abstract MA thesis of a graduate student ("The Problem of Color and Light in the Early Landscape Painting of Elene Akhvlediani") also confirms that the research is aimed at the scientific analysis of a specific visual object or artistic practice. The topics correspond to the essence of the recommendation: they combine an art historical-theoretical vision and use the appropriate scientific methodology.

Evidences/Indicators

Evidences/Indicators

Student's papers and MA thesis outline

Interview with students and academic staff

Memorandums/Agreements

University Website www.atsu.edu.ge

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>2.2. The Development of practical, scientific/research/creative/performing and transferable skills</u>	Complies

2.3. Teaching and Learning Methods

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

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

The teaching and learning methods of the program are consistent with the requirements of the modern educational space. The structure of the program provides the opportunity to acquire theoretical knowledge and practical skills, and to develop general and sectoral competencies. Both mandatory and elective courses provide for such forms of teaching as lectures, practical/group work. The teaching and learning methods selected to achieve the learning outcomes correspond to the objectives of the program and are oriented towards achieving the results envisaged by the program. The methods differ according to individual training courses and are reflected in the learning outcomes matrix of the program syllabus. The program uses book work and demonstration, explanatory, written work, discussion, induction and deductive methods, heuristic methods, individual teaching/guidance, etc. These teaching methods have been approved by the program implementation staff. In addition, the program implementing staff is actively involved in methodological trainings. Along with traditional forms of teaching/learning at Akaki Tsereteli State University, the educational institution uses online platforms - Microsoft teams, Moodle.

The program's teaching and learning methods are consistent with the requirements of the modern educational space, integrating both traditional and digital approaches. The program provides opportunities to acquire theoretical knowledge, practical skills, and to develop both general and sectoral competencies. This balance reflects compliance with competency-based education frameworks. Methods include lectures, group work, book work, demonstrations, explanatory and written work, discussions, inductive/deductive reasoning,

heuristic approaches, and individual guidance. This diversity ensures adaptability to different learning outcomes and student needs. The differentiation of methods by course and their reflection in the syllabus matrix demonstrates a structured, outcome-oriented design. The use of Microsoft Teams and Moodle alongside traditional teaching forms shows compliance with blended learning requirements and modern educational practices.

Evidences/Indicators

Educational program

Syllabi

Interview with students and academic staff

Recommendations:

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

Suggestions for the Programme Development

- It is suggested to further incorporate the active learning approaches such as problem-based learning, case studies, peer collaboration, and experiential projects to foster deeper engagement.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>2.3. Teaching and learning methods</u>	Complies

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

Within the Master's Program in Art History and Theory at Akaki Tsereteli State University, student assessment is conducted in accordance with Order №3 issued by the Minister of Education and Science of Georgia on January 5, 2007. Predefined assessment procedures are also regulated by internal legal acts developed by the University, including the Statute of the Educational Process Management Service

and the resolutions of the Academic Council (№5 (17/18), 15.09.2019; №6 (22/23), 16.09.2022). These documents confirm that assessment at the institution is based on predetermined, fair evaluation criteria and ensures transparency, reliability, and compliance with legislation.

The grading system allows for both positive and negative evaluations:

- Positive grades:

(A) Excellent – 91–100 points

(B) Very Good – 81–90 points

(C) Good – 71–80 points

(D) Satisfactory – 61–70 points

(E) Sufficient – 51–60 points

- Negative grades:

(FX) Fail (retake permitted) – 41–50 points, indicating that the student requires additional work and is granted the right to retake the exam once after independent preparation

(F) Fail – 40 points or less, indicating insufficient performance and the need to retake the course

The institution has developed regulations for the defense and evaluation of the Master's thesis, according to which the defense is conducted by a commission and ensures transparency and fairness. Interviews with students and graduates indicate that they are consistently informed about assessment methods both within individual courses and throughout the thesis preparation process. They are also aware of recent changes in thesis regulations.

Assessment procedures incorporate mechanisms related to academic and research ethics, academic integrity, plagiarism prevention, detection, and response. The Master's thesis must undergo preliminary review and evaluation and is subsequently checked through the Moodle system using the Turnitin anti-plagiarism software. The procedure involves the provision of personal data of graduate students and supervisors to the IT Service, which ensures their registration in Moodle and the verification of theses in Turnitin.

Attention was also given to grade appeal procedures during interviews. Students and graduates demonstrated awareness of appeal mechanisms and procedures, confirming the effectiveness of the system. According to the Academic Council Resolution №9 (17/18) of November 10, 2017, a student dissatisfied with a final exam grade may submit a reasoned appeal within one week of the official publication of results. The appeal is reviewed within two working days by a commission appointed by the faculty dean, and the final decision is approved by the Vice-Rector and reflected in the electronic system.

The institution continuously analyzes students' academic performance, as confirmed by both documentation and interviews.

In conclusion, student assessment within the program is conducted in accordance with established procedures; it is transparent, reliable, and compliant with applicable legislation.

Evidences/Indicators

- Statute of the Educational Process Management Service
- Academic Council Resolutions №5 (17/18), 15.09.2019; №6 (22/23), 16.09.2022
- Academic Council Resolution №9 (17/18), 10.11.2017 (Appeals Procedure)
- Educational Program
- Course Syllabi
- Regulations on Master's Thesis Preparation and Evaluation
- Interviews

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Complies

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.

3.1 Student Consulting and Support Services

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

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

Akaki Tsereteli State University provides diverse student advisory and support services. Interviews with academic and administrative staff, as well as students and graduates, confirm that students continuously receive information and consultation regarding study planning, academic achievement improvement, employment opportunities, and career development.

The institution promotes student integration into the academic environment. Students noted active participation in sports, cultural, and recreational activities, as well as excursions and various events.

Following the previous accreditation visit, a recommendation was issued to strengthen internationalization and enhance student mobility opportunities: *“It is recommended to strengthen the internationalization of the program and to ensure that students are provided with opportunities for international mobility, both through semester-based exchange programs and short-term international projects.”* Interviews with program coordinators confirm that significant steps have been taken in this direction. International cooperation has expanded, with memoranda signed with institutions such as European New University (Netherlands), University of Bergen (Norway), and University of Alcalá (Spain). Plans are in place to send two students to Thessaloniki University for a semester, and negotiations are ongoing with the University of South Wales. Foreign professors are also involved in the teaching process, and collaboration with the University of Warsaw’s International Center for Colchian Culture Studies enables joint student research.

While notable progress has been made, continued efforts to further diversify international opportunities are suggested to be continued.

Graduate employment rates are relatively high, with alumni employed in cultural and educational institutions. Students and graduates reported regular access to information on employment opportunities, including internships facilitated by the University. Evidence also indicates active student involvement in research and conference participation.

In conclusion, students receive continuous support and consultation in academic planning, achievement, and career development. The program offers a diverse and engaging learning experience.

Evidences/Indicators

- Memoranda of Cooperation
- Conference Materials
- Student Support and Development Service Statute
- Career Development and Employment Support Documentation
- Academic Council Resolution №39 (13/14)
- University Website
- Interviews

Recommendations:

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

Suggestions for the Programme Development

It is suggested that the institution continue its efforts to enhance the internationalization of the program and offer students expanded opportunities to participate in exchange programs.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.1 Student Consulting and Support Services	Complies

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

Within the Master's Program in Art History and Theory, the institution has developed regulations governing the appointment, replacement, rights, responsibilities, and supervision process of thesis supervisors and co-supervisors.

A Master's thesis supervisor may be an academic staff member (Professor or Associate Professor), an Emeritus Professor, or an invited specialist holding a doctoral degree. Supervisors, research topics, and reviewers are approved by the Faculty Council and the Rector. Co-supervision is permitted depending on the research specifics.

Supervisors assist students in planning and conducting research, provide guidance and consultation, and monitor progress. Graduates confirmed continuous support from supervisors, including assistance in participating in conferences and projects.

A prior accreditation recommendation emphasized improving the objectivity of thesis evaluation and strengthening components such as the introduction, literature relevance, and scientific apparatus: *"It is recommended that each component of the Master's thesis be assessed objectively and that the final result accurately reflect the quality of the work. Furthermore, supervisors should pay particular attention to the introductory section of the thesis, the relevance and appropriateness of the sources used, and the proper development of the scientific apparatus"*. In response, the institution refined thesis regulations, clarifying evaluation criteria and improving methodological requirements. Although no theses have yet been defended under the updated rules, submitted course papers demonstrate improved structure and academic rigor compared to earlier works.

The institution has also established a supervisor-to-student ratio, allowing one supervisor to oversee up to five students, which is currently maintained.

Continuous improvement of supervision quality is ensured through anonymous student evaluations of supervisors and analysis of feedback.

In conclusion, supervision of Master's students within the program is conducted effectively and ensures high-quality academic guidance.

Data related to the supervision of master's students	
Number of master theses supervisors	2
Number of master's students	6
Ratio - supervisors of master's theses/master's students	0,3

Evidences/Indicators

- Regulations on Master's Thesis Preparation and Evaluation
- MA Program Statute
- Course Papers and Theses
- Academic Staff Files
- Interviews

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Complies

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 number and workload of academic/scientific and invited personnel implementing the program ensures the conduct of the educational process specified by the educational program, as well as the proper performance of scientific-research/creative/performing activities and other functions assigned to them. The balance between academic and invited personnel ensures the sustainability of the program. The following are involved in the implementation of the Master's degree program in "Art History and Theory": 4 professors, 8 associate professors, 1 assistant professor, 1 emeritus professor, 2 invited specialists. In order to implement Recommendation issued by the National Accreditation Council, the following were invited for the 2024-2025 academic year:

1. An Academic in Art History with many years of teaching experience in Georgia and abroad, who is the author of 6 textbooks in the field of fine arts history.
2. N A PhD student at the Apollon Kutateladze Tbilisi State Academy of Arts and curator of the Art Department of the N. Berdzenishvili Kutaisi State Historical Museum.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁵	Including the staff holding PhD degree in the sectoral direction ⁶	Among them, the affiliated staff
Total number of academic staff	16			
- Professor	5			
- Associate Professor	8			
- Assistant-Professor	1			
- Assistant				
Visiting Staff	2			—
Scientific Staff				—

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

Including International Staff				
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Evidences/Indicators

- Personal data of the academic personnel implementing the educational program
- Function and duties of the head of the program
- Resolution of the Representative Council of the State University of Georgia No. 173. 28.02.2018. On the methodology for determining the number of academic and invited personnel according to the programs of Akaki Tsereteli State University
- Resolution of the Academic Council No. 61 (24/25) of June 23, 2025: "Annual educational and scientific methodological workload norms of academic personnel, emeritus, teachers and specialists invited under the contract"

Recommendations:

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

Suggestions for the Programme Development

- o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Complies

[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

According to the rules for the performance and evaluation of master's theses at ATSU, the supervisor of the master's theses can be an academic staff member of Akaki Tsereteli State University (professor, associate professor), an emeritus professor, an invited person with a doctoral degree - the decision on the invitation is made by the head of the department upon the proposal of the head of the program. The master's theses may also

have a co-supervisor (depending on the specifics of the research). The function of the master's theses supervisor is to assist the master's student in planning the process of performing the chosen master's research topic, provide advice and instructions regarding the research process, and provide consultation regarding the problems that arise. Step by step check the process of working on the topic and confirm that the master's student has developed a correct plan for continuing work on the master's topic. The supervisor prepares a conclusion after completing the thesis. The supervisor has the right to refuse to supervise a specific thesis and submit an explanatory note to the dean of the faculty, justifying the reason for refusing supervision. The supervisors of the master's thesis are involved in scientific research activities and have published scientific works that are relevant to the research directions and topics offered to the master's students. Academic staff with appropriate qualifications and competencies are defined as supervisors of master's theses, who are involved in scientific research activities according to the directions and have published scientific works that are relevant to the research directions offered to the master's students.

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's thesis	2	1	
- Professor	4+1 (Emeritus)	5	
- Associate Professor	8	8	
- Assistant-Professor	1	1	
Visiting personnel	2	1	–
Scientific Staff	-	-	–

According to the regulations of Akaki Tsereteli State University (ATSU), supervisors of master's theses are appointed from among qualified academic staff, including affiliated professors, associate professors, emeritus professors, or invited individuals holding a doctoral degree, with the latter requiring departmental approval upon the proposal of the program head. In certain cases, a co-supervisor may also be designated, depending on the nature of the research. The supervisor's responsibilities encompass guiding the student in planning and executing the research, providing advice and consultation throughout the process, monitoring progress step by step, and confirming the correctness of the student's research plan. Upon completion of the thesis, the supervisor prepares a formal conclusion. Supervisors retain the right to refuse supervision, provided they submit a written explanation to the faculty dean. Importantly, supervisors must be actively engaged in scientific research and have published works relevant to the research directions offered to students, ensuring that only academically competent and research-active staff are entrusted with this role.

Evidences/Indicators

- Master's thesis performance and evaluation rules
- Personal data (CVs) of master's thesis supervisors

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Complies

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

ATSU conducts staff evaluation on an ongoing basis as a core element of its personnel policy. The assessment focuses on teaching, educational, and scientific-methodological activities. Oversight of teaching and methodological performance is carried out by the faculty dean's office, department heads, the educational process management service, and the deputy rector. In parallel, electronic CVs of academic staff involved in the programme are systematically maintained and regularly updated.

Based on self-evaluation reports and supporting documentation, academic staff are assessed through several mechanisms. These include annual workload reviews covering both teaching and research performance (conducted by department heads and faculty deans), collegial peer observation practices, and student feedback. Since 2017, the faculty has consistently applied a collegial mutual class observation approach to evaluate teaching staff. Student satisfaction is measured through surveys administered by the Marketing, Project and Event Management Office in collaboration with the Faculty Quality Assurance Office. These surveys are designed to enhance institutional effectiveness and improve teaching quality, addressing aspects such as course delivery, the use of modern teaching methods, and the clarity of assessment criteria. Analysis of survey results provides insights into student engagement in programme development, as well as their satisfaction with university services and interactions with different administrative units.

For staff professional development, ATSU offers a range of opportunities, including participation in academic conferences and training events, workshops organized by the university's quality assurance service, paid research or creative leave through the Institute of Social Sciences and Humanities, and foreign language courses. According to the self-evaluation report, staff within

the “Arts History and Theory” programme actively engage in professional development activities, regularly publish research, and take part in scientific conferences.

Review of the submitted CVs suggests that the university has further enhanced the programme since 2024, by expanding staff mobility through partnerships with other universities and by promoting greater involvement in international projects, training initiatives, and seminars.

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Complies

4.4. Material Resources

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

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

The material resources generally correspond well to the requirements of the educational programme, as confirmed during site visits and discussions with academic and visiting staff, students, graduates, and employers. The programme benefits from suitable infrastructure and technical facilities, which support the effective achievement of its objectives and intended learning outcomes. Its material and

technical resources include the main academic building of ATSU (Tamar Mepe Street #59), central and faculty libraries with reading rooms, medical service units, fire safety facilities, computer centres, and accessibility features such as ramps for inclusive education.

Teaching and learning spaces—such as lecture halls, practical classrooms, and departmental facilities—are adequately equipped. The university library provides essential literature and supplementary learning materials aligned with the programme syllabus, ensuring that students can meet the expected learning outcomes. Since 2011, ATSU has operated an online catalogue (OPAC) within its integrated library system, enabling users to access a wide range of resources. In addition, the central library offers access to international electronic databases, allowing students and staff to stay up to date with developments in their academic field.

The library's electronic resources are listed on its official website and include a variety of major academic databases. Students enrolled in the “Art Theory and History” programme can access platforms such as Cambridge Core, Oxford Journals, Duke University Press, SAGE, ScienceDirect (Arts and Humanities collection), Scopus, EBSCOhost, and JSTOR. Beyond resource provision, the library also delivers various user services and training opportunities. The students of the “Art theory and history” programme can use the following databases of the ATSU library:

<https://www.cambridge.org/core>;

<http://www.eifl.net/e-resources/oxford/journals-collection>

<https://www.dukeupress.edu>;

<https://us.sagepub.com/en-us/nam/IMeche>;

<https://www.sciencedirect.com/science/jrnallbooks/sub/artsandhumanities>;

<https://www.scopus.com/home.uri>

<http://search.epnet.com>;

<https://www.jstor.org>.

In addition to physical and digital resources, ATSU provides student-centered support services. The Office of Student Support and Development, established in 2014 the TEMPUS project, offers guidance and assistance to both students and alumni. It provides continuous access to services such as counseling, ombudsman support, psychological services, tutoring, and alumni networking. Furthermore, the Foreign Relations and Development Office, founded in 1994, plays a key role in fostering the university's international engagement and integration. It also ensures that appropriate support services are available to international students.

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The programme budget is established through a formalized process in close cooperation with the university's financial management and central administration. This process ensures that all resources necessary for the effective implementation and sustainability of the programme are systematically identified and incorporated into the institution's unified budget. Financial allocations are comprehensive and appropriately distributed across key areas, including teaching-related expenditures (such as academic staff remuneration and instructional resources), as well as administrative and operational costs essential for the programme's delivery.

The administration confirms that the programme is supported by adequate financial resources, demonstrating institutional commitment to its continued operation and development. In addition, the university actively promotes the engagement of both students and staff in scientific and research activities. Evidence of this commitment includes financial support for participation in international conferences and other academic events, which contributes to professional development, research dissemination, and the overall enhancement of academic quality.

Based on the above, the programme is considered to have sufficient financial support and appropriate resource allocation mechanisms in place. The relevant standard is therefore assessed as fully met.

Evidences/Indicators

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

- Budget of the educational program.

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

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 system at Akaki Tsereteli State University (ATSU) demonstrates a structured, policy-driven approach grounded in national legislation and university governance. The implementation of the PDCA cycle as a central mechanism ensures that quality processes are cyclical and improvement-oriented. Over the years, particularly since 2015, ATSU has made tangible efforts to systematize internal processes, focusing on the continuous development of educational programs.

The three core policies—EP-QA, RE-QA, and ME-QA—are well-aligned and provide a comprehensive framework for assuring the quality of education, research, and management. Programme staff collaborates

with internal quality assurance service when creating assessment instruments and analyzing assessment results.

A notable strength is the involvement of multiple governance levels and key stakeholders, including students, faculty, and external partners like employers. The Quality Assurance Service's focus on training and building staff capacity, supported by collaboration with international partners. Programme staff takes into consideration quality assurance results when making programme related decisions, such as changes to the grading system, updating of literature, or other.

Overall, ATSU's quality assurance system is methodical, participatory, and aligned with international standards.

Evidences/Indicators

- Quality Assurance System-Mechanisms
- Questionnaires
- Provision of the educational program
- Interviews

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Complies

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

Akaki Tsereteli State University (ATSU) integrates external assessment mechanisms into its program development and improvement processes. The collaboration with the LEPL - National Center for

Education Quality Enhancement (NCEQE) and partner universities demonstrates the institution's openness to external validation and its commitment to aligning programs with national accreditation standards.

The university's use of external peer evaluations and expert recommendations appears to be systematic and well-accepted by the academic community. It is particularly positive that the recommendations from recent external assessments were fully embraced and integrated by the program leaders and faculty. This suggests that ATSU's quality assurance system is not just compliant but also responsive and adaptive.

Overall, ATSU demonstrates balance between internal processes and external quality engagement, positioning the university as a cooperative and improvement-oriented institution. Strengthening the documentation and communication of post-evaluation impacts would make this system even more transparent and robust.

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

Evidences/Indicators

- Educational programme
- Interviews during the visit

Recommendations:

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

Suggestions for the Programme Development

It is advisable to involve international experts in program evaluation and development.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies

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

Akaki Tsereteli State University (ATSU) has established a cyclical system for the monitoring and evaluation of its educational programs, demonstrating alignment with best practices in internal quality assurance. The university applies a structured approach through its EP-QA 1.2 procedure, which clearly defines timelines, responsibilities, and specific tools for data collection and analysis.

The multi-source feedback mechanism—involving students, teachers, graduates, and employers—reflects a well-rounded perspective on programs quality and relevance. The institution's systematic use of student performance monitoring, material resource evaluation, and mutual classroom observations shows an intentional effort to assess both learning outcomes and teaching processes in a dynamic and responsive manner. The programme is modified/adapted based on the analysis of assessment results, in order to ensure its modernization.

ATSU integrates the mutual attendance policy into its quality system, fostering peer learning and continuous improvement among academic staff since 2017. This contributes to a professional development culture and supports the refinement of teaching practices. As revealed from the interviews, the staff expresses satisfaction with this.

Master's students actively participate in evaluating the scientific-research component as well as the quality of academic supervision, which ensures the existence of meaningful feedback and supports continuous improvement.

Moreover, the programme is periodically benchmarked against similar programmes offered by other universities Both local and foreign, demonstrating an international orientation in quality assurance.

The monitoring process appears to be consistently linked to decision-making at both faculty and program levels, reinforcing the feedback loop essential for effective quality management.

Overall, ATSU demonstrates well-documented internal quality monitoring framework that engages stakeholders and responds to changes.

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):

Signatures:

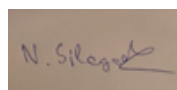
Chair of Accreditation Expert Panel

Costas Mantzalos,



Accreditation Expert Panel Members

Nino Silagadze,



Nino Talikadze,



Tamar Tkhelidze

