



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

- *Bachelor's Program: Graphic Art (major and minor)*
- *Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces (major and minor)*
- *Bachelor's Program: Art History (major and minor)*

ILIA STATE UNIVERSITY

14 September 2023

Report Submission Date

Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	<i>Iliia State University</i>
Identification Code of Institution	204861970
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Professor Costas Mantzalos, Frederick University, Cyprus
Member (Name, Surname, HEI/Organization, Country)	Nino Sanadiradze, Shota Rustaveli Theatre and Film Georgia State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Tamta Turmanidze, , Shota Rustaveli Theatre and Film Georgia State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Nino Kavtaria, Korneli Kekelidze Georgian National Centre of Manuscripts, Georgia
Member (Name, Surname, HEI/Organization, Country)	Nino Pataraiia, European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Vaja Kelikhashvili, Student Representative, Georgian Aviation University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3
Name of the educational programme	<i>Graphic Art (major and minor)</i>	<i>Applied Arts – Ceramic Art for Public Spaces (major and minor)</i>	<i>Art History (major and minor)</i>
Level of higher education	<i>Bachelor's</i>	<i>Bachelor's</i>	<i>Bachelor's</i>
Qualification to be awarded	<i>6th level</i>	<i>6th level</i>	<i>6th level</i>
Name and code of the detailed field	<i>Fine Arts 0213</i>	<i>Applied Art/Handicraft 0214</i>	<i>Fine Arts 0213</i>
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Language of instruction	<i>Georgian</i>	<i>Georgian</i>	<i>Georgian</i>
Number of ECTS credits	<i>240</i>	<i>240</i>	<i>240</i>
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	<i>Accredited</i>	<i>Accredited</i>	<i>Accredited</i>

¹ 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 the Cluster of Education Programmes²**

The cluster includes 3 Bachelor level programmes which derived from existing and previously accredited programmes that have been modified and updated in more focused disciplines. The previous Bachelor programmes were titled as fine and Applied Arts and Humanities, whereas the current cluster programmes are titled:

1. Bachelor in Graphic Arts
2. Bachelor in Applied Arts – Ceramic Art for PublicSpaces
3. Bachelor in Art History

All 3 programmes in the cluster are interrelated under the general umbrella of Fine and Applied Arts, Theory and Practice and they are 4-year cycle programmes of 240 ECTS each.

- **Overview of the Accreditation Site Visit**

- 1st day on Tuesday 18th July 2023 started with the meeting with the Rectorship, Head of Administration and Dean , and progressed with the team responsible with preparing the SER, the Heads of the Programme, the Academic and Visiting Staff, the Quality Assurance committee, and Employers.
- On the 2nd Day, Wednesday 19th July 2023, there was a tour of facilities including the Library, IT services and studios, and observation of some students' works. Final meeting with Students and Graduates.

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

- All members of the faculty from top management to invited staff, were found to be very supportive towards the newly proposed three programmes - modified from existing Bachelor programmes - in Fine and Applied Arts, Theory and Practice. A very enthusiastic and supportive student/alumni body made a positive impression, as well as very positive stake holders. It became evident that the University is a student-centric environment which promotes equality, diversity and inclusivity. All the paperwork submitted was studied and found satisfactory with clear aims and objectives as well as clear descriptions on the teaching and learning activity. The Institutional Quality Assurance as well as the School Quality Assurance teams are in tune with each other and this provides a robust and thorough system in maintaining quality throughout. The University supports various faculty towards art and design practice. Facilities for the new programmes are in place.

- **Recommendations**

- 3.1** To ensuring student and graduate involvement in the self-assessment group.
- 4.3** To encouragement the academic and visiting staff to expand international cooperation; invite international scholars and artists to present their works; To actively participate in more international projects and programs.
- 4.4** To continue the updating of IT equipment to include machines with the latest technologies that can make students work become more efficient and more professional.

² When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

5 Suggestions for the Programme Development

1.1 To maintain the constant thorough and well-developed self-evaluation mechanisms used already for the continuous and on-going development of the programme's objectives.

2.2 To enhance the educational experience and foster the development of students' capabilities and field competencies, it is recommended that Ilia State University consider establishing an electrical laboratory equipped with high-powered computers. This dedicated laboratory would cater specifically to students involved in the design and program of the Graphic Art and Applied Arts - Ceramic Art for Public Spaces Bachelor's Programs.

To increase the involvement of students in scientific-research events and international projects

4.1 To expand its internationalization profile further by inviting international scholar and practitioners to present their works and generally introduce a better creative input as well as friction towards the global contemporary art and culture.

4.4 To further improve the physical resources up to date, need to be always in the agenda and continue to be applied.

5.1 It is suggested that direct involvement of students and graduates will more clearly highlight areas for improvement of the program.

6 Brief Overview of the Best Practices (if applicable)³

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

Experts group shared university's position about the recommendation regarding 2.2 and moved it from recommendations to suggestions and recommendation regarding 3.1 component is removed from the report.

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

³ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual

⁴ **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

⁵ **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. 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.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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 creative industry – both nationally and internationally.

Description and Analysis –

Programme 1 *Bachelor's Program: Graphic Art (major and minor)*

The objectives of the programme were established also taking into consideration the practise of various reputable international institutions that run similar fields, and revolve on 3 axes:

- Educational Activity
- Research Activity
- Internationalization

The objectives of the programme focus on developing students' ability to find and analyze visual and theoretical material to develop original ideas and concepts. Through creative work and critical thinking.

Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces (major and minor)

The objectives of the programme were established also taking in consideration the practise of various reputable international institutions that run similar fields, and revolve on 3 axes:

- Educational Activity
- Research Activity
- Internationalization

The objectives of the programme focus on developing students' ability to find and analyze visual and theoretical material to develop original ideas and concepts. Through creative work and critical thinking.

Bachelor's Program: Art History (major and minor)

The objectives of the programme were established also taking in consideration the practise of various reputable international institutions that run similar fields, and revolve on 3 axes:

- Educational Activity
- Research Activity
- Internationalization

The objectives of the programme focus on developing students' ability to develop basic research skills, which include the ability of working with primary and secondary sources to identify a relevant question and answer it using the studied methods. The program also aims to develop the ability of the graduate to respect cultural diversity. Students gain knowledge and skills of local as well as international art history and contribute to the country's cultural development.

The objectives for all 3 programmes are established clearly and are realistic and achievable. The contribution of the programmes' objectives to society are specified by the discipline of each field of study and result in the promotion of intellectual development of the society, and the active involvement of young people in modern cultural processes (for the Art History graduates) as well as playing an active role in the process of cultural-aesthetic development of the modern society (for the Graphic Art and Ceramic Art graduates).

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

⁶ Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

- University's website

Recommendations –

- N/A

Suggestions –

- .

General recommendations of the cluster:

- N/A

General suggestions of the cluster:

- To maintain the constant thorough and well-developed self-evaluation mechanisms used already for the continuous and on-going development of the programme's objectives.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Bachelor's Program: Graphic Art (major and minor)

Recommendation(s): N/A

Suggestion(s):

Programme 2 (Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces (major and minor)

)

Recommendation(s): N/A

Suggestion(s):

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Programme 3 (Bachelor's Program: Art History (major and minor))

Recommendation(s): N/A

Suggestion(s):

Evaluation ⁷

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Program: Graphic Art (major and minor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces (major and minor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Bachelor's Program: Art History (major and minor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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 programmes are logically developed and related to the requirements of the fields of Graphic Arts, Ceramics and Art History.

⁷ Evaluation is performed for each programme separately.

Furthermore 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.

Description and Analysis - Programme 1 (*Bachelor's Program: Graphic Art (major and minor)*)

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 programmes are logically developed and related for the requirements of the fields of Graphic Arts.

Furthermore 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.

Description and Analysis - Programme 2 (*Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces (major and minor)*)

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 Learning Outcomes of the programmes are logically developed and related for the requirements of the fields of Ceramic Arts.

Furthermore 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.

Description and Analysis - Programme 3 (*Bachelor's Program: Art History (major and minor)*)

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 Learning Outcomes of the programmes are logically developed and related for the requirements of the fields of Art History.

Furthermore the Learning Outcomes of the programme are clear, consistent with the appropriate Bachelor level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the creative market.

The formulation of the learning outcomes has been a thorough step by step process and has taken in consideration the particularities of each individual discipline of the 3 Bachelor programmes. 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 3 programmes in the cluster provide a sense of responsibility to students to ensure the ongoing teaching and learning process well after graduation. The notion of teaching students to learn themselves is to be commended.

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
- University's website

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

N/A

General suggestions of the cluster:

N/A

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (*Bachelor's Program: Graphic Art*)

Recommendation(s): N/A

Suggestion(s):

Programme 2 (*Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces*)

Recommendation(s): N/A

Suggestion(s):

Programme 3 (*Bachelor's Program: Art History*)

Recommendation(s): N/A

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (<i>Bachelor's Program: Graphic Art</i>)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (<i>Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces</i>)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (<i>Bachelor's Program: Art History</i>)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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 evaluation mechanisms for the Learning Outcomes of the programme are in place and carried out systematically in the progression of the 4 year cycle of the Bachelor Degrees in Graphic Arts, Ceramics and Art History.

The learning outcomes of the educational and scientific-research component are evaluated consistently and transparently with periodicity the specifics of the field.

For evaluating all programs, an internal self-evaluation mechanism has been developed, which takes into account the internal process of self-evaluation with various stakeholders (students, graduates, employers, external evaluators, programs involvement of supervisors, working groups and university administration). Besides during the interviews it was clear that not only these stakeholders but also academic/Scientific and visiting staff are deeply involved in the process. They perfectly know the methods of evaluation of learning outcomes, they are familiar with that.

It was stated in SER and to certain extent confirmed during interviews that all the relevant parties revealed to be informed and engaged in evaluation procedures. The representatives of the different stakeholders pointed out that they were informed about the process, and it is clear and understandable. In addition, they participate in the process of drawing up and measuring learning outcomes.

Self-assessment process implies identifying strong aspects and areas of improvement of the program and defining the main needs for their development and planning interventions. The programme has benchmarks for each learning outcome and after monitoring of the results of learning outcomes evaluation and comparison with benchmarks are conducted.

The learning outcomes of teaching and scientific research components are evaluated in a consistent manner. The specific aspects of the study area and education level are properly considered. The evaluation forms and methods, both direct and indirect, are sound. The outcomes of the learning assessment are used to improve the programs.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)⁸

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

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
- University's website and other digital platforms (e learning etc)
- Objectives and Outcomes Maps;
- Learning Outcomes Maps;
- Target benchmarks; Assessment Criteria for Educational Program of Ilia State University;
- Regulations of the implementation of educational programs of Ilia State University;
- Results of surveys/assessments of various interested parties to assess the program;
- Changes implemented in the programs as a result of the self-assessment of the programs;
- Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;
- Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;

General recommendations of the cluster: N/A

General suggestions of the cluster:

. N/A

⁸ **In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (*Bachelor's Program: Graphic Art*)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (*Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces*)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (*Bachelor's Program: Art History*)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (<i>Bachelor's Program: Graphic Art</i>)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (<i>Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces</i>)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (<i>Bachelor's Program: Art History</i>)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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 4 year cycle of the Bachelor Degrees in Graphic Arts, Ceramics and Art History have solid and very clear structures that can lead to the provision of all rounded and competent professionals in the creative industry of Georgia and abroad. 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 structure of the programmes was developed by taking in consideration a variety of opinions including academics, students/graduates and stake holders and was benchmarked with various reputable institutions is the EU and the US.

The content and structure consist of a very good balance of theory and practice allowing the development of teaching and learning through knowledge, skills and competences.

Description and Analysis - Programme 1 (Graphic Arts, BA)

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 4 year cycle of the Bachelor Degrees in Graphic Arts, Ceramics and Art History have solid and very clear structures that can lead to the provision of all rounded and competent professionals in the creative industry of Georgia and abroad. 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 structure of the programmes was developed by taking in consideration a variety of opinions including academics, students/graduates and stake holders and was benchmarked with various reputable institutions is the EU and the US.

The content and structure consist of a very good balance of theory and practice allowing the development of teaching and learning through knowledge, skills, and competences.

Description and Analysis - Programme 2 (Ceramic Art, BA)

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 4 year cycle of the Bachelor Degrees in Graphic Arts, Ceramics and Art History have solid and very clear structures that can lead to the provision of all rounded and competent professionals in the creative industry of Georgia and abroad. 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 structure of the programmes was developed by taking in consideration a variety of opinions including academics, students/graduates and stake holders and was benchmarked with various reputable institutions is the EU and the US.

The content and structure consist of a very good balance of theory and practice allowing the development of teaching and learning through knowledge, skills, and competences.

Description and Analysis - Programme 3 (Art History, BA)

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 4 year cycle of the Bachelor Degrees in Graphic Arts, Ceramics and Art History have solid and very clear structures that can lead to the provision of all rounded and competent professionals in the creative industry of Georgia and abroad. 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 structure of the programmes was developed by taking in consideration a variety of opinions including academics, students/graduates and stake holders and was benchmarked with various reputable institutions is the EU and the US.

The content and structure consist of a very good balance of theory and practice allowing the development of teaching and learning through knowledge, skills, and competences.

The programmes in the cluster were developed in accordance with the "Rules and procedures for developing, approving, amending and cancelling the educational programme" which are in place by the Ilia State University and are also in accordance with the legislation of Georgia, using the Bologna process and adopting the European Credit Transfer and Accumulation System. All 3 programmes in the cluster were developed in a collective manner and process engaging the academic staff, students, graduates and stake holders from the industry. All the information relating to the 3 programmes their structure and content are readily available and published on the University's website and digital Platforms such as Argus.

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
- University's website and other digital platforms (e learning etc)

General recommendations of the cluster: N/A

General suggestion of the cluster: N/A

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Graphic Arts, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Ceramics, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Art History, BA)

Recommendation(s): N/A

Suggestion(s): N/A

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Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Arts, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramics, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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 4 year cycle of the Bachelor Degrees in the cluster 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, IT services and other materials are indicated in the syllabi.

The programme's compliance with the Bologna process also support and justify the relationship between content and learning outcomes. The amount of ECTS for the programme are 240 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 25-30 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 contemporary trends and latest technologies. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course as well as the achievement of the programme's learning outcomes..

Description and Analysis - Programme 1 (Name and Level)

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

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 (Argus, moodle, e learning etc)

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

N/A

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Graphic Arts, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Ceramics, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Art History, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Arts, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramics, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Arts, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramics, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Programs united in the cluster have fair and transparent prerequisites for admission. The prerequisites specified in the programs are in accordance with the applicable legislation. ILIA STATE UNIVERSITY ensures publicity and availability of information about prerequisites for admission to educational programs. The

programs are placed on the university's website and information about the programs is provided in the catalog of higher education programs.

Entrants are required to have passed the Unified National Examinations in accordance with the rules established by the Ministry of Education and Science of Georgia. In the case of the bachelor's programs "Graphic Art (major and minor)" and "Applied Art - Ceramic Art for Public Spaces (major and minor)", an internal university creative tour. Within the entrant's compositional thinking and ability to convey an idea using various art materials are checked based on the presented portfolio. It clearly shows that Programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language.

Describe, analyze and assess the compliance of each educational program in the cluster with the requirements of this component of the standard. You can also specify information about the educational program that differs from the common and basic characteristics of the cluster:

Description and Analysis - Bachelor's Program - "Graphic Art (Major and Minor)"

The prerequisites for admission to the bachelor's program of Graphic Art (Major and Minor) are fair and transparent.

A person with full general or equivalent education and possessing a relevant document, who has passed the unified national exams and holds a relevant certificate, can become a student of the bachelor's program.

Besides, those wishing to enroll in the program must pass the Unified National Examinations in accordance with the rules established by the Ministry of Education and Science of Georgia - in the subjects: Georgian language and literature; Foreign language (German, English, Russian, French) and an elective subject: Math/History/Art. Also, the entrant must undergo an intra-university creative tour.

Within the framework of the intra-university creative tour, the entrant's compositional thinking and ability to convey an idea using various art materials are checked based on the presented portfolio.

Description and Analysis - Bachelor's Program - "Applied Arts - Ceramic Art for Public Spaces (Major and Minor)"

Those wishing to enroll in the program must pass the Unified National Examinations in accordance with the rules established by the Ministry of Education and Science of Georgia - in the subjects: Georgian language and literature; Foreign language (German, English, Russian, French) and an elective subject: Math/History/Art. Also, the entrant must undergo an intra-university creative tour. Within the framework of the intra-university creative tour, the entrant's compositional thinking and ability to convey an idea using various art materials are checked based on the presented portfolio. In this case as well, programme admission preconditions are fair, public and accessible.

ILIA STATE UNIVERSITY ensures publicity and availability of information about prerequisites for admission to the educational program. The program is placed on the university's website, and information about the program is provided in the catalog of higher education programs. It is published by the National Unified Examination Center (NAEC) in the annually updated information "Student's Guide".

Description and Analysis - Programme 1 (Art History - Major and Minor, BA)

The prerequisites for admission to the bachelor’s program of **Art History (Major and Minor)** are fair and transparent.

Those wishing to enroll in the program must pass the Unified National Examinations in accordance with the rules established by the Ministry of Education and Science of Georgia - in the subjects: Georgian language and literature; Foreign language (German, English, Russian, French) and an elective subject: History/Literature/Art

Evidences/Indicators

- Educational Programs;
- Documents for the admission to the programs;
- Website of Ilia State University <https://iliauni.edu.ge/ge/>;
- Mechanism and methodology of planning student contingent of Ilia State University;
- Self-Assessment Report;
- Results of conducted interviews.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/a

Recommendations and suggestions according to the programmes: N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Iliia State University's Faculty of Arts and Sciences offers several Bachelor's programs, each designed to foster the development of students' practical, creative, and research skills, aligned with the desired learning outcomes. These programs include Graphic Art (major and minor), Applied Arts – Ceramic Art for Public Spaces (major and minor), and Art History (major and minor). To enrich the students' learning experience, the university has formed partnerships with external organizations, as evidenced by signed memorandums.

The university places great importance on preparing students to navigate the academic setting successfully. This includes the cultivation of communication skills, adherence to academic integrity principles, decision-making abilities, and effective self-directed learning and research management.

In all three programs, students acquire transferable skills in addition to their practical and creative capabilities. During the first academic year, emphasis is placed on critical analysis, principles of academic work, quantitative reasoning, and language proficiency, particularly English. Furthermore, the inclusion of extracurricular activities, such as student exhibitions, conferences, and exchange programs, plays a significant role in promoting students' research, practical, and creative skills.

For the Bachelor's Programs in Graphic Art and Applied Arts - Ceramic Art for Public Spaces, practical and creative skills are central components. These skills are honed through a blend of theoretical and hands-on coursework. Notably, students benefit from practical experiences in partner organizations through field training courses, enriching their understanding of real-world working conditions. The final project draws upon the knowledge accumulated from training courses and practical experiences, ensuring a well-rounded educational journey.

In the Bachelor's Program in Art History, students develop essential research skills through the course "Methods of Research and Interpretation of Visual Art." Moreover, the program integrates museum visits, where students engage with artworks under the guidance of lecturers. Additionally, the Center for Medieval Studies, operating within Iliia State University, further complements the program by hosting scholarly presentations on medieval art and related fields, allowing students to participate in discussions with specialists.

Despite the strengths of the programs, the self-evaluation report suggests that more focus on practical and research tasks would enhance students' creative and field competencies. Furthermore, it is recommended that the university provide an electrical laboratory equipped with high-powered computers to support design and program development, thereby enriching students' capabilities and field-related competencies.

In conclusion, the Bachelor's programs offered by Ilia State University's Faculty of Arts and Sciences provide students with comprehensive education, combining practical, creative, and research-oriented skills. Through partnerships with external organizations and extracurricular activities, students are equipped with a well-rounded skill set, preparing them for successful careers in their chosen fields of study.

To enhance the educational experience and foster the development of students' capabilities and field competencies, it is highly recommended that Ilia State University consider establishing an electrical laboratory equipped with high-powered computers. This dedicated laboratory would cater specifically to students involved in the design and program of the Graphic Art and Applied Arts - Ceramic Art for Public Spaces Bachelor's Programs. The electrical laboratory would serve as a valuable resource for students, enabling them to explore and experiment with the latest technologies and software relevant to their fields of study. By providing access to high-powered computers, students can engage in hands-on learning, practical exercises, and creative projects that require advanced computational capabilities.

Moreover, the electrical laboratory will encourage interdisciplinary collaboration, allowing students from different programs to share ideas, expertise, and knowledge. This dynamic environment fosters a spirit of creativity, critical thinking, and problem-solving, essential qualities for success in the arts and design fields.

Additionally, the laboratory can serve as a hub for research and development projects, providing a platform for students to engage in exploratory work and experiment with emerging technologies. This hands-on experience will equip graduates with practical skills, giving them a competitive edge in the job market and preparing them to contribute meaningfully to their respective industries. This initiative will undoubtedly enhance their capabilities and field competencies, empowering them to excel in their chosen careers and make valuable contributions to the creative industries. To enhance the educational experience and foster the development of students' capabilities and field competencies, it is highly recommended that Ilia State University consider establishing an electrical laboratory equipped with high-powered computers. This dedicated laboratory would cater specifically to students involved in the design and program of the Graphic Art and Applied Arts - Ceramic Art for Public Spaces Bachelor's Programs.

The electrical laboratory would serve as a valuable resource for students, enabling them to explore and experiment with the latest technologies and software relevant to their fields of study. By providing access to high-powered computers, students can engage in hands-on learning, practical exercises, and creative projects that require advanced computational capabilities.

With access to such a laboratory, students will have the opportunity to deepen their understanding of cutting-edge tools, techniques, and methodologies utilized in graphic art and ceramic art for public spaces. They can work on complex design projects, conduct research, and develop innovative solutions that align with the demands of the industry. Moreover, the electrical laboratory will encourage interdisciplinary collaboration, allowing students from different programs to share ideas, expertise, and knowledge. This dynamic environment fosters a spirit of creativity, critical thinking, and problem-solving, essential qualities for success in the arts and design fields.

To sum up, the establishment of an electrical laboratory equipped with high-powered computers at Ilia State University holds immense potential for students. This facility would enable them to delve deep into the

application of advanced tools, techniques, and methodologies used in graphic art and ceramic art for public spaces. Complex design projects, research endeavors, and innovative solutions that align with industry demands could be pursued within this space. Furthermore, the laboratory's role in promoting interdisciplinary collaboration among students from diverse programs fosters the exchange of ideas and expertise, creating an environment rich in creativity, critical thinking, and problem-solving – all pivotal qualities for success in the arts and design fields.

During site visits and student interviews, it was evident that the presence of the laboratory within the university greatly enthralls students. Their satisfaction with the opportunity to engage with the laboratory underscores its importance. However, feedback from students highlights the need for computer upgrades to ensure their capabilities align with the demands of their creative endeavors.

In light of these observations, it is strongly recommended that Ilia State University not only continues its commitment to establishing the electrical laboratory but also considers enhancing the computing infrastructure by integrating more powerful computers. By doing so, the university can significantly elevate the educational experience, nurture students' capabilities, and strengthen their competencies in the Graphic Art and Applied Arts - Ceramic Art for Public Spaces Bachelor's Programs.

Additionally, the laboratory can serve as a hub for research and development projects, providing a platform for students to engage in exploratory work and experiment with emerging technologies. This hands-on experience will equip graduates with practical skills, giving them a competitive edge in the job market and preparing them to contribute meaningfully to their respective industries.

In conclusion, the establishment of an electrical laboratory with high-powered computers is a valuable investment in the education and future of students pursuing Graphic Art and Applied Arts - Ceramic Art for Public Spaces at Ilia State University. This initiative will undoubtedly enhance their capabilities and field competencies, empowering them to excel in their chosen careers and make valuable contributions to the creative industries.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Program self-assessment report;
- Interviews;
- Site visit;
- Electronic portal "Argus" <http://argus.iliauni.edu.ge/>

- Agreements and memorandums;
- Documents confirming the infrastructure, technical equipment and bookstores - are available at Ilia State University Library and Material Resources Department;

General recommendations of the cluster:

➤ N/A

General suggestions of the cluster:

- To enhance the educational experience and foster the development of students' capabilities and field competencies, it is recommended that Ilia State University consider establishing an electrical laboratory equipped with high-powered computers. This dedicated laboratory would cater specifically to students involved in the design and program of the Graphic Art and Applied Arts - Ceramic Art for Public Spaces Bachelor's Programs.
- To increase the involvement of students in scientific-research events and international projects

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Teaching and learning methods used in the programs grouped in the cluster correspond to the level of education, are based on the need of course/subject and served to achieve the learning outcomes of the course. Teaching methods are quite multi-purpose (lecture, practical method, demonstration method, discussion/debate, group working etc.) and serve both the growth of theoretical knowledge and the development of practical skills. Teaching-learning methods ensure students' active engagement in the learning process, interaction both between students and academic staff and students themselves; ensure student participation in the learning process with appropriate autonomy and responsibility. Additionally, the types of assignments outlined in syllabuses that support development of various skills by the student, including creative thinking, critical and analytical skills should be emphasized. An alternative to the conventional teaching methods listed in syllabuses should be mentioned. The interview revealed how tight the relationships between the teachers and students are. The professors frequently involve the students in their own artistic projects or accompany them to neighbouring historical sites. These methods significantly aid students in reaching learning objectives when combined with theoretical study.

The institution has the option to develop a flexible learning plan that would consider each student's unique needs, academic preparedness and ease of participation in the educational process. Individual consultation appointments with lecturers can be booked in advance during office hours or upon a student's specific request through "Argus" or a corporate mail for the same objectives.

The university's "Child Development Institute" Research Institute is involved in creating specialized curricula for pupils with specific educational requirements. There is a possibility of carrying out the educational process in an adjusted environment is taken into consideration during the development of a personalized curriculum for students with special educational needs.

Among the teaching methods described in syllabuses there is also e-learning, which means video lectures prepared by the staff involved in the program, due to the circumstances caused by the pandemic. Now these e-learning resources can be used for remote learning by using such portals as Elearning and the electronic portal "Argus", which have also remote access to the library's electronic resources.

If necessary, description and analysis according to the education programmes

Description and Analysis - Bachelor's Programs - "Graphic Art (Major and Minor)" and "Applied Arts - Ceramic Art for Public Spaces (Major and Minor)"

It should be noted that within the framework of the programs "Graphics (major and minor)" and "Applied Art - Ceramic Art for Public Spaces (Large and Small)", studio learning is used to achieve the study goals and practical method, including work in a studio/workshop equipped with equipment required for a particular discipline. During the visit, we have the opportunity to visit the studio/workshop and review the equipment and the works of students.

Evidences/Indicators

- - Programme documents (curricula and syllabi)
- - Interviews with teaching staff, students, graduates and administrators
- - Self-Evaluation Report
- - Web-site
- - "Argus"

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The student assessment process complies with both internal (university) and external regulations (Order №3 of the Minister of Education and Science of Georgia: On Approval of the Rule of Calculation of Higher Education Programmes with Credits and the rules for determining the assessment of students/professional students, assigning credits, rating and payment for additional/repetitive courses/components of Ilia State University).

The assessment of students within the courses included in the programs is conducted with methods and components, which are in accordance with the specifics of the course and ensure the assessment of the achievement of course-defined learning outcomes using the measurable criteria and rubrics defined in them. Student assessment is based on four main principles of assessment: objectivity, reliability, validity, transparency.

The assessment system of each training course consists of multiple components and envisages assessment of at least three components (midterm assessments and one final assessment). Midterm assessment is for assessment of student's knowledge during the lecture-seminar period. The final assessment includes the assessment of the student at the end of the semester, during the examination period.

It is important to note that during the study period, students will receive information and feedback about learning outcomes, in accordance with the syllabus also information about strengths and areas for improvement.

It is important to note that the university should increase the involvement of students in scientific-research events and international projects, which is ultimately related to their further personal development and career advancement.

The academic style of Ilia State University is used for writing bachelor's thesis/diploma work. The requirements related to adhering to the indicated style in the papers are detailed in the concepts of the papers. In order to prevent plagiarism in the works, they are uploaded to the elearning platform and the Turnitin system is used to identify similarities in them. The supervisor submits a report to the faculty on the readiness of the thesis defense and indicates the results of its check for plagiarism.

The assessment methods, components and criteria used within the course/program component are known in advance to the students through the electronic portal "Argus".

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Educational Programs;
- Interview results;
- Syllabi;
- Concepts of Bachelor's theses/Diploma work;
- Electronic portal "Argus" www.argus.iliauni.edu.ge;
- The rule defining the assessment, granting of credits, rating and payment for additional/repetitive courses/components of students/professional students of Ilia State University;
- Academic performance analysis document;
- Assessment method for implementation of the educational program;
- Systems <http://elearning.iliauni.edu.ge> and <http://turnitin.com>;
- Program Assessment Criteria;

General recommendations of the cluster: N/A

General suggestions of the cluster:

- University should increase the involvement of students in scientific-research events and international projects

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Arts, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

A specially devised portal "Argus" - a choice assurance environment system, operates at the university with the purpose of management and support of the educational process. All the students are registered in the mentioned system, offered study courses, electronic study materials and syllabi through this system. With "ARGUS" a student can choose courses, check received evaluations and accumulated credits. In "Argus," final, as well as mid-term evaluations are presented, so that a student can assess his/her own strengths and weaknesses within each course and plan a strategy to improve before the final evaluation. The system is also, used as a communication media among academic staff, other people involved in the learning process and students. Through "ARGUS" students have opportunity to be in touch with the heads of educational components throughout the year and get necessary information and feedback in order to improve their academic achievements.

The university operates a psychological counseling center for students, which was founded on the initiative of Iliauni professors. Qualified specialists employed in it provide psychological counseling to students. At the center, students are served by professionals who have graduated from Ilia State University, including a graduate program in mental health, using the latest evidence-based methods, accompanied by regular supervision.

Within the framework of career development services, the department implements such projects and activities as: Marie Burduli Employment Month and Profile Employment Forum Series - UNIJOBS. Twice a year (in fall and spring semesters), Ilia State University holds the employment month named after Marie Burduli for students and graduates, during which dozens of meetings are held with human resources management personal of various organizations. Career development support workshops are held for students and graduates. UNIJOBS series includes meetings with employers, trainings and consultations for career development, etc. Graduates registered in the UNIJOBS database are provided with information about current, active vacancies on a daily basis.

Ilia State University organizes a number of seasonal schools and camps for students on research-scientific bases, the program of which is implemented in cooperation with various faculties and programs of the university. The purpose of camps and seasonal schools is to acquire knowledge in an informal environment and to promote the unification of students around certain interests.

The university actively organizes away camps for the leaders of student clubs, which is a mechanism of their encouragement. At the away camps, the annual reports of the clubs are discussed and the plan for the following year is also worked out. Such trips are held annually.

A prize budget was allocated for exceptionally successful sports teams and incentive mechanisms were developed in agreement with the team's coaches.

Student life forum for orientation of new recruits in the university space - Student life forum is held every year at Iliiauni, through which new recruits are introduced to the registration procedures of the student club.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Interview Results;
- International Relations Office Statute; Available:
- <https://iliauni.edu.ge/uploads/other/62/62039.pdf>
- Scientific Research Coordination Office, Available: <https://bit.ly/3LfTXIC>
- Student Psychological Consultation Center – <https://bit.ly/3MoRMxu>
- Career Development <https://bit.ly/3LGFZtR>
- Development Office - <https://iliauni.edu.ge/ge/iliauni/units/developmentoffice>
- Iliia University Library - <http://library.iliauni.edu.ge>
- <https://iliauni.edu.ge/ge/iliauni/units/foreignrelations/gacvliti-programebi>
- Electronic portal "Argus" - www.argus.iliauni.edu.ge
- Rules of Academic Program Supervisors and Working Group activities;
- Student Affairs Department Statute;
- Personal files of the University administration employees - available at the University Human Resources Management Department;
- Information/documents about student participation in local and international activities are available in the relevant offices of the university.

General recommendations of the cluster:

- Ensuring student and graduate involvement in the self-assessment group.

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Arts, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Data related to the supervision of master's/doctoral students	
Programme 1 (name, level)⁹	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

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

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

⁹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Arts, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the 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 with relevant competence.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The educational BA programs grouped in Art Cluster represent three directions of fine art and art studies:

- BA in Graphic Art (major and minor);
- BA in Applied Art – Ceramic Art for Public Spaces (major and minor);
- BA in Art History (major and minor)

For the quality implementation of the program, it is necessary to correctly manage the knowledge and experience of specialists of a high professional level.

The programs united in the art cluster are led by highly qualified academic and invited professors, whose activities are based on the legislation and the rules of Ilia State University. They also possess the necessary

competencies to implement the program and achieve the desired learning outcomes. In this regard, the educational programs grouped in the cluster are in line with the requirements of the standard component. It is important that the qualification of the academic staff is evaluated by the scholarly papers and practical experience (creative-practical projects, exhibitions) in relevant Fine Art field of the last 5 years, and the activity of the invited staff by the relevant knowledge, experience and competence necessary to help students achieve program learning outcomes.

It must be noted and emphasized that the program leaders are outstanding, highly qualified professors with international reputation. It should also be noted that the academic and invited specialists involved in the program are also high-level professionals with extensive scientific and international experience.

At the Faculty of Art and Science, a semester workload scheme for academic and visiting staff involved in the program has been developed. The number of personnel and their involvement in the educational process determines the high quality of the educational process. The number and workload of academic and invited staff implementing the program (which includes student consultation) ensures the conduct of the educational process defined by the educational program.

And it should be emphasized that the activities of the academic and invited staff are constantly evaluated according to the rules developed in the university. In accordance with the occupied position, their obligations related to research and educational activities are established. The process of designing and developing the program is managed by the head of the program using internal evaluation mechanisms; also, with the help of internal self-assessment tools, based on the collected data, together with the program teams, program leader determines the opportunities for program development, which is clearly reflected in the self-assessment report. It is on the basis of this report that the Faculty Council determines the changes to be made in the program.

It should be also underlined that the mechanism and methodology of planning of the student quota is active in Ilia State University. The ratio of students to academic staff according to the directions is also provided.

The program is administered by the Faculty of Arts and Science. The administration and support staff are traditionally represented by the dean, assistant dean, the head of the quality assurance service and specialists of this service, case management and financial services, students' coordination service, specialists in the evaluation and development of educational processes, whose qualifications correspond to the functions performed by them. It is obvious that program students are provided with the adequate number of administrative and support staff with appropriate competence.

Description and Analysis - Programme 1 (BA Graphic Art (Major and Minor))

The educational Bachelor's program in Graphic Art represents well-planned curriculum with professional, high-level academic and invited staff. They serve to release highly qualified students in accordance with the curriculum and syllabi.

As it can be seen from the Self-Assessment report and attached documents, the number of academic and invited staff is adequate in relation to students 21/23; and the balance of invited and academic staff will be determined on 5/16. The number of academic staff is stable and only 2 visiting teachers have been added to the new program.

The quantitative data of the program of Graphic arts is as follows:

- 8 Professors: 3;
- 9 Associate Professors: 2;
- 10 Affiliated Staff: 5;
- 11 Invited Staff: 16;

The ratio of academic and visiting staff is equal to 5/16; ratio 0.31;

The ratio of affiliated staff and students is equal to 5/223; ratio 0.02;

The ratio of invited staff and students is equal to 21;223; ratio 0.09.

Their scientific productivity indicator is as follows;

- Publications in local (7) and international (3) periodicals: 10;
- Participation in local (10) and international (7) conferences: 17
- Other scholarly activities: 134.

It is significant that the personnel involved in the implementation of the program have strong practical and educational experiences who are engaged in fruitful scholarly, creative and pedagogical work in scientific, educational institutions and creative workshops of the relevant profile. Number of academic and invited staff at program is adequate with regard to number of students and balance between academic, affiliated academic and invited staff ensures the program sustainability.

The head of the program is Tamar Tsagareli, artist, chief consultant of the Fine and Applied Arts Center of Ilia State University. She has been engaged in active teaching activities in the field of fine arts for decades. Also, she is a member of the Union of Artists of Georgia; cooperates with publishing houses, theaters, etc. Actively participates in local and thematic exhibitions. Her paintings and graphic works are kept in private collections in Georgia and abroad. Head of program possesses necessary knowledge and experience required for program elaboration certified by relevant education in field of fine arts.

Description and Analysis - Programme 2 (BA Applied Arts – Ceramic Art for Public Spaces (Major and Minor))

The educational Bachelor's program in Applied Arts – Ceramic Art for Public Spaces represents well-planned curriculum with professional, high-level academic and invited staff. They serve to release highly qualified students in accordance with the curriculum and syllabi.

As it can be seen from the Self-Assessment report and attached documents, the number of academic and invited staff is adequate in relation to students 20/25 ; and the balance of invited and academic staff will be determined on 5/15. The number of academic staff is stable and only 1 visiting teacher have been added to the new program.

The quantitative index of the programme of Applied arts - Ceramic Art for Public Spaces is as follows:

- 12 Professors: 3;
- 13 Associate Professors: 2;
- 14 Affiliated Staff: 5;
- 15 Invited Staff: 15;

The ratio of academic and visiting staff is equal to 5/15; ratio 0.33;

The ratio of affiliated staff and students is equal to 5/25; ratio 0.20;

The ratio of invited staff and students is equal to 20/25; ratio 0.80.

Their scientific productivity indicator is as follows;

- Publications in local (3) and international (3) periodicals: 6;
- Participation in local (4) and international (7) conferences: 11
- Other scholarly activities: 73.

It is significant that the personnel involved in the implementation of the program have strong practical and educational experiences who are engaged in fruitful scholarly, creative and pedagogical work in scientific, educational institutions and creative workshops of the relevant profile. Number of academic and invited staff at program is adequate with regard to number of students and balance between academic, affiliated academic and invited staff ensures the program sustainability.

The head of the program is Tamar Tsagareli, well known artist, chief consultant of the Fine and Applied Arts Center of Ilia State University. She has been engaged in active teaching activities in the field of fine arts for decades. Also, she is a member of the Union of Artists of Georgia; cooperates with publishing houses, theaters, etc. Actively participates in local and thematic exhibitions. Her paintings and graphic works are kept in private collections in Georgia and abroad. Head of program possesses necessary knowledge and experience required for program elaboration certified by relevant education in field of fine arts.

Description and Analysis - Programme 3 (BA Art History (Major and Minor))

The educational Bachelor's program in Art History represents well-planned curriculum with professional, high-level academic and invited staff. They serve to release highly qualified students in accordance with the curriculum and syllabi.

As it can be seen from the Self-Assessment report and attached documents, the number of academic and invited staff is adequate in relation to students and the balance of invited and academic staff will be determined on 14/72. The number of academic staff is stable and only 1 academic and 3 visiting staff members have been added to the new program.

The quantitative data of the programme of Art History is as follows:

- 16 Professors: 4;
- 17 Associate Professors: 3;
- 18 Assistant Professor: 1;
- 19 Affiliated Staff: 5;
- 20 Invited Staff: 5;
- 21 Emeritus Professor: 1

The ratio of academic and visiting staff is equal to 9/5; ratio 1.80;

The ratio of affiliated staff and students is equal to 9/72; ratio 0.13;

The ratio of invited staff and students is equal to 14/72; ratio 0.19.

Their scientific productivity indicator is as follows;

- Publications in local (40) and international (25) periodicals: 65;
- Participation in local (12) and international (26) conferences: 38
- Other scholarly activities: 9.

It is significant that the personnel involved in the implementation of the program have strong scholarly, practical and educational experiences who are engaged in fruitful scholarly and pedagogical work in scientific, educational institutions and creative workshops of the relevant profile. Number of academic and invited staff at program is adequate with regard to number of students and balance between academic, affiliated academic and invited staff ensures the program sustainability.

The head of the program is Nino Chichinadze, professor, well-known researcher of medieval art, with an international name; for years, she was engaged in research work in famous scholarly centers of America and Europe (Dumbarton Oaks, Centre d'Histoire et Civilisation de Byzance), gave lectures in European Universities.. She is a member of the editorial board of several scholarly journals, the author of several monographs and numerous articles.

Head of program possesses necessary knowledge and experience required for program elaboration certified by relevant education in field of art history and competencies necessary to help students achieve program learning outcomes.

Conclusion: High and relevant qualification of the heads of all three programs united in the Art cluster, academic and visiting staff ensures the program sustainability and they will have the ability and competencies necessary to implement the program and to help students achieve program learning outcomes.

The number of the academic and visiting staff, their teaching and scholarly potential fully corresponds to the number of students and is a guarantee of qualitative knowledge.

Programme 1 (Graphic Art – Bachelor Program)¹⁰				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹¹	Including the staff holding PhD degree in the sectoral direction¹²	Among them, the affiliated academic staff
Total number of academic staff	5		5	5
- Professor	3		3	3
- Associate Professor	2		2	2
- Assistant-Professor				
- Assistant				
Invited Staff	16	16		–
Scientific Staff				–

Programme 2 (Applied Arts – Ceramic Art for public Spaces - Bachelor Program)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	5		5	5
- Professor	3		3	3
- Associate Professor	2		2	2
- Assistant-Professor				
- Assistant				
Invited Staff	15	15		–
Scientific Staff				–

¹⁰ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹¹ Staff implementing the relevant components of the main field of study

¹² Staff with relevant doctoral degrees implementing the components of the main field of study

Programme 1 (Art History – Bachelor Program)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	9		9	9
- Professor	4		4	4
- Associate Professor	3		3	3
- Assistant-Professor	1		1	1
- Assistant (Emeritus)	1		1	1
Invited Staff	5	5	5	–
Scientific Staff				–

Evidences/Indicators

- Personal files of academic, invited, administrative and support staff;
- Interviews;
- Site visits;
- Academic personnel labor agreement samples;
- Academic and invited staff ratio to the number of students enrolled in the program;
- Number of administrative and assisting personnel;
- Regulation on conducting a competition for academic positions and employment conditions for academic personnel at Ilia State University;
- Regulation on hiring teaching personnel;
- Announced competitions;
- Rules and procedures for developing, approving, amending and cancelling the educational programs of Ilia State University;
- programs of Ilia State University;
- Program self-assessment report;
- Mechanism and methodology of planning of student contingent of Ilia State University;
- The concept of diploma work;
- Administrative and support staff job description;
- Number of administrative and assisting personnel;
- Rules on the duties and activities of the heads Academic Program and Working Groups;
- Workload scheme of academic, scientific and invited staff;
- Electronic portal Argus <http://argus.iliauni.edu.ge>;
- Website: www.iliauni.edu.ge

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

22 **General suggestions of the cluster:** To expand its internationalization profile further by inviting international scholar and practitioners to present their works and generally introduce a better creative input as well as friction towards the global contemporary art and culture.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, Bachelor Program)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Applied Arts – Ceramic Art for public Spaces, Bachelor Program)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, Bachelor Program)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master’s and Doctoral Students

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

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

Programme 1 (name, level)¹³			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction¹⁴	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses			
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

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

¹³ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁴ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 8 (name,
level)



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.
-

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

HEI promotes the professional development of academic and invited staff of Art Cluster in every possible way, is actively involved in the process of planning, implementation and evaluation of their scholarly activities.

The evaluation mechanism of the Faculty of Sciences and Arts of Ilia State University, with specific methods and instruments, is used to evaluate the academic and invited staff of the three BA educational programs united in the art cluster. The primary purpose of assessment is to produce quality teaching outcomes.

It is also important to take into account that this evaluation mechanism for academic staff involves the evaluation of activities related to research and teaching, and in the case of invited staff, only the assessment of the teaching process.

The staff is evaluated:

- 1) on the basis of the student survey, which is conducted every semester, and predetermined indicators are used for the evaluation: the timely and constructive feedback for the student, the effectiveness of the teaching process. The skills of the staff in planning and conducting the educational process are evaluated with these and other signs. The evaluation results are generated through "Argus" system.

It should also be noted that in the spring semester of 2022, the assessment mechanism was refined and implemented.

- 2) Based on the self-evaluation report, along with the teaching assessment, the research activity of the academic staff is also evaluated. This process is based on the Faculty of Science and Arts academic staff evaluation rules, covers a period of 2 years and contains following items: a) Publication of scholarly articles in international and local journals/collections; b) Preparation of a monograph; c) Participation in international conferences; d) Membership of the editorial board of international journals; e) Various scientific awards and others.

Quality assurance office, evolution and development of learning process and planning specialists participate in personnel evaluation, which at the same time provide collegial evaluation of newly invited teachers. The teacher receives evaluation and feedback in writing and orally.

In order to promote research activities, with the support of Ilia State University, a peer-reviewed journal “Kadmos” (<https://kadmos.iliauni.edu.ge/index.php/kadmos>) is constantly published, which is also included in list of EBSCO-Host (<https://www.ebsco.com/products/research-databases/humanities-source-ultimate>). Academic staff of the Art Cluster often publish articles in this journal (esp. Head of Art History program Prof. Nino Chichinadze and Assoc.s Prof. Temo Jojua).

In order to promote the development of academic and visiting staff, a personal and professional development center (PPDC) has been created, which offers training modules based on international experience to lecturers to improve learning processes. Five academic and 2 invited lecturers involved in the art cluster participated in these trainings.

In research activities, the cluster is supported by the scientific research coordination Office and the development office; And the international relations service promotes the participation of academic staff in exchange programs and international scientific networks.

Scientific research coordination and development services regularly take care and foster the attraction and implementation of scientific projects of academic staff within their competence; implement internal financing mechanisms; Update the database and provide administrative support to the evaluation process. The development service promotes the involvement of researchers in international projects; Funding sources are identified and attracted; Assistance is provided in the preparation and submission of the project proposals. There are all kinds of support for establishing connections with international scientific research institutes and centers.

Academic and invited staff involved in the Art cluster with the support of development service can cooperate with such donors as: European Commission, Horizon 2020, Horizon Europe, Erasmus +, Tempus, Georgian Innovation and Technology Agency, Scientific and Technological Development Fund of Georgia, Botanical Garden Plant Conservation Scientific Council, US Civilian Research and Development Fund (CRDF), Open Society Georgia Foundation, Swiss National Science Foundation (SNSF), Eurasia Foundation, International Science and Technology Center, Volkswagen Foundation, Visegrad Foundation, US Embassy in Georgia, NATO, US Agency for International Development (USAID), Caucasus Swiss Academic Network (ASCN), Germany Society for International Cooperation (GIZ), and various European or American universities. It should also be noted that the Scientific Council created in 2017 ensures the regulation and evaluation processes of scientific researches, allocates grants for institutional development and promotes open and transparent management of the funding process. It ensures the participation of academic staff (including

students) in international conferences, which is regulated accordingly the 'Rules of financing participation in international scientific conferences and publication of scientific articles in international journals' at IliaState University.'

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (BA program in Graphic Art (Major and Minor)

The academic and invited staff involved in the BA program in Graphic Art are intensively involved in educational and research activities, participate in various local and international master classes, international conferences, and exhibitions.

It is important that the academic and invited staff of the program of graphic art systematically participate in various local and international events. The projects implemented by the Center of Modern Graphics and the projects presented within the competition of the Ministry of Culture, Sports and Youth are outstanding among them.

Description and Analysis - Programme 2 (BA Program in Applied Arts –Ceramic for Public Spaces)

The academic and invited staff involved in the BA program in Applied Arts – Ceramic for Public Spaced are intensively involved in educational and research activities, participate in various local and international master classes, international conferences, and exhibitions.

It is important that the academic and invited staff of the program in Applied Arts, according to their profile, participate in such projects as various master classes, webinars, traditional crafts and design summits, international conferences and others.

Description and Analysis - Programme 3 (BA program in Art Histoty)

The academic and invited staff involved in the BA program in Art History are intensively involved in educational and research activities, participate in various local and international conferences and projects. They develop scholarly visions in a more historical-theoretical direction and are distinguished by a wide research range. Academic and invited lecturers actively publish articles and participate in conferences,

symposiums, international forums both online and in person. The scientific productivity of the head of the program is impressive and of high scientific value.

Evidences/Indicators

- Interviews;
- Personal files of the academic/invited/scientific staff;
- Site visits;
- Regulations of the Development Service of Ilia State University available:
<https://iliauni.edu.ge/uploads/other/46/46621.pdf>
- At Ilia State University, the rules and procedure for financing participation in international scientific conferences and publication of scientific articles in international journals is available
<https://iliauni.edu.ge/ge/iliauni/units/qualityassurance/regulations>
- The rule for the evaluation of academic staff of the Faculty of Arts and Sciences of Ilia State University;
- The rule for the evaluation of invited staff of the Faculty of Arts and Sciences of Ilia State University;
- Survey Report on Services;
- Program implementation rule;
- Report on evaluation of scientific-research activities of academic staff;
- Mechanisms and tools developed for peer review (available from the Quality Assurance office);
- Information on the events: <https://internationaldoctoralschool.iliauni.edu.ge/ge/siakhleebi/>
- Rule for the evaluation of scientific-research activities and university funding - available at:
<https://iliauni.edu.ge/uploads/other/46/46426.pdf>
- The Regulations of the Research Coordination Office; Available:
<https://iliauni.edu.ge/uploads/other/44/44379.pdf>
- Pascal Prize: <https://iliauni.edu.ge/ge/iliauni/projects/paskalis-premia>
- Scientific Research Platform of Ilia State University: <https://research.iliauni.edu.ge/ka>
- Research Strategy of Ilia State University; <https://research.iliauni.edu.ge/ka/about#section-1>
<https://iliauni.edu.ge/ge/iliauni/units/researchoffice>
- Regulation of Ilia State University Foreign Relations Department:
<https://iliauni.edu.ge/ge/iliauni/units/foreignrelations>
- Statute of the Personnel and Professional Development Center

General recommendations of the cluster:

Encouragement for the academic and visiting staff to expand international cooperation; invite international scholars and artists to present their works; To actively participate in more international projects and programs.

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art -BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Applied Art – Ceramic in Public Spaces)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Art History
- BA)



X



4.4. Material Resources

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Bachelor educational programs in Graphic Art (major and minor), Bachelor's Program in Applied Arts – Ceramic Art for Public Spaces (major and minor), and Bachelor's Program in Art History (major and minor) offered by the Faculty of Arts and Sciences at Ilia State University are designed to align with the university's charter and specific educational goals. The material-technical base available at the university plays a crucial role in successfully implementing these programs.

The university has made sure to establish and maintain the necessary material and technical resources to support the educational objectives of these programs. These resources are readily accessible to students without any restrictions, ensuring that students have the tools and facilities they need to achieve the intended learning outcomes.

The material-technical base includes a range of facilities and equipment specifically tailored to each program's requirements. For instance:

- Graphic Art Program: The university provides studios with the required art supplies and equipment to facilitate the practice and learning of graphic art techniques.
- Applied Arts – Ceramic Art for Public Spaces Program: There are workshops equipped with the necessary tools and kilns to allow students to explore and create ceramic art for public spaces.
- Art History Program: Students have access to resources like libraries, archives, and digital databases to conduct research and deepen their understanding of art history.

By having access to the university's comprehensive infrastructure, students in these Bachelor programs can fully engage with their studies and explore their artistic interests without limitations. The availability of these material-technical resources enhances the overall learning experience and enables students to acquire the knowledge and skills essential for their chosen fields.

In conclusion, Ilia State University's commitment to providing a robust material-technical base for the Bachelor educational programs in Graphic Art, Applied Arts – Ceramic Art for Public Spaces, and Art History

ensures that the university delivers high-quality education and fosters the growth of creative minds in the field of arts and sciences.

The infrastructure of Ilia State University - computer resource centers, fully equipped lecture halls, university library with diverse fund and rich electronic resources, including international electronic databases, the university network for student registration and learning process management Argus and distance learning platform E-learning, (including Turnitin, a program for determining the similarity between texts), ensure the achievement of program learning outcomes and are used both in distance/electronic and in classroom teaching. It should be noted that in case of this teaching format, access to the Zoom platform is also provided for the purposes of educational processes. Ilia State University Library is an information resource center, which makes information resources easily accessible through a variety of services and thus contributes to the enhancement of quality of academic processes, the implementation of modern approaches to teaching and generates new knowledge.

the Bachelor educational programs are carried out in the third academic building of the university. The students of the programme use the common university library, as well as the Faculty of Arts and Science's library, which contains professional literature, as well as mandatory literature and relevant readers specified in the programme syllabi.

University library infrastructure provides information and communication technologies to customers including: Reading halls; Ilia Hall (multi-functional), Sulokhan Saba Orbeliani Hall (multi-functional), Literature Hall in "Ligamus", Dutch Language and Culture Center Hall, George Tsereteli Oriental Hall, Botanical Institute Hall, Evgeny Kharadze Abastumani Astrophysical Observatory Hall, Austrian Center Hall, Italian Language Center Hall. Group work space in Sulokhan Saba Orbeliani Hall, corners with relevant equipment and multimedia resources, Meeting and training rooms and WiFi access in open access mode.

The Bachelor educational programs in Graphic Art (major and minor) Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces (major and minor) Bachelor's Program: Art History (major and minor) with the cooperation with Faculty of Arts and Sciences has identification of literature envisaged by the academic syllabi and their accessibility is guaranteed in the library book fund. The library at the university ensures that the required literature for these programs is accessible to students through its book fund. The academic syllabi of these programs have a designated set of literature, and the library guarantees its availability. Additionally, the library prepares reading material called "Readers," which are available in both printed and electronic formats. Printed Readers can be found in the reading halls, while online versions are accessible through relevant portals, but with restricted access only through the university email system. The content of the Reader is prepared upon request by professors or heads of courses, ensuring compliance with copyright rules. All mentioned resources are processed according to the library's rules and are made

searchable in the library's online catalog. Furthermore, university students have access to the latest scientific literature and publications through electronic databases, including Elsevier SCOPUS, Elsevier ScienceDirect, EBSCOHost, JSTOR, and others. Overall, the university seems to provide comprehensive resources to support students pursuing their education in the fields of graphic art, applied arts, ceramic art, and art history. The combination of printed and electronic materials, along with access to scientific databases, demonstrates the institution's commitment to offering valuable academic resources for its students.

One of the important resources for the The Bachelor educational programs in Graphic Art (major and minor) Bachelor's Program: Applied Arts – Ceramic Art for Public Spaces (major and minor) Bachelor's Program: Art History (major and minor) is noteworthy a specially created portal "Argus" - a choice environment assurance system, operates at the university with the purpose of management and support of the educational process. The university registers all students in this system, offers them teaching courses, posts electronic learning materials and syllabi. With "ARGUS" a student can choose courses, check received evaluations and accumulated credits. The system is also, used as a communication media among academic staff, people involved in learning processes and students. Through "ARGUS" Students have an opportunity to be in touch with the heads of educational components throughout the year and get necessary information and feedback in order to improve their academic achievements.

The addition of the portal "Argus" to support the educational programs in Graphic Art, Applied Arts – Ceramic Art for Public Spaces, and Art History at the university is a significant development. "Argus" serves as a choice environment assurance system designed to manage and support the educational process for the students.

Key features of the "Argus" portal include:

- Course Registration: The university registers all students in the "Argus" system, enabling them to access and select their desired courses for each semester.
- Teaching Courses and Electronic Learning Materials: The portal provides a platform where teaching courses and electronic learning materials are made available. This enhances students' access to educational resources, making it easier for them to study and engage with course materials.
- Syllabi and Evaluation: Students can access syllabi through "Argus," gaining clear information about the structure and requirements of each course. Additionally, the system allows students to check their received evaluations and accumulated credits, providing transparency and clarity regarding their academic progress.
- Communication and Feedback: "Argus" acts as a communication medium, facilitating interaction between academic staff, instructors, and students. These fosters better engagement in the learning process and allows students to be in touch with the heads of educational components throughout

the academic year. This communication channel provides a way for students to seek necessary information and feedback to enhance their academic achievements.

Overall, the implementation of the "Argus" portal demonstrates the university's commitment to modernizing and enhancing the educational experience for students in the mentioned Bachelor programs. It streamlines various aspects of the learning process, such as course selection, resource access, and evaluation tracking, while also fostering effective communication and feedback channels, ultimately supporting students in their pursuit of academic excellence.

The Fine and Applied Arts Centre at the Faculty of Arts and Sciences of Ilia State University is a comprehensive educational unit that follows the teaching models found in European and American universities, specifically tailored to artistic fields. The center is dedicated to providing high-quality education and training in various artistic disciplines.

The Fine and Applied Arts Centre is a wide-ranging educational unit at the Faculty of Arts and Sciences of Ilia State University, which fully corresponds to the European and American university models of teaching artistic fields. In order to carry out all aspects of the activity at a high level, the Fine and Applied Arts Centre combines workshops equipped with a training base - namely, drawing, painting and all the necessary equipment for the compositions provided for in the program.

The educational resources of the Fine and Applied Arts Centre of Ilia State University are:

- Drawing-painting workshops equipped with appropriate equipment;
- Jewelry workshop with special working tools;
- Auditorium-workshops equipped with computers;
- Ceramics workshop equipped with ovens and proper equipment;
- Easel graphics workshop equipped with easel and work tools;

To facilitate excellence in all aspects of its activities, the Fine and Applied Arts Centre boasts a variety of well-equipped workshops. These workshops serve as essential training bases and are designed to meet the needs of the artistic programs offered. The resources available at the center include:

Drawing-Painting Workshops: Equipped with all the necessary tools and equipment for students to learn and practice drawing and painting techniques.

- Jewelry Workshop: Equipped with specialized working tools and equipment required for jewelry-making, allowing students to explore this intricate craft.
- Auditorium-Workshops: Equipped with computers and modern technology, providing students with digital tools and resources to enhance their artistic creations.
- Ceramics Workshop: Fitted with ovens and proper equipment to enable students to work with clay and create ceramic pieces.

- Easel Graphics Workshop: Equipped with easels and relevant work tools, catering to students interested in graphic arts and illustration.
- By providing these dedicated and well-equipped spaces, the Fine and Applied Arts Centre ensures that students have access to the necessary resources and facilities for their artistic endeavors. The combination of traditional and modern workshop settings allows students to explore a diverse range of artistic techniques and practices, fostering a dynamic and enriching learning environment. With these resources, Ilia State University is committed to nurturing the creativity and talents of aspiring artists, preparing them to excel in the world of fine and applied arts.

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Website Ilia State University;
- Existing infrastructure;
- Program self-assessment report;
- Interviews;
- Site visit;
- Electronic portal "Argus" <http://argus.iliauni.edu.ge/>
- University library and scientific databases: <http://library.iliauni.edu.ge/>
- Electronic learning portal: <http://elearning.iliauni.edu.ge/>;
- Agreement on Turnitin Service License Transfer - available at Ilia State University Library;
- Documents confirming the infrastructure, technical equipment and bookstores - are available at Ilia State University Library and Material Resources Department;

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: To further improve the physical resources up to date, need to be always in the agenda and continue to be applied.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (*Bachelor's Program: Graphic Art (major and minor)*)

23 **Recommendation(s):** To continue the updating of IT equipment to include machines with the latest technologies that can make students work become more efficient and more professional.

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The financial support for the Bachelor educational programs in Graphic Art (major and minor), Bachelor's Program in Applied Arts – Ceramic Art for Public Spaces (major and minor), and Bachelor's Program in Art History (major and minor) at the Faculty of Arts and Sciences of Ilia State University is well-planned and financially sustainable. The primary sources of funding for these programs come from students' fees and the

university's central budget. The university's commitment to the strategic development goals of these programs ensures that any revenue fluctuations will be compensated from the central budget, demonstrating a strong dedication to their success.

Moreover, the faculty actively seeks additional financial resources by participating in grant competitions. These grants serve as crucial sources for purchasing research inventory, financing visits to international conferences, and providing incentives for both students and program staff. Grant funding also contributes to the financial stability of the programs.

The educational process is adequately supported by the academic staff's salaries, which are included in the central budget. The university budget also covers expenses for updating library resources and infrastructure maintenance. Conferences, publications, and other scientific expenses are also part of the faculty and university budgets. Any additional expenses required for the program will be covered from the main budget of the faculty and/or university, ensuring that the necessary financial resources are made available for the smooth implementation of the programs.

The allocation of financial resources in the unified university budget is economically feasible and aligns with the specific needs of each program. The programs are financially stable, and their budgets encompass all necessary costs, including development, resource financing, personnel, and other relevant expenses.

Despite the initial budget calculation being based on five students, the faculty is aware of its financial responsibilities and ensures the continuous support of the program. Funding may be allocated from profitable programs within the faculty or from the central budget of the university, if needed, to finance relatively small programs.

In conclusion, the Faculty of Arts and Sciences at Ilia State University has developed a well-structured financial plan to support the Bachelor educational programs in Graphic Art, Applied Arts – Ceramic Art for Public Spaces, and Art History. The commitment to seeking additional funding through grants and the flexibility to allocate resources from the central budget as necessary demonstrate the financial sustainability and dedication to the success of these programs.

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Programme budget;
- Faculty Budget;

- Self evaluation report;
- Site visit;
- Website Ilia State University;
- Existing infrastructure;
- Interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

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Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Art History, BA) X □ □ □

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	□	X	□	□
Programme 2 (Ceramic Art, BA)	X	□	□	□
Programme 3 (Art History, BA)	X	□	□	□

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the self-assessment report submitted by the LEPL Ilia State University, the attached documentation and the interviews conducted during the accreditation visit clarifies that the staff involved in creating the program, use the results of the quality assessment, in order to improve the program.

The activities done by the quality assurance service, procedures, assessment tools and the mechanisms are described in the concept of internal quality assurance of the university and in the program implementation evaluation procedure.

It should be noted that the evaluation at the university includes several main directions, such as the organization, implementation and management of the educational and research process, participants of the

educational process, provision of educational and research process resources (human, financial, material-technical, etc.).

The submitted documents confirm that the following components are evaluated at the university with reasonable periodicity.

It was also highlighted that the mechanisms and procedures for ensuring the quality of programs are following the "PDCA" cycle: "plan - implement - check - develop".

The binding of this cycle is ensured by the effective involvement of all units in the implementation of internal quality assurance mechanisms of the university. The conducted studies are analyzed, the results of the study and ways of responding to them are reflected in the reports of the relevant structural units and presented to the decision-making bodies.

Based on the survey of both student satisfaction with the program and graduates of the bachelor's program, further changes are made, which actively contribute to the development and improvement of the program. According to this survey, it was taken into account the mentioned feedback of students and some important changes were done.

The interviews conducted during the accreditation visit clarified that the Quality Assurance Service of the Faculty actively collaborates with the Quality Assurance department of the University in the process of planning the evaluation of program quality, developing the evaluation instruments and implementing the evaluation.

As a result of the interviews, it was also confirmed that the academic/visiting staff is aware of the results of the survey and actively works on issues for improvement, if such are identified. The university has an academic staff workload scheme, as a result of which academic/visiting staff performance is evaluated using various mechanisms.

The university also has mechanisms to encourage academic staff, which plays a major role in supporting their research activities.

During the accreditation visit, it was observed the active involvement of both academic, administrative and support staff in the preparation of the program's self-evaluation report. Students and graduates were not directly involved in this process, and the group working on the self-evaluation document relied only on the

results of their survey. It is suggested that direct involvement of students and graduates will more clearly highlight areas for improvement of the program.

Based on the presented documents, it can be said that the theoretical foundations of quality assurance are fully relevant and the procedures performed based on these documents are also transparent and consistent.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Quality Assurance Department Statute;
- Rules related to the work of the heads of the program;
- Concept of Internal Quality Assurance Service of Ilia State University;
- Report on the evaluation of the performance of the academic staff of the Faculty of Arts and Sciences;
- Report of student and graduate surveys;
- Reports of focus groups with employers;
- External Expert Assessment;
- Analysis of internal and external assessment;
- Self-Assessment Report;
- Results of conducted interviews.

General recommendations of the cluster: N/A

General suggestions of the cluster:

It is suggested that direct involvement of students and graduates will more clearly highlight areas for improvement of the program.

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university uses external assessment tools for program accreditation in the process of preparing higher education programs. It cooperates with the National Center for Educational Quality Enhancement.

As a result of documents and interviews, it was confirmed that the recommendations given earlier by external evaluators (accreditation experts of the National Center for Educational Quality Enhancement) were taken into consideration in the process of work on re-accreditation of the program and improvement of it.

For the purpose of external assessment of the educational programs grouped in the cluster, a survey of

the opinion of potential employers was planned and implemented by the heads of the program and program working groups. Qualitative data were collected in order to determine the compliance of the educational program with the labor market requirements. To obtain feedback, employers and external experts were sent an educational program in advance, after which a focus group was held with employers and written feedback was obtained from external evaluators.

The conclusion of the external evaluator was also presented. The external evaluator was not a representative of the evaluated program, did not represent an interested party and had the competencies of relevant fields. The external evaluator noted that the program is relevant, interesting, and the presented courses respond to labor market requirements.

Based on the evaluations of the employers and the conclusions of external experts, areas for improvement were identified in the case of all three programs.

University described in detail and it was confirmed by the presented documents, which recommendation/suggestion was taken into consideration and accordingly which changes were made in the program. If any of them could not be taken into account, it was described in detail why it could not be so.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Reports of focus groups of potential employers;
- Graduates survey report;
- Program satisfaction survey report;
- External peer evaluations of programs;
- Conclusions of accreditation experts/Council protocol;
- Educational programs;
- Self-Assessment Report;
- Results of conducted interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Art History, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Monitoring and periodic evaluation of the program is carried out with the involvement of academic, visiting, administrative, support staff, students, alumni, employers and other interested parties, through the systematic collection, processing and analysis of information.

In order to monitor and periodically evaluate the program and improve the quality of the program, according to the purpose, various tools are used - surveys, collection and analysis of statistical data.

It should be noted that In order to identify the dynamics and trends of the program development, in the self-assessment report presented in each subsequent reporting period, the results should be compared with the data of the previous reporting period. This approach is very important to bind the complete cycle.

One reporting period of educational program evaluation includes data collection, data analysis/interpretation, needs determination, self-assessment report preparation, presentation, and informed decision-making.

Program head, program team (academic and invited staff), head of faculty/school quality assurance service, curriculum expert, specialist responsible for data collection and processing (if any) are involved in the program evaluation process.

The university has pre-developed and approved questionnaires, which allow students to express their opinion about the educational process, as well as the content of the educational program, human and material resources, with complete anonymity. The questionnaire processing methodology provides for the statistical processing of the answers to the pre-prepared questions, analyzing the results, developing recommendations, informing the relevant service and/or staff and responding to feedback. For the continuity of the PDCA cycle, the implementation of recommended issues is again monitored until the problem or issue is finally resolved.

The university took into account the recommendations developed by the previous council and worked in this direction as well. In the process of modifying the programs, the involvement of the implementing staff was highlighted both from the presented documents and from the conducted interviews.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Quality Assurance Department Statute;
- The rule on the program implementation evaluation;
- Quality assurance mechanisms;
- The questionnaires of the quality assurance department;
- Analysis of the personnel performance study;
- Self-Assessment Report;
- Results of conducted interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Graphic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Ceramic Art, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chair of Accreditation Experts Panel

Costas Mantzalos, 

Of the member(s) of the Accreditation Experts Panel

Nino Sanadiradze, signature 

Tamta Turmanidze, signature 

Nino Kavtaria, 

Nino Patariaia, 

Vaja Kelikhashvili, 