NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report on Higher Education Programme

BFA Visual Communication (Advertising and Communication Design)

GIPA - Georgian Institute of Public Affairs

Evaluation Date(s): 17 JULY, 2023

Report Submission Date: 23 October, 2023

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	GIPA - Georgian Institute of Public Affairs NNLE
Identification Code of Institution	204429341
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Costas Mantzalos, Frederick University (Professor), Cyprus
Member (Name, Surname, HEI/Organisation, Country)	Khatuna Kabuliani, Ilia State University (Associate Professor), Georgia
Member (Name, Surname, HEI/Organisation, Country)	Anna Tsereteli, Tbilisi State Academy of Art (Associate Professor), Georgia
Member (Name, Surname, HEI/Organisation, Country)	Mikheil Bichia, European University (Professor)/ Tbilisi State University (Visiting Lecturer), Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Javakhishvili, Ivane Javakhishvili Tbilisi State University, Georgia

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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ვიზუალური კომუნიკაცია (რეკლამა და საკომუნიკაციო დიზაინი)
Name of Higher Education Programme (in English)	Visual Communication (Advertising and Communication Design)
Level of Higher Education	Bachelor
Qualification to be Awarded[2]	BFA in Visual Communication
Name and Code of the Detailed Field	Audio-Visual Techniques and Media Production- 0211
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	-
Language of Instruction	Georgian
Number of ECTS credits	180
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	Creative Competition

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

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

II. Accreditation Report Executive Summary

- **General Information on Education Pogramme**[4]
  - The Bachelor level programme in Visual Communication (Advertising and Communication Design) is a new programme which derives from an existing and previously accredited programme titled Bachelor in Audio Visual and Media Arts. The program was developed based on the experience received during the implementation of the existing bachelor's program, the analysis of similar international educational programs, as well as taking into consideration of modern trends and rapid growth of the creative industry and in accordance with the requirements of the labor market.

    The Bachelor programme in Visual Communication is a 3-year cycle programme of 180 ECTS, and it is well structured with courses that have a developmental progression covering both theory and practice. The programme utilizes updated teaching methodologies which also allow experiential learning through courses that run from the industry (live projects) which include areas as as graphic and digital design, typography, photography, video, illustration, animation, etc. as well as technologies for implementation of innovative ideas., etc.

- **Overview of the Accreditation Site Visit**
  - The day progressed with meeting the 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 committee. A tour of infastructure and facilities also took place.

- **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 new programme. The team of experts came across very enthusiastic and supportive students, graduates and stake holders and generally it became evident that the Institute 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 Quality Assurance process seemed thorough and effective.

  - The institute supports various faculty towards art and design practice

  - Facilities for the new programme are in place. Attention to the upkeeping of the building to become a bit more visually exciting could also be implemented.

  - The Bachelor programme in Visual Communication complies with all standards. Specifically

  - Standard 1: Full Compliance

  - Standard 2: Full Compliance

  - Standard 3: Full Compliance

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

- Standard 4: Full Compliance

- Standard 5: Full Compliance

- **Recommendations**
    1. It is recommended to clarify names of some teaching methods ("knowledge testing") in the syllabi of several teaching courses, use teaching methods properly and separate them from evaluation methods.
    2. It is recommended that quality control measures be strengthened to improve areas of the program, such as: setting some program learning outcomes, conducting more collaborative processes with academic and visiting staff, proper use of teaching methods and separate them from evaluation methods, etc.

- **Suggestions for Programme Development**

    o **1.** It would be good to create a more creative environment for students in the auditoriums where they can observe their own work, look at themselves from the outside and It is desirable to detect their presence in the environment.
    o **2.** For programme development In the future, when monitoring the program, emphasis should be placed on creative potential and the development of creative thinking.
    o **3.** It is desirable the budget document to be more detailed and include the costs of necessary research activities (scientific grants, research projects, scientific missions, etc.).
    o **4.** It is desirable that external evaluation documents reflect recommendations aimed at developing the program.
    o 5. Further improvements in making the physical resources accessible need to be urged and applied so that inclusivity is established fully.
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- **Brief Overview of the Best Practices (if applicable)[5]**

The participation of an "independent expert" in a self-assessment group is a very good practice.

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

    Summary of the argumentative position presented by the institution

    The higher education institution provided us with an argumentative position of the University regarding the Report and a report on some changes to the draft opinion prepared by the group of experts as part of the recommendations with which it agreed. Let us briefly outline the position of the expert group. In particular:

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

Recommendation N1: It is recommended to clarify names of some teaching methods ("knowledge testing") in the syllabi of several teaching courses, use teaching methods properly and separate them
from evaluation methods.

University's Perspective: An error of a technical nature has been identified within the syllabus, which is shared by the program implementation team. Indeed, the process of rectifying the technical error within the syllabus has been initiated.

Position of the expert group: The expert group welcomes the approach of university representatives to develop a program and take into account the recommendations we presented by taking appropriate measures. However, the scope of the accreditation experts' work is limited to pre-visit material and responses received on the day of the visit. After a visit, we are unable to judge the measures implemented or to be implemented by the institution. Therefore, this recommendation should remain unchanged.

Recommendation N2: Further improvements in making the physical resources accessible need to be
urged and applied so that inclusivity is established fully.

University's Perspective: In this regard, we would like to emphasize that the vision and values of the university are focused on the creation and continuous development of an inclusive learning environment. We are happy to note that the experts themselves emphasized an inclusive environment of the University which is proven by one of the quotes: " The team of experts came across very enthusiastic and supportive students, graduates and stake holders and generally it became evident that the Institute is a student centric environment which promotes equality, diversity and inclusivity" (p.5), according to the draft report of the expert group: " The program is provided with a material and technical base adapted for disabled persons in accordance with their goals and learning outcomes"(p.35). As for the further development of the availability of physical resources, we think that the development of inclusiveness in this direction is a continuous process for each organization, which the university takes into account in the course of its activities and further planning. Accordingly, we believe that the recommendation of the expert group should be more advisory in nature.

The expert group's position on the university's response to the 2nd recommendation: The team of experts appreciates the efforts made by the Institute for the ongoing process to make the physical resources more accessible and more inclusive therefore the recommendation is shifted into a suggestion. Nevertheless, it should be stressed that the process must be intensified and carried out as soon as possible so that the word inclusivity that has been mentioned on page 5 of the joint report is fully accomplished and will allow accessibility to the physical resources for persons with mobility disabilities.

Recommendation N3: It is recommended that quality control measures be strengthened to improve areas of the program, such as: setting some program learning outcomes, conducting more collaborative processes with academic and visiting staff, proper use of teaching methods and separate them from evaluation methods, etc.

University's Perspective: We cannot agree with recommendation No3 presented in the draft report, as these processes are long-standing practices at the university that have demonstrated the

effectiveness of quality assurance processes over the years (See argumentative position of the University regarding the Report).

The expert group's position on the university's response to the 3rd recommendation: The report reflected that on the day of the visit, the need for greater involvement of academic staff was emphasized, both in relation to program design and in support of quality assurance in the work on the program. It was also found that some courses of bachelor's program have shortcomings regarding teaching methods, with which the university agrees. The 3rd recommendation logically reflects that in connection with these and other issues it is necessary to strengthen control on the part of the university to ensure their implementation. Thus, it appears that the university partially shares this recommendation. Therefore, we believe that this recommendation should remain unchanged.

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

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.

The objectives of the programme were established also taking in consideration the practice 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 and practical skills, which include the ability of working with primary and secondary sources towards identifying, analysing, experimenting, and providing problem-solving results. 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 and design practice and contribute to the country's cultural development.

The objectives are established clearly and are realistic and achievable. The contribution of the programmes' objectives to society are specified by the diverse discipline of visual communication and media, and result in the promotion of intellectual development of the society, and the active involvement of young people in contemporary cultural processes as well as playing an active role in the process of cultural-aesthetic development of the modern society.

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Evidences/Indicators

- o Educational program;
- o University mission;
- o Self Evaluation Report
- o Site visit
- o 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
- o University's website: www.gipa.ge

Recommendations:

- o N/A

Suggestions for the Programme Development

- o .N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	☐	☐	☐

➢The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit)it was found that the Learning Outcomes of the programme are logically developed and related for the requirements of the field of Visual Communication.

Furthermore, the Learning Outcomes of the programme are Substantially clear and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills in the industry. The expert group believes that the last words of the fourth outcome of the bachelor's program ("forges innovative multimedia approaches") belongs more to the category of "skills" than "knowledge-awareness". Learning Outcome 10 of GIPA's Bachelor's program contains a statement about "contribution to advertising." "Learning outcome" with the words "forms innovative multimedia approaches" refers to the learning outcomes of master's degree (See 5.3).

The formulation of the learning outcomes has been a thorough step by step process and has taken in consideration the particularities of the specific discipline of visual communication. 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 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.

Additionally, the learning outcomes of the program correspond to the employment field requirements of the graduates of the program and provide the opportunity to continue education at the next level, and at the same time the learning outcomes correspond to the field specifics and the requirements of the creative industry.

Evidences/Indicators

- Educational program;
- Self Evaluation Report;

- o Site visit
- o 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
- o Similar programs analysis;
- o Sectoral Benchmark;
- o University's website www.gipa.ge

Recommendations:

- o N/A

Suggestions for Programme Development

- o .N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

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 evaluation mechanisms for the Learning Outcomes of the programme are in place and carried out systematically in the progression of the 3 year cycle of the Bachelor Degree.

The learning outcomes are evaluated periodically throughout the 3 year cycle of the programme and this evaluation is carried out in a consistent and transparent manner specific to the characteristics of the field of visual communication. The programme has used benchmarking with other institutions of similar programmes both nationally and internationally. Additionally, each programme has benchmarks for each learning outcome, and this is monitored by the results of the learning outcomes' evaluation, whereas a comparison takes place when benchmarks evaluation is conducted.

The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes and all faculty – permanent and visiting - are familiar with the methods of evaluation of the learning outcomes.

Full inspection and compliance with the Quality Assurance team of the University and the Faculty is in place. Evaluation and feedback involve questionnaires/interviews of teaching staff, students/alumni, employers and findings are analyzed and made known to everyone concerned.

GIPA has developed and implemented evaluation rule presented in the document *Mechanism for evaluating the learning outcomes for the Bachelor's degree program in Visual Communication (Advertising and Communication Design)*, which takes into account the internal self-evaluation process in which participants are various interested parties (students, graduates, employers, program heads, GIPA administration); the document proclaims that the evaluation of the learning results of the educational program consists of following parts:

1.Establishing the learning outcomes of the educational program by direct method and it includes curriculum analysis that determines whether the program provides sufficient opportunities for the students to achieve the program learning outcomes; program learning outcomes describe the knowledge, skills and/or responsibility and autonomy that the student acquires upon completion of the program. Form of assessment refers to the specific criteria (essay, quiz, presentation, etc.), by which the learning outcome of a particular program can be assessed. A target benchmark is a specific established benchmark based on past experience, data analysis, and allows for program improvement. Time of data collection is the end of the specific semester of the program, when the study course is taken, by which the said learning outcome is evaluated.. Responsible persons and analysis of the obtained results refers to the person or structural unit responsible for the analysis and evaluation of the collected data.

2. Evaluation of learning outcomes by indirect assessment through Students' self-evaluation means, that at the end of each semester, through simple probability sampling, every third of the students registered in each compulsory study course will be selected, who will evaluate the level of achievement of the learning outcomes through self-reflection. Courses to be evaluated are mandatory courses. The

student evaluates quantitatively (question "a" from 0 to 5 points) and qualitatively (questions "a, b, c" - verbally, 120-200 words) to what extent has the learning outcome been achieved; which component of the evaluation of a specific course is a prerequisite for achieving/failing to achieve this learning outcome; what types of tasks can be added to increase the achievement of the stated learning outcome. Self-assessment results presents, that the average score of 3.1 and above is the target mark of quantitative data; qualitative data is used in the development of the course and recorded in the evaluation data of specific learning outcomes. Responsible for this procedure is School Quality Assurance Manager.

3. Evaluation of program learning outcomes by current and potential employers is displayed through map divided into two parts (each for one type of employers), where employers have to assess for each competency in the table: the level of competency (Is not satisfactory, More or less not satisfactory, satisfactory, Fully satisfactory) possessed by the graduate and the importance of the competencies listed for the field of social sciences. *May be suggested to expand in details this part.*

4. Focus groups are held at the end of each academic year and students from different semesters of the program participate in it; A focus group of graduates and employers is held at the end of each academic year. Students, graduates, employers are asked about program, its outcomes, positive and improving aspects of the educational program and It is possible to additionally discuss other important issues within the framework of the focus group.

Students and graduates confirmed during the interview that they have systematically communication and feedback with heads of programs, different lecturers to be constantly informed about the progress that they are in the process of achieving their learning outcomes.

Evidences/Indicators

- o Self Evaluation Report including Educational programme and Syllabi
- o Educational programe and Syllabi;
- o Site visit including Interviews with students, staff, employers
- o 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
- o University's website and other digital platforms (e learning etc)
- o Analysis of labour market and employers needs orand the relevant information
- o Similar programs analysis;
- o Analysis of QA Internal and External Evaluations Results

Recommendations:

- o   N/A

Suggestions for the Programme Development

- o   .
- o   It would be good to create a more creative environment for students in the auditoriums where they can observe their own work, look at themselves from the outside and It is desirable to detect their presence in the environment.
- o   For programme development In the future, when monitoring the program, emphasis should be placed on creative potential and the development of creative thinking.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	☐	☐	☐

1.4. Structure and Content of Education Programme

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

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit (Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance) it was found that the 3 year cycle of the Bachelor Degree in Visual Communication has a solid and very clear structure that can lead to the provision of all rounded and competent Visual Communicators 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 programme 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 consists of a very good balance of theory and practice allowing the development of teaching and learning through knowledge, skills and competences.

The Bachelor Program of Visual Communication of GIPA declares its mission as providing youth with the best creative and practical knowledge for their personal development; intellectual, personal and professional success. The program as well as its predecessor the Media Arts program (Audio-Visual and Media Arts Program) is a response to the very young advertising/communication creative industry in Georgia and the declared main goal of Visual Communication (Advertising and Communication Design) Bachelor's program is the development and strengthening of this industry. The interviews conducted during the visit confirmed the self-assessment document that when creating the content and structure of the program, various factors were taken into account opinions of target groups (students, graduates, employers, etc.). Only employers expressed their opinion about improvement the program by increasing creativeness, as the technical skills of their employees they assessed as satisfactory.

The educational program consists of six (6) semesters, during which the student earns 180 credits. The program structure consists of 10 sections/ (parts) spread over the six semesters and develops gradually from simple to complex through 3 stages of learning: First stage (I-II semester) 68 credits - mandatory basics (Introduction to VC, Introduction Creative, Introduction Tech skills); English - 8 credits English is mandatory for students who demonstrate language knowledge at the B1/B2 level as a result of the pretest, as for the FCE, CAE level students a certificate exam will be scheduled for them separately. Second Stage (III-IV semesters) 59 credits - Mandatory professional (Development Creative, Development Tech skills), Third Stage (V-VI semester) 33 credits - Professional experience (Advanced Creative, Advanced Tech skills, Leadership). The final phase when students work on real projects/briefs worked out together with our partner companies. Free credits - 20 credits Student, (at the third stage of education), chooses subjects or modules of interest from the program (12 credits) or the ones offered by the other bachelor's programs of the University (8 free credits).

The program is diverse in its content, covering visual studies, important issues in visual art, photography, video art, drawing, visual storytelling, graphic design, etc... Study courses closely related

to each other in terms of content are grouped, which gives to students an opportunity to deepen their knowledge in the direction of their interests.

Evidences/Indicators

- ○ Self Evaluation Report including Educational programme and Syllabi
- ○ Site visit including Interviews with academic personal, invited lecturers
- ○ 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
- ○ Mechanism for evaluating learning outcomes;
- ○ Map of program goals and learning outcomes;
- ○ University's website and other digital platforms (e learning etc)

Recommendations:

- ○ N/A

Suggestions for the programme development

. N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	☐	☐	☐

1.5. Academic Course/Subject

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

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit it was found that the 3 year cycle of the Bachelor Degree in Visual Communication 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 supports and justifies the relationship between content and learning outcomes. The amount of ECTS for the programme are 180 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 set goals of the program are fully aligned with the learning outcomes of the program, which, in turn, are reflected and broken down in the goals and learning outcomes of each subject/course. The learning outcomes of the core learning areas are aligned with the learning outcomes of the program in terms of knowledge, skills, and responsibility/autonomy. 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.

Evidences/Indicators

- Self Evaluation Report
- Site visit

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

Recommendations:

- o N/A

Suggestions for the programme development

. N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	☐	☐	☐

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

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

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

2.1 Programme Admission Preconditions

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

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

GIPA has determined the appropriate, transparent, fair, public and accessible preconditions and procedures that ensure appropriate inclusion in the program of persons to achieve the knowledge and skills of the learning outcomes of the program. They correspond to legislation of Georgia and GIPA's inner regulations. An applicant having a document certifying complete general education or its equivalent document issued in Georgia is eligible to study at Bachelor's Visual Communications Program, based on the results of unified national exams and internal creative competition. An applicant passes Georgian language and literature, foreign language – English, within the framework of national exams. At least one optional subject to be selected and passes by the applicant, for the qualification of visual communication, according to the Annex N3 of the Order N19/N of February 18, 2011 issued by the Minister of Education and Science of Georgia on the approval of the regulations for conducting unified national exams and the regulations for the distribution of state grants for education. The minimum level/threshold of competence in the English language exam is 50%. The information, preconditions, and procedures for admission to the program are posted at GIPA's website and is public and available to all.

As a result of the interviews with GIPA's staff, it was confirmed that admission of students is carried out in accordance with the methodology and rules for determining the contingent of active students, which fully corresponds to the specifics of the field of provides material and human resources in the Institute and the Programme admission preconditions are are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language.

Open days are also held at the university, where interested persons have the opportunity to receive comprehensive information from the head of the program and leading specialists in the field.

Evidences/Indicators

- o Bachelor's program;
- o Educational programme and Syllabi
- o Interviews with heads of programme, academic personal and invited lectorers
- o Preconditions for admission to the program and Knowledge evaluation system
- o Regulations of educational processes;
- o Website: www.gipa.ge

Recommendations:

- o N/A

Suggestions for the programme development

o   N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	☐	☐	☐

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

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

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

Visual communications is a multidisciplinary field that combines historical art experience with contemporary software applications to create images intended to transform in a message. According to this basic evidence GIPA's programme takes core coursework in drawing, art history and design foundations. According to interviews with graduates and employers programme succeed in technical skills and it needs encourage to develop diversity of artistic visions and creativity. In some syllabi's reading materials are internet encyclopedic sources instead of academic/research editions. As a result of interviews with different target groups, it was determined that students are relatively less involved in scientific research activities and theoretical part of programme is more informative and less analyzing. Analysis of graduate employment areas and indicators, as well interviews with students, graduates and employers showed that graduates are mostly employed in specific sphere of mostly graphic design, they adapt quite well with a limited and volatile labor market, proving that it is actually achievable program-defined learning outcomes and especially transferable skills.

As a result of reviewing the educational program and interviews, it can be seen that creative agencies involved in the implementation of the program have an important role in achieving the goals of the visual communication (advertising and communication design) bachelor's program, which constantly contribute to the development of students, students' agency or independent employment (per project job), helping the portfolio in quality improvement, which is very important for a professional in this field. Administration, lecturers and companies engage students in real projects and competitions during their studies. They also have mandatory training in creative agencies, design studios, and advertising production companies. An important part of the program is the extra-curricular activities

that are carried out within the framework of the ART FACTORY of GIPA: - Annual Portfolio Review for obtaining funding, which is defined in 3 categories, BEST PORTFOLIO Grade A, Grade B, Grade C. - Scholarship for Art Directors, Media Art graduates (Art Directors, Designers) A fund managed by a representative, trusted team and awarding scholarships at their own discretion. - Relations with real customers, within the framework of optional laboratories and student agency Art Factory. - Monthly Agency Day, where students meet representatives of various creative agencies to discuss the world's best examples, share, discuss and analyze Georgian advertising or branding projects. - Student category of local and international competitions, creative projects Young Lions Competition

www.marketer.ge/category/cannes-lions/, www.youngglory.com, www.red-dot.org/bcd www.dandad.org www.dandad. org/profiles/jury/90138/future-impact- 2022/?fbclid=IwAR02i6AV-ZDosqDBzt3NG6i-aNlZD-jOoWyZKMQMuee2ZfJzOKXuZgDPejc https://www.dandad.org/en/d-ad-new-blood-awards/

Also during the interview, the leaders of the program shared with us about their educational collaboration with museums, within the project students had the opportunity to work on the model of the museum's educational program. All this contributes to the development of the student's practical, scientific/research/creative/performing and transferable skills.

Evidences/Indicators

- o Analysis of labour market and employers
- o Evaluation mechanism of the programme learning outcomes
- o Educational programme and Syllabi
- o Final portfolio standard

Recommendations:

- o N/A

Suggestions for the programme development

- o N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	X	☐	☐	☐

2.3. Teaching and Learning Methods

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

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

It can be seen from the syllabi of several courses that there is an issue of using teaching methods: A teaching method is a kind of systematic way or technique of delivering the material, which helps the lecturer to conduct the learning process properly and to develop the relevant competencies for the students. The activity has a different content - it involves performing a task. However, how or by what means a student completes a task is a learning method (not an activity).

From this point of view, the syllabi of some courses of the presented program need to be changed. For example, there is a "test of knowledge" as the "teaching form or method" in syllabi of following courses: "Visual Storytelling", "Drawing", "Visual language part 1", etc. It's not clear what does this method mean. The category "testing knowledge and skills" includes two components in the syllabus of the subject "Visual language part 1": (1) "completing creative tasks" and (2) "completing an intermediate and final project". Teaching Forms and methods" include "testing and consolidating the acquired knowledge" in the syllabus of the teaching course "World Art". A quiz, a presentation, an analytical essay are presented here as forms of "testing and consolidating the acquired knowledge". However, these are evaluation methods and not teaching methods. Therefore, it is necessary to use teaching methods properly and separate them from evaluation methods in the syllabi of several courses.

Evidences/Indicators

o Bachelor's program in Visual Communication (Advertising and Communication Design);
o Self-evaluation report;
o Teaching methods;
o syllabi of courses;
o Results of Interviews.

Recommendations:

- o It is recommended to clarify names of some teaching methods ("knowledge testing") in the syllabi of several teaching courses, use teaching methods properly and separate them from evaluation methods.

Suggestions for the programme development

- o N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	☐	X	☐	☐

2.4. Student Evaluation

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

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

Based on the self-evaluation report of the educational program submitted for the purpose of accreditation of the Bachelor Program of Visual Communication of GIPA (hereinafter - the program), other documents and information obtained at the site visit, it is determined that student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

The evaluation procedures of the Program adhere to established rules and regulations. The program follows the "rules for calculating credits for higher education programs" approved by the Order N3 of the Minister of Education and Science of Georgia on January 5, 2007, ensuring consistent evaluation of students' knowledge and skills.

The components and methods of assessment for each academic course within the program align with the specificity of the subject and correspond to the intended learning outcomes. Assessment forms, components, and criteria are transparent, accessible, and communicated to students in advance. Each course syllabus outlines the evaluation components and grading criteria, enabling students to understand how their knowledge and performance will be assessed.

Students receive feedback on their learning outcomes, strengths, and areas for improvement. Lecturers provide feedback after midterm and final exams, discussing ways to enhance academic performance. Evaluation results are analyzed to improve the teaching process, ensuring continuous enhancement of the program's quality.

During students' evaluation, GIPA employs mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection, and response. The university emphasizes academic integrity and maintains measures to detect and prevent plagiarism.

GIPA ensures a transparent and objective assessment appeal process. Students have the right to appeal their evaluation results within 3 working days of result announcement. The program allows for a review of the student's work by an independent expert or a group of experts. The decision reached after the appeal process is final and not subject to further appeal.

If necessary, the program provides student assessment using e-learning or distance learning methods, taking into account the specificity and content of the component. This approach ensures flexibility and adaptability in evaluation procedures, particularly in situations requiring remote learning.

The program maintains the monitoring of the reliability and validity of student assessments, even during e-learning or distance learning. This demonstrates the university's commitment to upholding the quality and credibility of evaluation processes.

GIPA calculates students' Grade Point Average (GPA) as a component of the knowledge assessment system. The GPA calculation is transparent and follows a predefined formula based on earned grades and corresponding credits.

Overall, the Visual Communication Bachelor's Program at GIPA complies comprehensively with this accreditation standard. The program's evaluation procedures are well-structured, ensuring fairness, transparency, and alignment with intended learning outcomes. Additionally, the university demonstrates a commitment to continuous improvement through the analysis of evaluation results. The appeal process is transparent and guarantees students' rights. The program's use of e-learning and distance learning methods reflects its adaptability to changing circumstances. Lastly, the university's emphasis on academic integrity and plagiarism prevention enhances the credibility of the assessment system.

Formally the teaching-learning methods of the program are student-oriented and fully compliant with the relevant level of education, the content and structure of the educational courses, ensures achievement of learning outcomes. Teaching takes place in the format of lectures, seminars, practical work. Educational methods used in the courses correspond to the objectives and outcomes of the educational course and ensures the development of both sectorial and transferable skills (for example, Analytical, critical, problem solving, communication, technological, presentation skills, etc.), as well as forming the competences of responsibility and autonomy. Within the framework of the programs, teaching-learning is used the following methods: lecture-seminars, learning by doing, critical discussion, quiz, interactive lecture, E-learining and recommended they be more detailed in syllabus. Flexibility and effectiveness of the introduced learning/teaching methods was seemingly good during the pandemic in overcoming the difficulties of the initial stage. As the results of the graduate and student surveys and interviews showed, during the general crisis, GIPA managed to respond quickly to the initial shortcomings coping and implementation of electronic/distance learning program of

learning field-relevant teaching methods in a way that aligns with program goals and learning it did not change the results.

Evidences/Indicators

- o Educational Program;
- o Self-evaluation report;
- o Syllabi;
- o Interviews;
- o Regulation of the Educational Process;
- o Procedure for Conducting Examinations.

Recommendations:

- o N/A

Suggestions for the programme development

- o N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	☐	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and

facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

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

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

The Bachelor's Program in Visual Communication (Advertising and Communication Design) at the university is committed to providing appropriate support and consultations to students throughout their academic journey. The university actively engages in offering comprehensive student services to facilitate academic achievement, career development, and integration into the internal university community.

The university ensures students have access to counseling services to improve their academic achievements and plan their educational path effectively. The heads of the program, lecturers, coordinators, and administrative staff are actively involved in the student counseling process. Regular meetings and effective feedback mechanisms are employed to enhance learning outcomes and address students' needs.

The university takes active steps to integrate students, including international students, into the internal university space. Orientation and familiarization meetings are held for newly enrolled students, where they receive vital information about the university environment, academic processes, student rights and obligations, and extracurricular activities. Information about study schedules, syllabi, and evaluations is accessible through the electronic learning portal and the university website. The university's staff and coordinators regularly communicate with students, providing updates on university events, meetings with guest speakers, sports, academic events, and exchange programs.

The program provides ample opportunities for students to participate in local and international projects, events, creative activities, conferences, and research fellowships. Students are informed about various local and international events that align with their educational and research goals. Moreover, the program engages international experts in the Portfolio Review, offering students the chance to gain internships and employment opportunities, both locally and internationally.

The program actively encourages participation in international exchange programs, such as ERASMUS+ and bilateral exchange programs. About 20 students of the Bachelor's program in Audio Visual and Media Arts have participated in exchange programs at partner universities. The university also collaborates with Fontys University of Applied Sciences, facilitating participation in the Dutch Design challenge and other workshops. These initiatives promote internationalization and enrich students' educational experience.

Based on the accreditation standard, the university's self-evaluation document, and the observations made during the site visit, it is evident that the Program meets the accreditation standard comprehensively. The university's commitment to student counseling and support, integration efforts, international opportunities, and academic exchange programs demonstrates its dedication to providing a student-oriented and holistic educational experience. The program's alignment with the accreditation standard reaffirms its compliance with established procedures, transparency, and relevance to students' needs. The university's continuous efforts to improve student services and feedback mechanisms contribute to the enhancement of the teaching and learning process.

Overall, the program excels in fostering a supportive learning environment, promoting internationalization, and providing students with the necessary tools for academic and professional success. The positive feedback from students regarding the three-year program structure further attests to the university's student-oriented approach and adaptability to meet students' requirements.

Evidences/Indicators

o   BA program of Visual Communication;
o   Self-evaluation report;
o   Interviews;
o   GIPA Charter;
o   Memorandums and agreements with employers;
o   Memorandums with international partners;
o   The timetable of consultations;
o   Regulation of the Educational Process;
o   Documentation justifying students' mobility;
o   Information about student and graduate achievements;
o   Electronic database;
o   The university website.

Recommendations:

o   N/A

Suggestions for Programme Development

o   N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

3.1 Student Consulting and Support Services	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

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.

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	☐	☐	☐	☐

Compliance with the programme standards

	Complies with requirements	X
3. Students Achievements, Individual Work with them	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

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

4.1 Human Resources

➢ Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The existing documentation confirms that the academic and guest staff of the program are involved in the implementation of the program in accordance with the legislation of Georgia and internal GIPA regulations. The analysis of personal files of academic and invited personnel confirmed that their

qualifications fully compliant with qualification requirements, functions and applicable legislation. The staff workload scheme (academic and invited personal) is updated every semester, it provides educational and practical activities. Analysis of loads ensures smooth implementation of program and staff proper performance of the duties assigned to them by the programme. Interviews with students and graduates revealed that students are provided with various types of effective counseling. The self-evaluation report of the presented BA program with the quantitative indicators, as well as the studies conducted by the Quality Assurance Service in various aspects and their analysis reveal that GIPA pays special attention to the search for statistical indicators, their proper processing, and the results of the analysis are used for the sustainability of the program to ensure and develop it. The program brings together highly qualified academic and visiting professionals, whose work is supported by a flexible and efficient administration.

The qualifications of the academic staff and guest lecturers involved in the bachelor's program correspond to the positions they hold. They have all the necessary competences to guide the learning process.

The number of academic and visiting staff is adequate in relation to the number of students, which ensures that the objectives of the program are properly fulfilled. During the interview, the goodwill of the whole team was visible, how well they understood the concept of the program and what kind of staff they want to receive at the end of the training course. They have redistributed roles, they seem to serve a common goal, they understand their role in the overall system and are guided by the principle of teamwork.

With the help of a team of successful, realized professors in the field, students have access to the latest information, and during the interview, they mentioned the great advantage of their program, which they believe is that they have a team of professors composed of leading specialists in the field. Ensure the involvement of successful, active professionals in the field in the learning process and the organization of extra-curricular activities. The leaders of the program consider the necessary cooperation with the creative industry as one of the advantages of the program, which was confirmed by interviews with employers.

Staff are selected based on their competence and qualifications as evidenced by their resumes and experience.

The Visual Communication (Advertising and Communication Design) undergraduate program is delivered by appropriately qualified and experienced academic staff as well as practicing guest lecturers.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	**37**	**26**	**2**	
- Professor	5	3		3
- Associate Professor	7	6	2	6
- Assistant-Professor	4	4		4
- Assistant				
Visiting Staff	21	13		_
Scientific Staff				_

Evidences/Indicators

- o Evaluation mechanism of the programme learning outcomes
- o Educational programme and Syllabi
- o Personal's documentation certifying – CV
- o Analysis of QA Internal and External Evaluations Results
- o Interviews with academic personal, invited lecturers
- o SER
- o Staff CVs
- o Staff workload
- o Syllabi
- o Interview results
- o

Recommendations:

- o N/A

Suggestions for Programme Development

- o N/A

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

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

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.

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

Evidences/Indicators

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

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	☐	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The programme has a mechanism for evaluating the educational and scientific-research activities of the academic staff, which includes specific evaluation methods and tools. The mentioned mechanism envisages the evaluation of academic staff's activities related to research and teaching, and its results can be used for the professional development of staff, encouragement and for promotion. Academic and invited staff activities are assessed both by student surveys and by the staff self-assessment questionnaire, which involves scoring various components of teaching and research activities, which helps them to better understand various aspects of professional development and further progress. The questionnaires for students include points to define criteria of lecturer's professionalism through the quality of theoretical knowledge, skills for argumentative discussion, productive learning method, etc.. Other questionaries refers to heads of programme, who analyze lecturers' activity, or questionnaires for self-evaluation process.

Activity of the academic staff of the program in international conferences, participation in creative projects both at the local and international level (eg, DesignScolio Pop-up in Telliskivi, TAF Tbilisi Art Fair, Portfolio Review Tbilisi, etc.). Academic and visiting staff of the Visual Communication (Advertising and Communication Design) undergraduate program are also confirmed to participate in scientific collections and publications (for example, the collection of articles of the International Scientific Summer School of Cinematography). Culture policy and higher art education seminars: 7 Cannes gold winning advertising agency "Voskhod", Tbilisi, Georgia; Advertising strategy - Natalia Chuichi, BBDO, Tbilisi, Georgia; Strategy, Naming, Copywriting, Design, and Creative; With the participation of Wordshop-Communication Academy and Miami AD School Hamburg, Sighnaghi, Georgia; Advertising strategy, art direction and design; BBDO. Design Depot Prague, McCann with participation, Tsinandali, Georgia; The team of academic staff of the Visual Communication (Advertising and Communication Design) undergraduate program has experience in internationalization. Intensive cooperation with foreign colleagues contributes to the establishment of best practices and mechanisms in the direction of teaching, research and organizational management, and bringing educational programs closer to the international standard. The heads of the program and the academic staff participate and/or attend various exhibitions, festivals, weeks several times a year, both as participants (presenters of creative projects in local and international competitions in the professional category), and as speakers or jury members.

AD BLACK SEA annual international advertising festival, Batumi. http://adblacksea.com/ Young Lions Competition Annual international competition in creative communications, Tbilisi. https://www.canneslions.ge/ Cannes Lions annual INTERNATIONAL FESTIVAL OF CREATIVITY, Cannes. https://www.canneslions.com/ EUROBEST Annual European Creative Festival, London. https://www.eurobest.com/ KIAF Annual International Creative Festival, Kyiv. http://kiaf.com.ua/en EPICA Creative Awards annual international festival, Paris. http://www.epica-awards.com/ ADC global organization International competition in creative communications. http://adcglobal.org/awards/adc-young-guns/ Venice International Art Biennale https://www.labiennale.org/en/art/ Milan International Design Week https://www.dezeen.com/eventsguide/ milan-design-week-2023/ Tallinn International Design Festival https://www.disainioo.ee/ OFFF International Festival of Creativity, Barcelona https://www.offf.barcelona/ FORWARD International Festival of Creativity, Design and Communications Berlin/Vienna https ://www.forward-festival.com/berlin/overview

Scientific, creative and social projects are implemented with their participation. in the creative industry. Participation in creative projects both locally and internationally (eg DesignScolio Pop-up in Telliskivi, TAF Tbilisi Art Fair, Portfolio Review Tbilisi, etc.).

All this proves that the university cares about having a competent and qualified staff..

Evidences/Indicators

- o Evaluation mechanism of the programme learning outcomes
- o Educational programme and Syllabi
- o Program's learning outcomes maps.
- o Interviews with academic personal, invited lecturers
- o Memorandums of international cooperation

Recommendations:

- o N/A

Suggestions for the programme development

- o N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	☐	☐	☐

4.4. Material Resources

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

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

The program is provided with a material and technical base adapted for disabled persons in accordance with their goals and learning outcomes (recommended to improve its flexibility), which includes an auditorium fund, a university library, café, an information computer center, university networks for student registration and learning process management. The inspection of the material and technical base confirmed that the GIPA constantly cares about the modernization of the infrastructure, especially for systems of information technologies. Interviews with program staff, students, and alumni revealed that the above institute resources are readily available. Both for students and professors and visiting lecturers, and all parties are not only familiar with their possibilities and rules of use, but also actively use them.

As a result of the inspection, the group of experts found infrastructure unsuitable for disabled people.

It would also be desirable to have a visually appropriate environment and in the library section, there is significantly more field-specific literature on site.

Overall, the university meets the needs of the student.

Evidences/Indicators

- o Evaluation mechanism of the programme learning outcomes
- o Faculty Observation
- o Interviews with academic personal, invited lecturers
- o Memorandums of international cooperation

Recommendations:

Suggestions for the programme development

- ➢ Further improvements in making the physical resources accessible need to be urged and applied so that inclusivity is established fully.

- o

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	☐	☐	☐

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

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

First of all, it should be noted that the Institute of Public Affairs of Georgia (GIPA) is not an entrepreneurial (commercial) legal entity. Therefore, its purpose is not to make a profit. The main income of a higher education institution is directed to the implementation of ideal (educational) goals. The institute's sources of income are:

- Tuition fees;
- Grants;
- Income from consulting and corporate training, short-term deposits and other ways.

The bachelor's program submitted for accreditation is implemented on a self-financing basis, which is achieved by using tuition fees. The budget of this program is transparent and includes following program costs:

- program income according to teaching courses;
- administrative costs of the program;
- Expenses for academic and visiting staff;
- Image costs;
- Educational and other expenses.

It was noted during the interview that the university finances various research and scientific activities: academic projects, research grants, field tours, creation and publication of electronic textbooks, participation in scientific conferences, etc. However, these details are not specified in the program's budget document. Because of this, a group of experts demanded a central budget document of university. The university budget includes expenses of Student support Funds, Goods and Services, Public relations, Tuition, Research, Library and other. However, it was noticed that two professors have used this opportunity, and the university provided financial support for their research activities as a result of interviews with the academic staff.

A legal entity under private law may engage in any activity not prohibited by law, regardless of whether or not this activity is provided for in its articles of association (the second part of Article 25, Civil Code of Georgia). This means that a legal entity under private law operates within the framework of general legal capacity. Accordingly, since a non-entrepreneurial (non-commercial) legal entity belongs to a legal entity of private law, therefore the provision on general legal capacity applies to it.

In this case, since the Institute of Public Affairs of Georgia is a non-entrepreneurial (non-commercial) legal entity, it logically operates within the framework of general legal capacity. In addition, it is clear from the requested central budget document that certain scientific research activities are funded by the university. However, according to the opinion of the Expert Group, it is desired there program budget to be more detailed. The university is ready to solve the issue.

Evidences/Indicators

o Bachelor's program;
o Self-evaluation report;
o Budget document of the program;
o Budget of University;
o Results of the interview with Professors;
o Results of the interview with the head of the institution.

Recommendations:

    o   N/A

Suggestions for the programme development

   o It is desirable the budget document to be more detailed and include the costs of necessary research activities (scientific grants, research projects, scientific missions, etc.).

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	✘	☐	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The Institute of Public Affairs of Georgia regularly evaluates educational programs and the educational process. As part of the internal quality assessment, the following activities are evaluated:

- o Higher educational program and program's individual components;
- o Efficiency of academic and visiting staff's work;
- o Learning environment;
- o Academic performance of students;
- o Rates of graduate employment and other components.

Evaluation of the educational process involves identification of gaps in the educational program and finding ways to eliminate them.

Assessment of the learning process includes:

- ❖ Analysis and use of the results of evaluation of the quality of education;
- ❖ Directions and means of assessing the quality of education;
- ❖ Analysis of the results of the internal evaluation of the teaching procedure and the adoption of appropriate measures.

The main goals of quality assurance of the university are the continuous improvement of the educational process, as well as the strengthening and development of a culture of quality. The university has developed regulations related to the development of educational programs, procedures for their peer review, mechanisms for attracting interested persons in developing programs (surveys, meetings with focus groups, etc.).

The university's quality assurance activities are **based on the "Plan, Do, Check, Act" cycle**. Accordingly, the university uses mechanisms for development-approval of the educational program,

implementation according to the curriculum, monitoring, evaluation-analysis and revision of the results and making changes as necessary.

(1) First of all, it is planned measures that need to be carried out, the evaluation tools, the assessment criteria, the frequency of the implementation of measures, as well as persons who should be executors. The purpose of this phase is to assess the quality of teaching;

(2) Then planned activities are implemented using the appropriate methodology and internal regulations;

(3) This phase is followed by evaluation, analysis, improvement and identification of strengths of the work performed. The results obtained are evaluated by the quality assurance service with the involvement of the program implementing personal, as well as leaders of the higher education program;

(4) The next phase includes the development of the program within the available data, the development of the necessary recommendations for improving the quality and the implementation of appropriate measures to improve the educational process.

It should be noted here that the internal evaluation of the educational process refers to the evaluation and analysis of the course of the educational process, as well as to evaluation and analysis after the completion of the educational process or part of it. Documentation reviewed and interviews confirm that academic and visiting staff of the program collaborate with an internal quality assurance department. In fact, the development of the evaluation program and tools is considered a collaborative process. Directly, the quality assurance department usually informs the program staff about the need to make changes to the structure of the program. The School Academic Council will review the recommendations and take action as necessary.

Usually the self-assessment process is complex, as it includes both the processing and analysis of available data, and cooperation (staff surveys, identification and study of similar best practices, etc.) with stakeholders. The administrative staff usually meets with the academic and visiting staff. Meetings identify areas for program improvement and make recommendations. The Expert Group considers that the participation of an "**independent expert" in the self-assessment group is a very good practice**. Later such an independent expert became a visiting lecturer at institute, but we think the fact that he was an independent (external) expert in the self-assessment process, is good. Thus, self-evaluation identifies the strengths of the program; The internal quality service, together with the personnel participating in the program, plans various measures to improve the program.

Evidences/Indicators

· Bachelor's educational Program in Visual Communication (Advertising and Communication Design);

· Regulations governing the educational process;

· Syllabi of teaching courses;

· Quality assurance manual;

· Web page: www.afgip ;

· Changes implemented within the framework of internal quality;

· A mechanism for evaluating the learning outcomes of the program;

· Protocols of self-evaluation;

· Interview results.

Recommendations:

o   N/A

Suggestions for the programme development

o   N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	✘	☐	☐	☐

5.2 External Quality Evaluation

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

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

According to Order No. 65/N of the Minister of Education and Science of Georgia "On the Approval of the Regulation for the Accreditation of Educational Programs and and the Fee for the Accreditation Institutions", external mechanisms for evaluating educational programs are provided. The mechanisms for external evaluation of the educational program are based on the Order of the Minister of Education and Science No. 99/N "On the Approval of the Regulation for the Accreditation of Educational Programmes and and the Fee for the Accreditation Institutions".

It follows from the documentation that for the purposes of authorization and accreditation, the quality assurance service uses, in addition to internal evaluation mechanisms, also external evaluation tools. It is for this purpose that the university submitted the evaluations of two Georgian employers for the purposes of the external peer review. The university uses feedback from Georgian graduates who work in leading European agencies, have international awards and are familiar with educational programs. Their assessments are mostly positive, which is certainly good, but the expert group believes that it was important for the development of the program to receive some advice/ suggestion.

In addition, the Institute of Public Affairs of Georgia searched and explored similar foreign educational programs, international experience and, taking them into account, formed the bachelor's educational program submitted for accreditation.

Evidences/Indicators

o Bachelor's program;
o Self-evaluation report;
o External evaluations;
o Analysis of similar educational programs;
o Interview results.

Recommendations:

    o   N/A

Suggestions for the programme development

    o It is desirable that external evaluation documents reflect recommendations aimed at developing the program.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	✘	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic,

scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

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

Monitoring and periodic evaluation of the educational program is carried out with the participation of academic, visiting, administrative and supporting staff, as well as students, alumni and other interested parties. Interview with the academic staff confirmed that professors gave recommendations in various areas during the working process. For example, there were cases when a teacher of one of the optional subjects asked to divide his course into three parts, as well as to clarify classroom hours. In addition, one of the teachers mentioned that the teaching course "Cybernetic Technologies" was originally a first semester subject, however, in his opinion, this subject was difficult for the first semester and it would be better to teach this course later. As a result, this course was included in the list of courses for the third semester.

The educational process is evaluated at the Institute of Public Affairs of Georgia. The most important thing is to ensure and improve the quality of teaching, efficient use of human and material resources. Internal process evaluation aims to identify areas or gaps in the improvement program and develop proposals accordingly. On their basis, the shortcomings of the program will be eliminated and appropriate activities will be planned. Thus, the internal quality service cooperates with the personnel participating in the program and takes care of the improvement of the program, working in the process of self-evaluation.

Interested parties are involved in the evaluation process of the program: students, graduates, personnel who implements the program, representatives of the administration and others. As was said in the interview, the program is initiated at the university on a "bottom-up" basis, that is, the initiative came from the school, which was then evaluated and analyzed by higher structural units.

The institute has regulations on educational process, which determine the use of various forms of assessing the quality of education in the educational process:

- Evaluation-analysis of external factors;
- Analysis of graduates' employment rates and statistical data;
- Evaluation of teachers by students;
- Evaluation of the implementation of the practical part by students and their supervisor;
- Monitoring and evaluation of student progress and others.

It should be noted that the university has a rule of anonymous assessment of teachers by students, as well as a mechanism for the qualitative assessment of a group by professors, a questionnaire with characterizing content is used, which is integrated into the electronic database for managing the educational process of the university.

From the submitted documentation, it can be seen that the program managers and the quality manager of the school meets annually students and teachers. Meetings discuss the current educational process, strengths and weaknesses of the program, the content of educational courses, changes that need to be implemented, and more.

At the same time, when studying competing universities and their educational programs, attention is paid to the curriculum, scholarship policy, internationalization, and others. The results obtained are used at the university to improve and develop the educational process.

It should be noted here that the university is collaborating with potential employers to determine their needs. In order to develop the bachelor's program submitted for accreditation, workshops were held both with the teaching staff and with invited potential employers. This was followed by the formation of the curriculum of the bachelor's educational program and the formation of educational components semester by semester.

It is important to compare the program with similar domestic and foreign educational programs (Miami Ad School Portfolio Program "Collaboration with Business Administration Art Direction/ Communication Design", Nova Academy di Belle Arti - Bachelor of Arts in Graphic Design & Art Direction, University of the Arts London – London College of Communications BA Graphic and Media Design, San Francisco Academy of Art University - School of Advertising, Bachelor of Fine Arts in Advertising, etc.). As a result of their study, modern requirements were identified so that the presented bachelor's program could be built in accordance with them. In this process, the emphasis was on the program, the establishment of program goals and learning outcomes, the formation of the structure and content of the program, internationalization and other components. As a result of the study of similar programs, data was collected, analyzed and based on changes in the visual communications (advertising and communication design) bachelor's program. Since the program is new, it is physically impossible to assess how other monitoring activities under this program are being implemented, however, representatives of the quality assurance service expressed their willingness to monitor the dynamics of the progress and implementation of the program and make some changes to the program as necessary.

However, the expert group believes that the last words of the fourth outcome of the bachelor's program submitted for accreditation ("forges innovative multimedia approaches in the line with contemporary trends") belongs more to the category of "skills" than "knowledge-awareness". Program leaders have stated that they have focused on high level, which is the most important learning outcome in the program; Also, one of the program leaders noted that this is a very good and acceptable remark about the placement of above mentioned words in the "skills" circle. Accordingly, acceptance by the university was noted and positively assessed by the panel of experts. At the same time, in addition to what was indicated in the university's argumentative position, on the day of the visit, the quality assurance representative noted that this part is "knowledge" and not "skills", otherwise it would be the "program learning outcome" at the master's level. Although Learning Outcome with words "forges innovative multimedia approaches" belongs to master's Learning Outcome. In addition, it is clear from the sectoral benchmark that "contribution to the development of industry knowledge and practice" can be found in "learning outcomes" at the master's level. This is a higher standard than at the requirements of the bachelor's program according the sectoral Benchmark. However, the 10th undergraduate learning outcome presented by GIPA contains the clause "contributes to the

development of advertising". According to the sectoral benchmark it belongs to the magister level. Therefore, in the "learning outcomes" of Bachelor's program there may be a need to separate the "learning outcomes" of the bachelor's and master's levels (Component 1.2). Also, as a result of interviews with the academic staff, questions were raised about what kind of support they receive from the quality assurance service of the university, to which only one academic staff member gave very general answer. In addition, it is necessary to make some changes in the teaching methods in some courses. For example, in the syllabus of the **course "visual storytelling" there is a "test of knowledge" as a teaching form and method,** but this method has unclear content. The name of this method must be specified. Similarly, "theoretical material on the current topic", "explanation method", "creative practical work in a group", "**knowledge testing" are considered as "forms and methods of teaching"** in the syllabus of the course "drawing". There is a "test of knowledge and skills" among the teaching methods in the syllabus of the course "Visual Language Part 1"; "Performing creative tasks", "performing intermediate and final projects" are presented under the "test of knowledge and skills". In addition, "Forms and methods of teaching" reflects "Verification and approval of the acquired knowledge", including a quiz, presentation, and an analytical essay in the syllabus of the teaching course "World Art". However, these components are evaluation methods. For example, in the sectoral benchmark of higher education of visual communication/media art logically lists "quiz" among the assessment methods (See 2.3 Component). There was an impression that there was a need for closer cooperation with the academic staff in the above mentioned section. Therefore, it is important to strengthen quality monitoring in relation to these issues.

Evidences/Indicators

- o   Bachelor's program in Visual Communication (Advertising and Communication Design);
- o   Analysis of similar programs;
- o   Results of interviews with academic staff;
- o   Self-assessment protocols;
- o   Syllabi;
- o   Analysis of student performance and survey results;
- o   Rules governing the educational process;
- o   Sectoral Benchmark;
- o   Lecture monitoring report;
- o   Analysis of the survey of graduates;
- o   Analysis of the labor market and meetings with employers;
- o   Results of interviews with academic staff and program managers;
- o   Results of interviews with representatives of the quality service.

Recommendations:

- o It is recommended that quality control measures be strengthened to improve areas of the program, such as: setting some program learning outcomes, conducting more collaborative processes with academic and visiting staff, proper use of teaching methods and separate them from evaluation methods, etc.

Suggestions for the programme development

- o N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	☐	✖	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	✖
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution: GIPA - Georgian Institute of Public Affairs
Name of Higher Education Programme, Level: BFA Visual Communication (Advertising and Communication Design)

Compliance with the Programme Standards

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

Signatures:

Chair of Accreditation Expert Panel

Costas Mantzalos,

 Accreditation Expert Panel Members

Khatuna Kabuliani, signature

Anna Tsereteli,

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