NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

1. Bachelor in directing feature and documentary films
2. Bachelor in TV directing
3. Bachelor in animated film directing and modern technologies
4. Bachelor in sound designer
5. Bachelor in film and TV camera operator
6. Master in Audio-Visual directing (fictional, documentary, animated film, sound TV)
7. Master in Film and TV Camera Operator
8. Doctorate in Audio-Visual Arts

LEPL- Shota Rustaveli Theatre and Film Georgia State University

11-14 / 09 / 2023

27 / 10 / 2023

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL -Shota Rustaveli Theatre and Film Georgia State University
Identification Code of Institution	203851028
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Alicia Presencio Herrero / Complutense University of Madrid, Spain
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I. Information on the Cluster of Educational Programmes

. Information on the Cluster of Educational Programmes

	Programme 1	Programm 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7	Programme 8
Name of the educational programme	Directing feature and documentary films	TV directing	Animated film directing and modern technologies	Sound designer	Film and TV camera operator	Audiovisual directing (fictional, documentary, animated film, sound Tv)	Film and TV camera operator	Audiovisual Arts
Level of higher education	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Master	Master	Doctorate
Qualification to be awarded	Bachelor of Directing	Bachelor of directing	Bachelor of Directing	Bachelor of Directing	Bachelor of Camera Operating	Master of Directing	Master of Camera Operating	Doctorate of Audiovisual Arts
Name and code of the detailed field	0211.1.3	0211.1.3	0211.1.3	0211.1.3	0211.1.3	0211.1.4	0211.1.4	0211.1.1
Indication of the right to provide teaching of subject/subjects/gr oup of subjects of the relevant level								

of general education[1]								
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240	240	240	240	240	120	120	60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited #336 21.11.2011	Accredited #336 21.11.2011	Accredited #336 21.11.2011	Accredited #336 21.11.2011	Accredited #336 21.11.2011	Accredited #282 02.08.2012	Accredited #282 02.08.2012	Accredited #287 02.08.2012

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes[2]**

The titles evaluated correspond to the audiovisual marker. Five bachelor's degrees, two master's degrees and a doctoral program, interrelated among them. The reaccreditation team has familiarized itself with the self-evaluation report and the attached documents as well as the supporting evidence and documentations. Based on this the reaccreditation team conducted an online meeting on September 2023 to discuss the major issues in preparation for the site visit the next week.

Overview of the Accreditation Site Visit

The accreditation site visit took place from September 11 until September 14 at Shota Rustaveli Theatre and Film Georgia State University (Building 1).

During the four days, the HEI met with representatives from students, alumni, administration, the self-evaluation team, the heads of the eight programmes, academic staff, employers and invited lecturers, representatives of the Quality Assurance Office.

The facilities of the two buildings were also visited, as well as the library.

There was an additional meeting with the QA to discuss different issues the last day. This meeting was clarifying for the HEI. This evaluation is intended to be a guide for continued improvement. The HEI would like to congratulate and value the work of the Quality Office in collecting all the evidence.

Likewise, the HEI advises that the evaluation has proceeded normally and all degrees have been reaccredited.

The strengths and areas for improvement are listed below as a summary.

The onsite visit passed completely normally and without any notable incidents. The university made all the required evidence available to the committee and resolved the daily doubts that arose.

The hybrid format in some meetings (online and onsite participation) greatly enriched the evaluation.

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

The eight programs that were submitted for evaluation have been reaccredited. The assessment of the state of the eight education programmes was overall positive. All programmes are generally more or less compliant with the requirements. All programmes are compliant with: 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme; 2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering; 3. Student Achievements, Individual Work with Them; 4. Providing Teaching Resources; 5. Teaching Quality Enhancement Opportunities.

Recommendations:

- It is recommended to fix the technical inaccuracy in the programme Film Directing, BA
- It is recommended to fix the technical inaccuracy in the programme Television Directing, BA
- It is recommended to fix the technical inaccuracy in the programme Sound Direction, BA
- It is recommended to fix the technical inaccuracy in the programme Cinema-television operator, BA
- It is recommended that, in order to achieve the learning outcomes envisaged by the educational programmes grouped in the cluster, with purpose to provide industrial practice to the students, the university should renew/develop memoranda on mutual cooperation with the practice facilities in conformity with the accreditation standards of the higher education programmes.
- It is recommended that the number of supervisors of the master's thesis be more than 1 in the programme Cinema and TV operator, which is essential for both - the sustainability of the program implementation and the possibility of selecting a supervisor.
- It is recommended to strengthen the work in the direction of the internationalization; the involvement of staff in international creative and scientific projects - in order to familiarize with international practice and develop professional skills.

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

- It is recommended that the University Administration develops a strategy for fundraising and a new funding model which provides diversifying income to attain complementary resources
- It is recommended that the QA department should organize more formal training for program heads and for program implementation staff. In order to increase their competence for changing curricula and syllabi. As a result, the collaboration degree will increase with the program implementation staff and QA department.
- In order to facilitate scientific-research activities and reach its main mission, the QA department should also create advanced tools on how to ensure academic honesty and high quality of Ph. D program.
- It is recommended that the QA department should monitor that all stakeholders received results of evaluation.
- It is recommended that the QA department should create a program external evaluation strategy and help the University to get peer evaluations for each program of the cluster under international collaboration

Suggestions for the Programme Development

- It is suggested to present information about university creative tours/specialty/foreign language exam requirements in the curricula of educational programmes grouped in a cluster.
- It is suggested to indicate the preconditions for admission to the programme correctly.
- It is suggested to the university to implement mechanisms for overcoming students' lack of information about international projects and strengthening support for student involvement in international projects.
- Enhance the student electronic system for improved usability and seamless functionality
- It is suggested that the QA department should create comparative analysis of similar programs for all programs discussed in cluster. Also, comparative analysis does not include crucial information of similarities, differences and program future development.
- The budget should be increased to update the provision of audiovisual material, so that students are up to date with the technologies that will be used to acquire the most practical learning outcomes. It is suggested that students be encouraged to create synergies among themselves for their audiovisual creations, especially in Directing BA and MA.

Brief Overview of the Best Practices (if applicable)[3]

-Finally, students acquire the learning outcomes and objectives set out in the program, although they must improve their practical skills, which is normal in this type of studies. These practical skills are completed with the first jobs or the locations time.
-The students choose this university to continue their master's and doctoral studies. That's a sign of health.
-We especially want to highlight the satisfaction of the students and graduates of the bachelor in animation.
-The facilities, although they must be constantly renewed, serve for students to acquire and develop their theoretical and practical skills.
-Students are very satisfied with the young lectures.
-The university financially supports audiovisual projects that compete internationally.
-Employers are satisfied with the students in stages or graduates they hire. The university involves employers in the renewal of programs and takes their opinion into account.

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

–Lecturers are proud of the students and their work. Congratulations for that.

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

The HEI was able to obtain relevant information from all programmes. On some occasions it had problems accessing the SER of specific programmes in their English version, since they were not accessible. For the rest, and once this information was corrected, the HEI was able to read joint and individual SER of each title, where reflections on the strengths and ongoing improvement actions were specified. After the onsite visit, the HEi was able to verify that these reflections they made in the SER were in line with reality.

The HEI did encounter many difficulties in obtaining information on quality surveys and improvement plans relating to their results. He was also able to see, during the visit, the overload and responsibility that the QA office has. For this reason, the HEI made the recommendation that "all the stakeholders must get involved and support more the work of the quality assurance office. The connection between the quality assurance office and the heads of the programs must be stronger and more fluid. The satisfaction surveys that must be completed by all stakeholders must be useful and must demonstrate that they serve to improve things. All groups must be informed of their results and the improvement plans that will be carried out thanks to the results of these surveys. The results of the surveys and the objectives of the improvement plan must be specific for each programme, and must be accessible on the website and in other communication channels. The student council must also be informed regularly."

The HEI had difficulties in obtaining information on the full staff of teachers for each degree. For this reason, he asked about this issue in the meetings with the heads of each program and with the teachers. They were not able to give exact figures of the number of members of each title. For this reason, the HEI makes the recommendation to "improve the information processes on the composition of the workforce of each program, and that it is constantly updated."

Note: In general, it should be noted that, during the meetings, different realities not connected to each other were observed. Therefore, it is encouraged to improve communication between groups.

Regarding the qualifications specified in the self-evaluation report ("audiovisual directing"), a change was made by the decision of the sectoral council of higher education of audiovisual arts (31.03.2023) by the order of the Minister of Education and Science of Georgia (#17/H27.07.2023). An amendment was made in order #69/H-10.04.2019 - "Classifier of study areas" - detailed 2 wording of the area: 0211.1.3 Directing (fictional film, documentary, clip, animated film, sound, TV) Directing (fictional film, documentary film, video clip, animated film, sound, TV) was changed and formed as follows: 7.1.3 Development of a guide to institutional authorization standards Audiovisual Directing (fictional film, documentary film, video clip, animated film, sound, TV).

Programme 1: Directing of Feature and Documentary Films

Qualification to be awarded: Bachelor of audiovisual directing.

 Programme 2: TV directing

Qualification to be awarded: Bachelor of audiovisual directing

Programme 3: Animated Film Directing and Modern Technologies

Qualification to be awarded: Bachelor of audiovisual directing

Programme 4: Sound Desinger

Qualification to be awarded: Bachelor of audiovisual directing

Programme 5: Film and TV Camera Operator

Qualification to be awarded: Bachelor of Camera Operating

Programme 6: Audio-Visual Directing (fictional, documentary, animated film, sound, TV)

Qualification to be awarded: Master in Audiovisual Directing

Programme 7: Film and TV Camera Operator

Qualification to be awarded: Master in Camera Operating MA

Programme 8: Audiovisual Arts

Qualification to be awarded: Doctor of Audiovisual arts.

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

The HEI observed the tradition and strength of these 8 titles that have been taught at Shota Rustaveli Theater and Film Georgia State University, which was founded in 1976.

These programs were accredited in 2012. The changing nature of the audiovisual arts requires constant updating efforts, year after year.

With these programs, the university offers the student the ability to acquire bachelor's knowledge, eminently practical, and master's and doctoral knowledge, in which there is an important and vital theoretical load, with quantitative and qualitative research techniques.

The effort to update and modernize audiovisual equipment has been observed, although work must continue.

Likewise, the path that is being opened to internationalize the programs is highly valued. Furthermore, fostering collaborations with industry partners and providing students with practical experiences can enhance the program's relevance and the employability of its graduates.

Evaluation approaches for the accreditation experts:

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

1.   Cluster and individual evaluation[4]
2.   Cluster evaluation[5]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual

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

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

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

5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

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

The educational programs in the cluster have a clear goal that matches the university's mission. They focus on developing and researching art fields, as well as training highly skilled specialists and professionals in the art industry.

Each educational program outlines its specific objectives, which include preparing qualified specialists with sectoral knowledge, practical/creative skills, and general competencies. These objectives align with the standard component's requirement for clearly defined program goals that address the needs of the labor market.
The cluster includes a diverse range of programs in audiovisual arts, directing, sound design, and camera operation, covering both BA and MA levels. The programs emphasize both practical and theoretical knowledge, ensuring that graduates are well-prepared for their respective fields.

The SER report highlights the aim of preparing graduates for the international labor market, demonstrating a commitment to global relevance and compliance with international standards, which is a favorable aspect. But based on the interviews of current students and alumni there is a need to strengthen internalization and introduce new possibilities for the exchange programs.

The Ph.D. program emphasizes the development of academic culture, professional literacy of researchers, and pedagogical skills, aligning with the standard's emphasis on teaching quality.

In summary, based on the information provided in the self-evaluation report and curriculums the educational programs in the cluster demonstrate a strong alignment with the university's mission and appear to have well-defined objectives that correspond to the standard's expectations.

Description and Analysis - Programme 1 (Directing Feature and Documentary Films BA)[6]

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

The Bachelor's program, "Directing Feature and Documentary Films" at Shota Rustaveli Theatre and Film Georgia State University, aims to cultivate skilled film directors proficient in both fiction and documentary filmmaking. This program aligns with the university's mission, centered on fostering creativity and expertise in various art fields.

The key objectives of the program include:
Educating Film Arts Specialists: The primary goal is to nurture film directors with the creative skill to excel in diverse segments of film production, encompassing artistic and documentary realms.
Practical and Theoretical Knowledge: The program is dedicated to providing students with a solid foundation in both practical and theoretical aspects of fiction and documentary film directing. It emphasizes the significance of comprehending intricate industry issues and applying theoretical insights in real-world scenarios.
Creation of Artistic-Creative Products: Central to the program is the development of students' ability to craft artistic and creative works, spanning from artistic to documentary films.
Global Film Orientation: The program aims to prepare directors capable of thriving in both local and international film production landscapes. This objective underlines the program's commitment to endowing students with the necessary professional skills, theoretical knowledge, and adaptability for the broader global film industry.
The program demonstrates a clear alignment with the standard's requirements, maintaining a well-defined mission and objectives congruent with the university's broader goals. It places a strong emphasis on practical skills, theoretical understanding, and the creation of artistic products, effectively preparing students for careers in the dynamic film industry.

In pursuit of ongoing improvement, the program should periodically review and update its curriculum, foster stronger industry connections for student opportunities, establish effective assessment and feedback mechanisms,

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[6] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.
Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

and invest in faculty development. These steps will ensure the program's continued relevance and excellence in the ever-evolving world of film directing.

Evidences/Indicators

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

- Undergraduate educational programme "Fiction and Documentary Film
- Directing"
- SER;
- Interviews with students, alumni, lecturers, program head
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.
- The rules for planning the student cohort at the Shota Rustaveli Theater and
- Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year
- 2023-2024

Description and Analysis - Programme 2 (TV Directing, BA)

The educational program in question exhibits strong alignment with the university's mission, which centers around the development and exploration of various art fields. Its objectives are well-structured and in compliance with the standard's requirements, as assessed through the self-evaluation report (SER) and associated documents.

The program's primary aim is to prepare proficient TV directors who possess a blend of sector-specific expertise and broader competencies. This practical knowledge ensures that graduates are well-prepared for roles in television broadcasting and the creation of audiovisual art products, facilitating their profile employment.

This emphasis on nurturing skilled professionals in the field of TV direction seamlessly aligns with the overarching goals of Shota Rustaveli Theatre and Film Georgia State University.

Furthermore, the program recognizes the labor market's demands. Additionally, the program seeks to empower graduates with an in-depth understanding of TV directing, producer roles within the TV space, and the distinctive aspects of related fields in video Arts. This multifaceted approach is reinforced by incorporating digital technologies and contemporary computer programs, essential tools for crafting highly artistic TV products.

The program's commitment to developing professional skills, fostering analytical thinking, and adhering to international standards positions it as a valuable educational pathway. This ensures that graduates not only possess the requisite skills but also meet the global industry's benchmarks and expectations.

In summation, the program effectively meets the standards' requirements and aligns with the university's mission. To enhance its continued effectiveness, the program should focus on staying current with industry trends, fostering stronger industry connections, gathering feedback for continuous improvement, and incorporating international perspectives into its curriculum.

Evidences/Indicators

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

- Undergraduate educational programme "TV Directing"
- SER;
- Interviews with students, alumni, lecturers, program head
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.
- The rules for planning the student cohort at the Shota Rustaveli Theater and
- Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year
- 2023-2024

Description and Analysis - Programme 3 (Animated Film Directing and Modern Technologies, BA)

The Bachelor's program in "Animated Film Directing and Modern Technologies" at Shota Rustaveli Theatre and Film Georgia State University program's objectives harmonize perfectly with the university's overarching mission of advancing and exploring various art fields. It aims to cultivate skilled animation film directors with a blend of specialized and general competencies, aligning seamlessly with the institution's broader goals.

The program's primary goal is to prepare animation film directors capable of navigating diverse segments of film and media production, leveraging their creative talents for success in the industry. The program places a strong emphasis on equipping students with both practical and theoretical knowledge in animation film directing. It seeks to provide foundational skills for translating theoretical concepts into practical applications, including the creation of artistic and creative productions, such as animated films. In addition to local orientation, the program aims to prepare graduates for the international film production landscape. It provides them with professional skills, foundational theoretical and practical knowledge, and an understanding of related fields. The program effectively aligns with the standards and the university's mission.

In summary, the program effectively aligns with standards and the university's mission. To enhance its ongoing effectiveness, it should prioritize staying updated with technology, engaging with the industry, and seeking feedback for improvements.

It's suggested to continuously update the curriculum to reflect the latest advancements in animation and related technologies. Foster strong connections with the animation industry through partnerships and internships to ensure the program remains current.

Evidences/Indicators

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

- Undergraduate educational programme "(Animated Film Directing and Modern Technologies"
- SER;
- Interviews with students, alumni, lecturers, program head
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.
- The rules for planning the student cohort at the Shota Rustaveli Theater and
- Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year

- 2023-2024

Description and Analysis - Programme 4 (Sound Designer, BA)

The program's objectives align with the mission of the university, which centers on the development and exploration of diverse art fields. It's designed to produce highly skilled sound directors with a blend of specialized and general competencies, fitting perfectly within the university's broader goals.

The program aims to train sound directors equipped to handle various facets of film production. Graduates are expected to apply their creative talents effectively in roles spanning artistic, documentary, and animated films.

The program places emphasis on equipping students with both practical and theoretical knowledge in the fundamentals of sound directing. It provides foundational skills that students can readily apply to real-world challenges.

The program strives to educate sound directors capable of contributing to both local and international film and TV production spaces. Graduates are expected to possess professional skills, a solid theoretical and practical foundation in audiovisual and related fields, and readiness to engage in Film-TV production, creating audio content for various creative products.

"Sound Design" program effectively aligns with the standard's requirements and the university's mission. To enhance ongoing effectiveness, it should focus on staying updated with technology, actively engaging with the industry, and regularly seeking feedback for improvements

Evidences/Indicators

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

· Undergraduate educational programme "Sound designer BA"
· SER;
. Itervews with students, alumni, lecturers, program head
· The University website and other means of information dissemination.
· Student body planning methodology for educational programme.
· The rules for planning the student cohort at the Shota Rustaveli Theater and
Cinema State University of Georgia;
· The rule for admission to the undergraduate academic level in the academic year
2023-2024

Description and Analysis - Programme 5 (Film and TV Camera Operator BA)

The "Film and TV Camera Operator" bachelor's program's goals align with the broader purpose and mission of Shota Rustaveli Theatre and Film Georgia State University, which is dedicated to advancing and researching various art fields. The primary objective is to produce well-qualified Cinema-TV Cameramen who possess a blend of specialized and general competencies.

The program considers the demands of the labor market by equipping professionals with a strong foundation in Cinema-TV Cameraman fundamentals, related professions, and the broader art fields. Graduates are expected to engage in practical and creative activities within the film and television industry, working collaboratively with film crews and translating the director's vision into a visual reality.

The program ensures that graduates are understanding the principles of working within the film and media space, recognizing specific characteristics of Film Arts and related professions, and mastering modern digital techniques, technologies, and computer programs. These skills are essential for creating visually compelling and highly artistic content.

The program is designed to foster the development of professional skills, analytical thinking abilities, and the cultivation of creative and professional talent, all in alignment with international standards.

In summary, the "Film and TV Camera Operator" program effectively aligns with the standard's requirements and the university's mission of advancing and researching art fields. Its clear objectives, emphasis on both theory and practice.

To ensure ongoing relevance, the program should stay abreast of technological advancements in the field and actively engage with industry trends to provide students with the most up-to-date knowledge and skills.

Evidences/Indicators

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

· Undergraduate educational programme "Film and TV Camera Operator"
· SER;
. Itervews with students, alumni, lecturers, program head
· The University website and other means of information dissemination.
· Student body planning methodology for educational programme.
· The rules for planning the student cohort at the Shota Rustaveli Theater and
Cinema State University of Georgia;
· The rule for admission to the undergraduate academic level in the academic year
2023-2024

Description and Analysis - Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV) - MA)

The Master's program in Audio-Visual Directing (covering Fictional, Documentary, Animated Film, Sound, and TV) at Shota Rustaveli Theatre and Film Georgia State University aligns closely with the university's mission, which emphasizes the development and research of fundamental fields of art.

The program's primary goal is to prepare specialists who can critically analyze the complexities of audiovisual directing, synthesize modern and traditional methodologies, and effectively apply their knowledge in practical contexts. This objective resonates well with the broader mission of the university to advance the various domains of art.

Key elements of the program include providing students with in-depth insights into film and television development stages and trends, imparting a solid foundation in relevant theories, nurturing critical thinking skills, and fostering the development of essential professional and ethical competencies. These components are instrumental in equipping students with a comprehensive understanding of the field and preparing them for the challenges of the audiovisual industry.

The program underscores the importance of preparing master's students for both creative activities and scholarly research, as well as pedagogical roles. This dual emphasis reflects the university's commitment to producing well-rounded graduates who can contribute to the growth of the field through various ways.

In summary, the Master's program in Audio-Visual Directing at Shota Rustaveli Theatre and Film Georgia State University aligns effectively with the standard's requirements.

Evidences/Indicators

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

· Graduate educational programme "Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV) - MA"
· SER;
. Itervews with students, alumni, lecturers, program head
· The University website and other means of information dissemination.
· Student body planning methodology for educational programme.
· The rules for planning the student cohort at the Shota Rustaveli Theater and
Cinema State University of Georgia;
· The rule for admission to the graduate academic level in the academic year
2023-2024

Description and Analysis - Programme 7 (Film and TV Camera Operator MA)

The Master's program in Film and TV Camera Operator at Shota Rustaveli Theatre and Film Georgia State University aligns closely with the university's mission, which emphasizes the development and research of fundamental fields of art.

The primary aim of this program is to train professional and highly qualified Cinema-TV Camera Operators capable of effectively managing the filming of various film and television projects. This includes artistic, documentary, animated television, and other audiovisual formats. The program focuses on enabling students to construct visual structures with a consistent and cohesive style, aligning with the needs and demands of the industry.

A distinctive feature of this master's program is its dual emphasis on producing both practitioners and theorists in the field. Graduates are expected to possess in-depth and systematic knowledge resulting from the latest research in specific methods unique to the field of Cinema-TV Camera Operation. This approach ensures that students are well-equipped to apply their knowledge effectively in practical settings.

The program is designed to cultivate specialists who not only excel in their field but also have a solid theoretical foundation. This includes knowledge of critical aspects of Film Arts, Fine Arts, and creative pedagogy. Equipped with this theoretical expertise, graduates have the opportunity to engage in teaching within their field, thereby contributing to the education and development of future professionals.

In summary, the Master's program in Film and TV Camera Operator at Shota Rustaveli Theatre and Film Georgia State University aligns effectively with the standard's requirements.

To ensure ongoing compliance, the program should maintain a dynamic approach, staying up-to-date with advancements in the field of camera operation and audiovisual technology. Furthermore, fostering collaborations

with industry partners and providing students with practical experiences can enhance the program's relevance and the employability of its graduates.

Evidences/Indicators

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

· Graduate educational programme "Film and TV Camera Operator MA"
· SER;
. Itervews with students, alumni, lecturers, program head
· The University website and other means of information dissemination.
· Student body planning methodology for educational programme.
· The rules for planning the student cohort at the Shota Rustaveli Theater and
Cinema State University of Georgia;
· The rule for admission to the graduate academic level in the academic year
2023-2024

Description and Analysis - Programme 8 (Audiovisual Arts Ph.D.)

The Ph.D. program in Audiovisual Arts at Shota Rustaveli Theatre and Film Georgia State University is in complete alignment with the university's mission, which centers around the development and research of various art fields. This program plays a central role in supporting the university's mission.
The program actively contributes to the development and sustainability of various art fields, including theater, audiovisual arts, choreography, and music. By fostering advanced research and education in these spheres, the program makes significant contributions at national level.

The program is committed to produce highly qualified specialists and professionals in the art. This dedication to excellence in education ensures that graduates are well-prepared to make substantial contributions to their respective fields. It aims to enhance the professional literacy of researchers while fostering intellectual competence and research skills among its students.

The program encourages self-realization of individual-personal qualities and analytical skills, allowing participants to pursue their intellectual passions and reach their full potential. The program also prepares its participants for effective pedagogical activities. It takes into account all components involved in teaching, including motivation, values, cognitive abilities, communication skills, and creativity. This approach ensures that graduates are well-prepared for teaching roles in addition to their research endeavors.
In summary, the Ph.D. program in Audiovisual Arts complies with established standards. It fosters academic and professional excellence, equipping students with the skills and knowledge needed to make meaningful contributions to the fields of art.
To maintain and enhance its compliance, the program should continue to support cutting-edge research and adapt to evolving trends and advancements in the field of audiovisual arts and expand digital library capacity.

Evidences/Indicators

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

· Educational programme "Audiovisual Arts Ph.D."
· SER;
. Interviews with students, alumni, lecturers, program head
· The University website and other means of information dissemination.
· Student body planning methodology for educational programmes.
· The rules for planning the student cohort at the Shota Rustaveli Theater and
Cinema State University of Georgia;
· The rule for admission to the Ph.D. academic level in the academic year
2023-2024

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

Suggestions - non-binding advice for the programme development

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

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

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

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Designer, BA)	X	☐	☐	☐

Programme				
Programme 5 (Film and TV Camera Operator BA)	X	□	□	□
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	□	□	□
Programme 7 (Film and TV Camera Operator, MA)	X	□	□	□
Programme 8 (Audiovisual Arts Ph.D.)	X	□	□	□

1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

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

Cluster and individual evaluation

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

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

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.

The Learning Outcomes of the programmes are clear and consistent for the appropriate Bachelor/Ma/Ph.D level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the creative market.

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

Description and Analysis - Programme 1 (Directing Feature and Documentary Films. BA)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the

component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The Learning Outcomes of the programmes are clear and consistent for the appropriate Bachelor level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website

Description and Analysis - Programme 2 (TV Directing, BA)

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

The Learning Outcomes of the programmes are clear and consistent for the appropriate Bachelor level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website

Description and Analysis - Programme 3 (Animated Film Directing and Modern Technologies, BA)

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

The Learning Outcomes of the programmes are clear and consistent for the appropriate Bachelor level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website

Description and Analysis - Programme 4 (Sound Desinger, BA)
Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The Learning Outcomes of the programmes are clear and consistent for the appropriate Bachelor level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website

Description and Analysis - Programme 5 (Film and TV Camera Operator BA)

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

The Learning Outcomes of the programmes are clear and consistent for the appropriate Bachelor level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website

Description and Analysis - Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound,   TV-MA)

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

The Learning Outcomes of the programmes are clear and consistent for the appropriate Masters level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website

Description and Analysis - Programme 7 (Film and TV Camera Operator, MA)
Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The Learning Outcomes of the programmes are clear and consistent for the appropriate Masters level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

o Self Evaluation Report
o Site visit

o University's website

Description and Analysis - Programme 8 (Audiovisual Arts Ph.D.)

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

The Learning Outcomes of the programmes are clear and consistent for the appropriate Ph.D. level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the standard.

Evidences/Indicators

- Self-Evaluation Report
- Site visit
- University's website

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

Suggestions - non-binding advice for the programme development

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

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

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

According to the normative document "Formation and Assessment Mechanism of Education Project Learning Outcomes", the university clarified the formation method of education project learning outcomes and the evaluation mechanism for later learning outcomes. By assessing program learning outcomes, it can describe how students achieve learning outcomes and make decisions to improve the program based on regularly collected data.

The cluster has benchmarks for each learning outcome; monitoring of the results of learning outcomes evaluation and comparison with benchmarks are conducted.

Evaluation of program learning outcomes, taking into account the specifics of the field, is done with established periodicity. For example, evaluation of the academic performance of students and assessment of study courses

(teachers) - on a semester basis; submission of reports on the educational/scientific/creative activity of academic personnel - annually; survey of graduates and market research (determination of employers' requirements) - once every 3-5 years, etc. Program learning outcomes evaluation mechanisms include both direct and indirect methods: direct evaluation methods check whether the student has achieved the program learning outcome through the completed task. It can be a test, exam, essay, portfolio, simulation, abstract, course thesis, qualification thesis, etc. For indirect evaluation we use: 1. Survey results of students participating in the program; 2. Results of the survey of academic staff/teachers/invited professors involved in program implementation; 3. Academic performance of students participating in the program; 4. Rate of transfer of students participating in the program to another program; 5. The quantitative index of registered applications of those wishing to study in the program; 6. Graduate diploma grade point average (GPA) of the program; 7. Evaluation of external Georgian and foreign experts (mostly on doctoral programs); 8. Survey results of program graduates and statistics of their employment and/or continuing studies.

The learning outcomes assessment mechanism for this project is described in the Learning Outcomes Assessment Plan. The program has target benchmarks for each learning outcome. The results of learning outcome assessments are monitored according to designated cycles.

The most important stage for assessing course learning outcomes is the fourth stage. Its main purpose is to evaluate and improve procedures. During this phase, the results achieved are analyzed, benchmarked against targets and further activities are carried out to improve the plan.

The most important thing in evaluating the learning outcomes of the program is the fourth stage. Its primary purpose is to evaluate the program and improve it. At this stage, the results obtained are analyzed, the results are identified with target benchmarks and, in order to improve the program, further activities are carried out. Evaluation can result in: ·changes in the content of the study course(s), its prerequisites, changes in the sequence of study courses, study course(s) may be added or removed, changes to be made to student counselling services, in program learning outcomes, in evaluation mechanisms.

The truth is that there was a lack of evidence to demonstrate the correct functioning of these indirect evaluation mechanisms, and this HEI considers that they should be improved. For example, in the meeting with students and graduates, they did not remember having carried out satisfaction surveys or evaluation of teaching activity. Nor are they aware of the improvement plans related to these survey results. It is also desirable to improve communication between teachers and students. Often, students feel that their demands and complaints are not taken into account.

On the other hand, although this committee considers that indirect mechanisms must be reinforced, it also notes that, after the meeting held with employers, and after seeing the final works of several students, they acquire the learning outcomes provided for in the program. Additionally, employers positively highlighted these students above their competitors.

As is logical in the field of audiovisual sciences, the student ends up acquiring the learning outcomes during their first internships in companies or with their first jobs. Practical knowledge is learned by working. A greater anchoring to theoretical and practical content is observed in the specialization master's degrees (Film and TV-camera operator / Audiovisual directing). This committee wants to highlight the learning outcomes of the Bachelor in Animation as very positive and differentiating. In all the meetings held, broad satisfaction was shown.

Based on the documents reviewed and the interviews, the following conclusions can be drawn: The university has mechanisms in place to assess course learning outcomes. These mechanisms are relevant and sufficient for all programs grouped in the cluster. It is necessary to reinforce the work and evidence of indirect mechanisms, in order to improve the available evidence that demonstrates that making continuous changes in the different programmes, in order to improve them, is efficient and effective for the university.

The documents provided by the university, the results of the interviews and the above together determine the assessment of the cluster as a whole and the educational programs included in the cluster as "complies with requirements".

Evidences/Indicators

● Formation and evaluation mechanisms of learning outcomes of the educational program.pdf (tafu.edu.ge)

● Assessment plan of learning outcomes of educational programs grouped in educational program/cluster

● Maps of learning outcomes and target benchmarks of all three levels of educational programs

● Forms of surveys

● Survey results of academic staff, students, graduates, and employers (market research)

● Qualifying papers

● site visit

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

Suggestions - non-binding advice for the programme development

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

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

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

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

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

Cluster and individual evaluation

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

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

Cluster description and analysis programs grouped in a cluster are compiled according to the normative document operating at the University - "methodology for planning, developing, forming and approving educational programs". The structure of the programs envisages the level of learning and is built according to the legislation of Georgia, using the ECTS system. The content of the programs, which reflects the peculiarities of the audiovisual arts, is in line with the qualifications to be awarded and ensures the achievement of the program's learning results. The structure of the programs is logically structured and the educational and scientific-research components are developed consistently; during the renewal of the programs, modern achievements of the field and the latest research results are taken into account (but the old literature are still part of the study courses). The structure and content of the programs are formulated using international analogies and take into account trends in the International Space. All interested parties participated in updating the structure and content of the programs - academic, scientific, and invited staff, students, graduates, employers.

The step-by-step development of the study programs grouped in the cluster is planned according to the following principle: in the bachelor's degree, the student is given the opportunity to master a specific direction: , animation, TV, in the direction of sound directing, and in the master's and doctoral programs, in particular audiovisual directing, it is designed in such a way that the student is given the opportunity to plan one's own curriculum, by choosing and mastering specialty profiling modules.

Description and Analysis - Programme 1 (Directing Feature and Documentary Films. BA)

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

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 4 year cycle of the Bachelor Degree in Directing Feature and Documentary Films has a solid and clear structure that can lead to the provision of all-rounded and competent directing and producing films 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 and students/graduates.

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.

With the help of a team of accomplished, accomplished professors in the field, students have access to the latest information, according to the program leader, their priority is to help future professionals develop their own unique language/vision. What they have been doing successfully for years. This is evidenced by their successful students who systematically participate in the festivals and are actively employed. From the interviews, it seems that they have a good collaboration with the employers, although they were less involved in the process of creating the curriculum and improving the program, they got to know the finished program later. Nevertheless, they evaluated the results of the program well and are satisfied with the staff provided by them. They are satisfied with their multidisciplinary knowledge, which implies their flexibility for employer, such as "Georgian Film". This multidisciplinarity stems from the openness of the university, and they are given the opportunity to get to know the experiences of other countries during the teaching process, which the university provides with international invited guests. The interview with the students showed their positive attitude towards some lecturers, but they would like more exchange programs and more possibilities to collaborate with the acting faculty students, they also say that they wouldn't choose to study at this university again and they would like more innovations to be included in this program. Due to the fact that the field is tied to technologies and the market requirements are constantly changing, it is a rapidly developing field and you have to be in the mode of learning new things all the time. These skills will be very useful for the student to be able to independently add and deepen competencies in the future.

Evidences/Indicators
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, and the Quality Assurance
o University's website and other digital platforms

Description and Analysis - Programme 2 (TV Directing, BA)

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 4 year cycle of the Bachelor Degree in TV Directing has a solid and clear structure that can lead to the provision of all-rounded and competent directing and producing TV products in Georgia and abroad. 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 and students/graduates.

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

With the help of a team of accomplished, accomplished professors in the field, students have access to the latest information, according to the program leader, their priority is to help future professionals develop practical skills, that's why they have created online tv, which is involved in study prosess.

The educational program is designed to provide students with a comprehensive understanding of the field. In addition to their core specialty, students gain insights into various related roles like cameraman, artist, dramaturg, and actor, along with proficiency in modern digital technologies such as computer editing and videography. The curriculum encompasses a range of subjects, including production, marketing, production management, and distribution, covering every facet of tv film production from idea inception to film export. This holistic approach equips students to thrive in the ever-evolving media landscape.

The bachelor's program in television directing primarily emphasizes foundational humanities education within the audio-visual and film-TV arts domain. It not only fosters the development of professional skills but also ensures the acquisition of comprehensive theoretical knowledge in related fields.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website and other digital platforms

Description and Analysis - Programme 3 (Animated Film Directing and Modern Technologies, BA)

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 4 year cycle of the Bachelor Degree in Animated Film Directing and Modern Technologies, has a solid and clear structure that can lead to the provision of all-rounded and competent directing and producing animated products in Georgia and abroad. 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 and students/graduates.

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

With the help of a team of accomplished, accomplished professors in the field, students have access to the latest information, according to the program leader, their priority is to help future professionals develop practical skills, that's why they have created online tv, which is involved in study prosess.

The educational program is designed to provide students with a comprehensive understanding of the field. The program's objectives align with the standards expected for a program in animated film directing. It ensures that graduates are well-prepared to enter the film and media industry, both locally and internationally, as capable directors. The emphasis on practical skills and theoretical knowledge further enhances the program's quality. During the site visit students were satisfied by the teaching quality provided by the program.

In summary, the Animated Film Directing and Modern Technologies program effectively aligns its objectives with the demands of the field, ensuring that graduates are well-equipped to pursue careers in animation film production.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website and other digital platforms

Description and Analysis - Programme 4 (Sound Desinger, BA)

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 4 year cycle of the Bachelor Degree in Sound Designer, has a solid and clear structure that can lead to the provision of all-rounded and competent producing

audio products in Georgia and abroad. 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 and students/graduates.

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

With the help of a team of accomplished, accomplished professors in the field, students have access to the latest information, according to the program leader, their priority is to help future professionals develop practical skills. The site visit to Shota Rustaveli Theatre and Film Georgia State University confirmed that the studios are adequately equipped to meet the educational requirements of the Sound Design program. This observation indicates that the university has invested in the necessary resources to provide students with practical training and hands-on experience in sound design.

The educational program is designed to provide students with a comprehensive understanding of the field. The program's objectives align well with the standards expected for a program in Sound Design. Graduates are prepared to contribute to various film genres and types, demonstrating a deep understanding of sound directing principles and the ability to apply them effectively.

In conclusion, the Sound Design program effectively aligns its objectives with the demands of the Film Arts field, ensuring that graduates are well-prepared to work as sound directors in different film and TV production contexts. The program's emphasis on both creativity and technical knowledge enhances its quality and relevance.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website and other digital platforms

Description and Analysis - Programme 5 (Film and TV Camera Operator BA)

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 4 year cycle of the Bachelors Degree in Film and TV Camera Operator, has a solid and clear structure that can lead to the provision of all-rounded and

competent creating audio-visual products in Georgia and abroad. 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 and students/graduates.

The Bachelor of Arts in Film and TV Camera Operator program at Shota Rustaveli Theatre and Film Georgia State University has been thoughtfully designed to align with its program objectives and the specific requirements of the field. The program's curriculum is logically structured to meet its intended goals.

However, the site visit and student interviews have highlighted a significant issue regarding the availability of technical equipment for students in the Bachelor of Arts in Film and TV Camera Operator program at Shota Rustaveli Theatre and Film Georgia State University. It's evident that not every student has easy access to cameras and other necessary equipment to fulfill their assignments. This shortage of technical resources can potentially hinder the quality of education and practical experience that students receive.

To address this concern and ensure that students have adequate access to the equipment they need for their coursework, it is strongly recommended that the university initiates fundraising efforts to acquire additional professional equipment. This fundraising effort could involve seeking financial support from alumni, industry partners, and donors who have an interest in supporting the university's film and television programs.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website and other digital platforms

Description and Analysis - Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)

The Master's Degree program in Audio-Visual Directing at Shota Rustaveli Theatre and Film Georgia State University is structured effectively, as identified in the Self-Evaluation Report (SER) and affirmed during the site visit. This two-year program exhibits a well-defined and robust framework designed to produce competent professionals capable of creating audio-visual content in Georgia and internationally. Furthermore, the program aligns seamlessly with the principles of the Bologna Process and the European Transfer Credit System.

The structure of this master's program is methodically crafted to achieve its principal goals. First, the program aims to educate specialists who possess the ability to thoroughly analyze the mechanisms of audiovisual directing.

Second, master's students are provided with an in-depth understanding of film and television development stages and trends, along with key theories in the field. The program fosters critical thinking skills and instills professional and ethical conduct among students.

Lastly, the program focuses on fostering directors who can create highly individual and authorial audiovisual content. This is achieved through the utilization of modern techniques and technologies, ensuring that graduates are well-prepared for both creative actions and scholarly research.

However, it has come to our attention that the quality of the students' theses, research topics, and the overall quality of work within the Master's Degree program in Audio-Visual Directing. During the site visit and discussions with students and faculty, it was noted that there are areas where enhancements can be made to elevate the academic and research standards of the program.

Improvements may include:

Encouraging a broader range of research topics that align with contemporary issues and trends in the field of audiovisual directing.

Providing additional guidance and mentorship from faculty members to ensure that students are well-supported in their research activities.

Implementing quality assurance measures to maintain high academic standards and ensure that theses meet the expected criteria.

Establishing a feedback mechanism where students receive constructive feedback on their research work, allowing them to make necessary improvements.

Ensuring that students have access to adequate research resources and facilities to support their work.

It is crucial to address these areas to elevate the overall quality of the master's program and maintain alignment with international academic standards. By doing so, the program can better fulfill its mission of preparing graduates for creative, research, and pedagogical roles in the field of audiovisual directing.

It is recommended that the Master of Audio-Visual Directing at Shota Rustaveli Theatre and Film Georgia State University considers offering electives at the MA level. This suggestion arises from the observation that the subject syllabus for "The Basics of Filmmaking" appears to be identical to that of the Bachelor's level. By introducing MA-level electives, the program can provide more advanced and specialized coursework that aligns with the higher academic expectations of master's students.

It's also noted that there is a significant overlap in the objectives and content of certain courses between the Bachelor of Film and Television Directing and Master of Audiovisual Directing (TV Directing) programs at Shota Rustaveli Theatre and Film Georgia State University. Specifically:

The objectives of the syllabi in the first semesters of both the Bachelor and Master programs are identical.

The syllabus of the 1st semester of the Master's Program in Audiovisual Directing (Tele-Directing) closely resembles the syllabus of the 5th semester of the Bachelor's Program in Cinema-Television Directing.

The syllabi of the 2nd semester of the Master's Program in Audiovisual Directing (Tele-Directing) and the 6th semester of the Bachelor's Program in Film-Television Directing are identical in terms of goals, results, topics, and literature.

Similarly, the syllabi of the 3rd semester of the Master's Program in Audiovisual Directing (Tele-Directing) and the 7th semester of the Bachelor's Program in Cinema-Television Directing are also identical in terms of goals, results, topics, and literature.

This overlap raises questions about the differentiation and depth of coursework between the Bachelor's and Master's programs. It may be beneficial to review and revise these course syllabi to ensure that the Master's program offers more advanced and specialized content, in line with the expectations and requirements of a higher academic level. This can help enhance the quality and distinctiveness of the Master's program.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website and other digital platforms

Description and Analysis - Programme 7 (Film and TV Camera Operator, MA)

As a result of the comprehensive site visit and curriculum revision process conducted for the Master of Arts program in Film and TV Camera Operation at Shota Rustaveli Theatre and Film Georgia State University, it is evident that this program is intentionally crafted to cultivate individuals who excel as both practitioners and theorists in the field of Cinema-TV Camera Operation.

The program places a strong emphasis on fostering a comprehensive understanding of the field of Cinema-TV Camera Operation. This is achieved by integrating the latest research findings and specific methods relevant to Camera Operation into the curriculum. By structuring the program in this manner, graduates are not only equipped with up-to-date knowledge but also possess the practical skills to effectively apply this knowledge in real-world scenarios. The program aims to produce specialists who not only excel in practical skills but also have a robust theoretical foundation. By providing students with this theoretical knowledge, the program empowers graduates with the capacity not only to excel in their chosen careers but also to become educators in the field of Cinema-TV Camera Operation upon completing the master's program.

However, it has been noted through student interviews that there is a need for additional equipment to enhance the learning process. The acquisition of more equipment is essential to provide students with the necessary tools and resources to maximize their educational experience in this program. Addressing this need will contribute to the program's effectiveness in preparing graduates for careers in Cinema-TV Camera Operation.

Evidences/Indicators

o Self Evaluation Report
o Site visit
o University's website and other digital platforms

Description and Analysis - Programme 8 (Audiovisual Arts Ph.D.)

The Ph.D. program in Audiovisual Arts at Shota Rustaveli Theatre and Film Georgia State University has clear objectives, focusing on the development of academic culture, research skills, and the formation of intellectual competence among researchers. Additionally, the program aims to satisfy cognitive interests and encourage self-realization of individual qualities and analytical skills. It also seeks to establish strong tendencies in effective pedagogical activity, encompassing motivational, valuable, cognitive, communicative, and creative components. However, it has been observed that there is significant overlap between the study courses offered in the first two semesters of the doctoral program in audiovisual art direction (module - TV directing) and the topics covered in various semesters of the bachelor's program in film and TV directing. This includes similarities in compulsory literature.

To ensure the distinctiveness and depth of the Ph.D. program, it is advisable to review and revise the curriculum. This review should aim to provide advanced and specialized content that is more in line with the expectations and requirements of doctoral-level study. By doing so, the Ph.D. program can better fulfill its mission of cultivating researchers with unique expertise in the field of audiovisual art direction.

Having access to the latest research materials is essential for students, especially at the doctoral level, as it enables them to stay updated with current developments in their field and conduct high-quality research.

To implement this suggestion effectively, the university can consider the following steps:

Subscribe to online research databases and journals that provide access to a wide range of academic papers and publications.

Collaborate with academic publishers and organizations to negotiate access to their research databases and materials at discounted rates or through institutional partnerships.

Evidences/Indicators

o   Self Evaluation Report
o   Site visit
o University's website and other digital platforms

General recommendations of the cluster: It is important that a clear relationship be established between indirect evaluation mechanisms (especially with satisfaction surveys) and the improvement aspects of all programmes. The constant updating of these titles is necessary to make them competitive in the field of audiovisual arts.

General suggestions of the cluster: It would be a good option to include international employers, or guests from foreign universities, so that they could provide their opinion when updating the programmes and also to profile the soft skills of the students.

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	x	☐	☐	☐
Programme 2 (TV Directing, BA)	x	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	x	☐	☐	☐
Programme 4 (Sound Desinger, BA)	x	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	x	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	x	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	x	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	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.

Cluster and individual evaluation

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

The programs' goals are closely related to the content of the courses in the cluster, which guarantees that the learning objectives of the programs will be met. The program maps, which reflect this information, note the significance of the courses in relation to the program's learning objectives   , which academic programs guarantee

the attainment of a specific learning objective. Digital designations such as "familiarization," "deepening," and "strengthening," which reflect the contribution of the course to the program's learning outcomes, are used when mapping.

The distribution of ECTS among study courses is adequate and takes into account the characteristics of the study course and its position within the study program's structure. The ratio of contact hours to independent hours in each study course varies according to the learning level and reflects the unique characteristics of the study course. The number of contact hours is in line with the course's objectives and content.

During the meeting with students, we learned of isolated cases in which subject schedules coincided in case they had to be repeated, without this being resolved in a positive way for the student. He was even given the opportunity not to attend class and only hand in the work required in the syllabus, when the student pays an amount to receive the teaching. It is advisable to pay close attention to this type of case and make greater efforts when the schedules between subjects coincide.

Despite the fact that the SER explains that "the course's syllabus is written in accordance with the university's standard format, and it includes detailed information about the course's status, format, objectives, findings, content, and required and supplemental readings", in the audience with students and graduates, a general lack of knowledge of the teaching guides and their information was observed. They claimed that they were not on time, that they did not know its contents and other important problems. Given this, the committee requested a tutorial on the university intranet, to see this information as if it were just another student. It was possible to verify that the information was present, so the committee encourages strengthening communication with the students so that they make sure that they know this information and where to consult it.

The required reading is matched to the course's learning objectives and ensures that the program's learning objectives will be met. The curricula are updated frequently to reflect recent field research, but the latest research by the university faculty is not reflected.

It is guaranteed that the program's learning objectives will be met by the required reading listed in the curricula, which are routinely updated to reflect recent field research. The required reading is aligned with the course's learning objectives.

The required reading is listed in the curricula, which are regularly revised to reflect the most recent field research, and it is matched to the course's learning objectives to ensure that the program's learning objectives will be met. The required reading is matched to the course's learning objectives and ensures that the program's learning objectives will be met. The curricula are updated frequently to reflect the most recent field research.

Finally, it was possible to verify that the theoretical and practical activities help the student acquire the planned learning outcomes, but some nuances will be given program by program, in order to ensure the final and real acquisition of the skills. This committee also encourages the university to hold more training seminars that complement the content of the subjects. Especially to handle specific audiovisual editing or design software. Also, any training aimed at working and developing the soft skills of the students will be welcome.

The committee encourages the university to continue with the efforts to renovate the facilities, so that this results in greater institutional competitiveness and its results are reflected in the acquisition of practical skills by the students.

Description and Analysis - Programme 1 (Directing Feature and Documentary Films. BA)

In the case of this bachelor's degree, the students expressed their complaint regarding the lack of opportunities for collaborative work, especially with drama students (actors and actresses). It is important to promote, from all subjects in the program, collaboration between students of different grades who help make audiovisual productions. Synergy in this type of work is essential. The compulsory and optional subjects help to acquire the learning outcomes, as well as the evaluation and work systems. Final works of these students could be seen. They also shared prestigious awards at film festivals. This is evaluated positively.

Description and Analysis - Programme 2 (TV Directing, BA)

Students have the possibility of applying their theoretical knowledge on the university's own television. In addition, the students end up working on Georgia's own television networks. The pieces from the university's television network have excellent quality.

Description and Analysis - Programme 3 (Animated Film Directing and Modern Technologies, BA)

The committee wants to highlight very positively the work and the result of this degree: competitive, practical, realistic... in addition, in all the meetings, there was the same positive and harmonious opinion of its operation. With this report, the HEI wants to congratulate the heads of the program. Furthermore, the final works show the animation techniques applied with coherence and success, which demonstrates that this is a program that works and that achieves excellent results among the students.

Description and Analysis - Programme 4 (Sound designer, BA)

The skills of this degree are correctly acquired by the students. They have very relevant facilities to develop their musical skills (soundproof rooms, different instruments, computers with specific sound editing software...) and they create synergies with other students when they need to create a soundtrack for their audiovisual products.

Description and Analysis - Programme 5 (Film and TV camera operator, BA)

The degree teaching system allows the student to acquire theoretical knowledge that helps them understand the cinematographic context and the importance of the role of camera operator. Their practical skills during their university years ensure that they are highly taken into account when it comes to job offers.

Description and Analysis - Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)

The student who takes this master's degree does so with a high theoretical load. It is important to warn the student before enrolling that the content of the master's degree is more focused on theory than practice. Taking advantage of this, it would be interesting for the academic career to be explained to the student in order for them to continue with their doctoral studies. A solid foundation of research methodology is given. It is advisable that the syllabuses focus on the learning outcomes of a master's degree, especially on the topics available for final dissertations. Currently, the syllabus is more similar to the burden of a bachelor's degree than a master's degree. It is advisable to clarify and improve this information, so that the typical requirement of the degree level you deserve is clear. The HEI considers, after the meetings held, that this does occur. Therefore, the HEI understands that it is a task of clarification and specification of information.

Description and Analysis - Programme 7 (Film and TV camera operator, MA)

 It is a good opportunity to explain, in this master, the academic career in order to nourish the doctoral program of students of this master as well. Furthermore, although the theoretical load is greater than the practical one, the students who take this master's degree have an employment rate of almost 100%, something that is valued very positively.

Description and Analysis - Programme 8 (Audiovisual Arts, PhD)

The doctorate is a novel program with different lines of research on which interesting theses can be obtained at a national and international level if you continue working on it. However, the doctoral information must demonstrate the level of theoretical and practical load consistent with a PhD. Currently, the topics that can be researched do not differ from those of a bachelor's degree. It is advisable to clarify and improve this information, so that the typical requirement of the degree level you deserve is clear. The HEI considers, after the meetings held, that this does occur. Therefore, the HEI understands that it is a task of clarification and specification of information.

There is no clear relationship between the students of this program who achieve their doctorate and the possibility of them becoming part of the university cluster, teaching undergraduate and master's subjects. It is recommended to enhance this quarry.

Evidences/Indicators

- Educational programs with attached syllabuses;

- Curriculum map of study courses and learning outcomes;

- Surveys of students about study courses;

- University Library Book Fund and e-library;

- International electronic library databases;

- On site visit.

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound designer, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

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

Preconditions for the admission of educational programmes grouped in a cluster consider the programme specificity, and ensure the inclusion of persons with the necessary knowledge, skills, and competence to overcome the programme. The preconditions and procedures for admission to the programmes are in compliance the legislation in force in Georgia.

Admission of students to educational programmes of all three levels is done on a commission basis; HEI determines the methodology of planning the number of students in the educational programme, which takes into account the specifics of the programme, the resources of the institution and ensures the smooth implementation of the educational process. Admission of students to the programme is carried out following the methodology of planning the number of students. Admission preconditions and procedures to the programme are fair, public and accessible.

There is a technical inaccuracy in the self-assessment report. In particular, page 8 provides information on the preconditions for admission to the programmes grouped in the cluster, according to which the preconditions for the admitting to undergraduate educational programmes are: "University creative tours and Unified National Exams (subjects: Georgian language and literature, foreign language. For participation in the grant competition, it is necessary to pass one of the following (third) subjects - history / mathematics / fine and applied arts / literature)", which is in line with the rules for admission to the undergraduate academic level in the academic year 2023-2024 published on the university's website. Whereas on page 40 of the self-assessment report - 2.1.Preconditions for admission to the program indicated as preconditions for admitting to undergraduate programs - "University creative tours and Unified National Exams" (subjects: Georgian language and literature, general skills, foreign language. In accordance with the legislation in force in Georgia - the fourth subject is not mandatory), which contains a technical inaccuracy in relation to general skills since general skills have not been included in the Unified National Exams for several years. The same technical error can be found in the catalogues of undergraduate programmes: "Fiction and Documentary Film Directing", "TV Directing", "Sound Directing", "Cinema-TV Operator", which needs to be corrected.

Description and Analysis - Program 1 (Fiction and Documentary Film Directing, BA)

The preconditions for the admission to the programme are "university creative tours and Unified National Exams (subjects: Georgian language and literature, foreign language. For participating in the grant competition, it is necessary to pass one of the following (third) subjects - history / mathematics / fine and applied arts / literature) which was confirmed during the interview process with the Head of the programme.

Whereas the catalogue of the programme states that the preconditions for admission to the programme are "university creative tours and Unified National Exams (subjects:Georgian language and literature, general skills,

foreign language.In accordance with the legislation in force in Georgia - the fourth subject is not mandatory), which contains a technical inaccuracy in relation to general skills.

The self-assessment report and the programme catalogue do not provide information about the University Creative Tour requirements. The mentioned information is placed on the University website.

Evidences/Indicators

- Undergraduate educational programme "Fiction and Documentary Film Directing";
- SER;
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.
- The rules for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year 2023-2024
- http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_zogadi_cesebi&parent=abitur
- Competition rules and requirements of the Creative Tour to be taken before the Unified National Exams at the undergraduate academic level
- http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_kino&parent=abitur
- Interview with the Head of programme

Description and Analysis - Program 2 (Television Directing, BA)

The preconditions for the admission to the programme are "university creative tours and Unified National Exams (subjects:Georgian language and literature, foreign language. For participating in the grant competition, it is necessary to pass one of the following (third) subjects - history / mathematics / fine and applied arts / literature) which was confirmed during the interview process with the Head of the programme.

Whereas the catalogue of the programme states that the preconditions for admission to the programme are "university creative tours and Unified National Exams (subjects: Georgian language and literature, general skills, foreign language. In accordance with the legislation in force in Georgia - the fourth subject is not mandatory), which contains a technical inaccuracy in relation to general skills.

The self-assessment report and the programme catalogue do not contain information about the requirements of the university creative tour. The mentioned information is posted on the university's website.

Evidences/Indicators

- Undergraduate educational programme "Teledirecting";
- SER;
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.

- The rules for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year 2023-2024
- http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_zogadi_cesebi&parent=abitur
- Competition rules and requirements of the Creative Tour to be taken before the Unified National Exams at the undergraduate academic level http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_kino&parent=abitur
- Interview with the Head of the programme

Description and Analysis - Program 3 (Animation Film Directing and Contemporary Technologies, BA)

The preconditions for the admission to the programme are "university creative tours and Unified National Exams (subjects: Georgian language and literature, foreign language. For participation in the grant competition, it is necessary to pass one of the following (third) subjects - history / mathematics / fine and applied arts / literature), which was confirmed during the interview process with the Head of the programme.

The self-assessment report and the programme catalogue do not contain information about the requirements of the university creative tour. The mentioned information is posted on the university's website.

Evidences/Indicators

- Undergraduate educational programme "Animation Film Directing and Contemporary Technologies";
- SER;
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.
- The rules for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year 2023-2024 http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_zogadi_cesebi&parent=abitur
- Competition rules and requirements of the Creative Tour to be taken before the Unified National Exams at the undergraduate academic level http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_kino&parent=abitur
- Interview with the programme Head

Description and Analysis - Program 4 (Sound Directing, BA)

The preconditions for the admission to the programme are "university creative tours and Unified National Exams (subjects: Georgian language and literature, foreign language. For participating in the grant competition, it is necessary to pass one of the following (third) subjects - history / mathematics / fine and applied arts / literature) which was confirmed during the interview process with the Head of the programme.

Whereas the catalogue of the programme states that the preconditions for admission to the programme are "university creative tours and Unified National Exams (subjects: Georgian language and literature, general skills,

foreign language. In accordance with the legislation in force in Georgia - the fourth subject is not mandatory), which contains a technical inaccuracy in relation to general skills.

The self-assessment report and the programme catalogue do not contain information about the requirements of the university creative tour. The mentioned information is posted on the university's website.

Evidences/Indicators

- Undergraduate educational programme "Sound Directing";
- SER;
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.
- The rules for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year 2023-2024 http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_zogadi_cesebi&parent=abitur
- Competition rules and requirements of the Creative Tour to be taken before the Unified National Exams at the undergraduate academic level http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_kino&parent=abitur
- Interview with the programme Head

Description and Analysis - Programme 5 (Cinema-Television Operator, BA)

The preconditions for the admission to the programme are "university creative tours and Unified National Exams (subjects: Georgian language and literature, foreign language. For participating in the grant competition, it is necessary to pass one of the following (third) subjects - history / mathematics / fine and applied arts / literature),,, which was confirmed during the interview process with the Head of the programme.

Whereas the catalogue of the programme states that the preconditions for admission to the programme are "university creative tours and Unified National Exams (subjects: Georgian language and literature, general skills, foreign language.In accordance with the legislation in force in Georgia - the fourth subject is not mandatory), which contains a technical inaccuracy in relation to general skills.

The self-assessment report and the programme catalogue do not contain information about the requirements of the university creative tour. The mentioned information is posted on the university's website.

Evidences/Indicators

Undergraduate educational programme "Cinema-TV operator";

- SER;
- The University website and other means of information dissemination.
- Student body planning methodology for educational programme.

- The rules for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- The rule for admission to the undergraduate academic level in the academic year 2023-2024 http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_zogadi_cesebi&parent=abitur
- Competition rules and requirements of the Creative Tour to be taken before the Unified National Exams at the undergraduate academic level http://www.tafu.edu.ge/wm.php?page=abitur_shemturi_kino&parent=abitur
- Interview with the programme Head

Description and Analysis - Program 6 (Audiovisual Directing (Fiction, Documentary, Animation, Sound, TV), MA)

The precondition for admission to the programme is: "Undergraduate academic level; An academic degree equal to or higher than a bachelor's degree is possible; knowledge of the Georgian language (for foreign candidates - on B2 level); Knowledge of English language - at least B2 level; The basis for enrolling in the programme is: successful passing of the speciality exam". In accordance with the current legislation of Georgia, as long as the mentioned master's programme belongs to the artistic and performing direction, it is not necessary to pass the National Master's Exam.

The Self-Assessment Report and Programme Catalogue do not contain information about Speciality and English language test requirements. Information about admission to master's programmes and exam issues is posted on the university's website.

The self-assessment report and the university website do not provide information on how the appropriate level of English language proficiency is tested.

Evidences/Indicators

- Master's educational program "Audiovisual directing (fiction, documentary, animation, sound, TV);
- SER;
- The University website and other means of information dissemination.
- Student number planning methodology for educational programme;
- The rule for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- On admission to master's programmes for the 2023-2024 academic yearhttp://www.tafu.edu.ge/wm.php?id=1190&more=1&fbclid=IwAR1COBDk8HIHDtdw59e3X9gPlsPkEp0oxzXVfX6LXBCjxhrXLHGSdQeasZM
- Interviews with students, the programme Head.

Description and Analysis - Program 7 (Cinema-Television Operator, MA)

The precondition for admission to the program is: "Undergraduate academic level; An academic degree equal to or higher than a bachelor's degree is possible; knowledge of the Georgian language (for foreign candidates - on B2 level); Knowledge of English language - at least B2 level; The basis for enrolling in the programme is: successful

passing of the speciality exam". In accordance with the current legislation of Georgia, as long as the mentioned master's programme belongs to the artistic and performing direction, it is not necessary to pass the National Master's Exam.

The Self-Assessment Report and Programme Catalogue do not contain information about Speciality and English language test requirements. Information about admission to master's programmes and exam issues is posted on the university's website.

The self-assessment report and the university website do not provide information on how the appropriate level of English language proficiency is tested.

Evidences/Indicators

- Master's educational programme "Cinema-TV operator";
- SER;
- The University website and other means of information dissemination;
- Student body planning methodology for educational programme.
- The rule for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- On admission to master's programmes for the 2023-2024 academic year http://www.tafu.edu.ge/wm.php?id=1190&more=1&fbclid=IwAR1COBDk8HIHDtdw59e3X9gPlsPkEp0oxzXVfX6LXBCjxhrXLHGSdQeasZM
- Interviews with students, the programme Head.

Description and Analysis - Program 8 (Audiovisual Arts, PhD)

The precondition for admission to the program is: "Master's academic degree; An academic degree equal to or higher than a master's degree is possible; Knowledge of English language - on B2 level; knowledge of the Georgian language (for foreign candidates - on B2 level); The basis for enrolling in the programme is: successfully passing the Speciality exam.

The self-assessment report and the programme catalogue do not provide information about the requirements of the Speciality exam and the verification of the appropriate level of English language proficiency.

As a result of the interview with the head of the programme, it became clear that the applicant for admission to the Doctoral programme is required to have a certificate confirming the knowledge of English at the B2 level or to pass an exam to verify the proficiency of the English language at the B2 level. The Doctoral candidate is also required to write an abstract about the research topic, which reflects the research goals, novelty, relevance, expected outcomes of the research and a review of the literature surrounding the research within the desired topic that is confirmed by the provisions of the Doctoral Studies and Dissertation Council of LEPL Shota Rustaveli State University of Theater and Cinema of Georgia.

Evidences/Indicators

- Doctoral educational program "Audiovisual Art";
- SER;

- The University website and other means of information dissemination;
- Student body planning methodology for educational programme.
- The rule for planning the student cohort at the Shota Rustaveli Theater and Cinema State University of Georgia;
- Provisions of the Doctoral Studies and Dissertation Council of LEPL Shota Rustaveli State University of Theater and Cinema of Georgia.
- Interviews with students, the programme Head.

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

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

- It is suggested to present information about university creative tours/specialty/foreign language exam requirements in the curricula of educational programmes grouped in a cluster.

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

Programme 1 (Fiction and Documentary Film Directing, BA)

Recommendation(s):

- It is recommended to fix the technical inaccuracy in the programme Film Directing, BA

Suggestion(s):

- It is suggested to indicate the preconditions for admission to the programme correctly.

Programme 2 (Television Directing, BA)

Recommendation(s):

- It is recommended to fix the technical inaccuracy in the programme Television Directing, BA

Suggestion(s):

Programme 3 (Animation Film Directing and Modern Technologies, BA)

Recommendation(s):

Suggestion(s):

Programme 4 (Sound Direction, BA)

Recommendation(s):

- It is recommended to fix the technical inaccuracy in the programme Sound Direction, BA

Suggestion(s):

Programme 5 (Cinema-television operator, BA)

Recommendation(s):

- It is recommended to fix the technical inaccuracy in the programme Cinema-television operator, BA

Suggestion(s):

Programme 6 (Audiovisual Directing (Fiction, Documentary, Animation, Sound, TV), MA)

Recommendation(s):

Suggestion(s):

Programme 7 (Cinema-television operator, MA)
Recommendation(s):

Suggestion(s):

Programme 8 (Audiovisual Arts, PhD)

Recommendation(s):

Suggestion(s):

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	☐	☒	☐	☐
Programme 2 (TV Directing, BA)	☐	☒	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	☒	☐	☐	☐
Programme 4 (Sound Desinger, BA)	☐	☒	☐	☐
Programme 5 (Film and TV Camera Operator BA)	☐	☒	☐	☐
Programme 6 (Audio-Visual Directing (Fictional,	☒	☐	☐	☐

Documentary, Animated Film,
Sound, TV-MA)

Programme 7 (Film and TV Camera Operator, MA)	☒	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	☒	☐	☐	☐

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

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

Cluster and individual evaluation

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

Cluster assessment Summary and Analysis of the Cluster Education Programmes' Compliance with the Requirements of the Component of the Standard Grouped in a cluster educational programmes, according to the learning outcomes and level, ensure the development of students practical/creative/scientific/research skills. The programmes practical/creative/scientific/research component is organised and planned according to its learning outcomes and corresponds to the education level. When involved in creative and scientific projects, students are guided by qualified professionals in the field who evaluate the student's work.

The university provides opportunities for professional development of students. Tafu TV educational television equipped with the latest digital equipment and an educational studio, as well as a video library and the library are operating in the university. The university has its own publishing house "Kentavri", which includes the university's student newspaper "Duruji", a collection of scientific works "Research of artistic sciences"; It also publishes: manuals, auxiliary manuals, glossaries, translations, monographs of university professors, references and other publications.

Practical studies at undergraduate and master's levels are part of group work. Based on the specifics of the programs, students practice in the university's training studio, in the training television Tafu TV, in the photo laboratory, where they develop professional skills.

At the Doctoral level, the practical component includes a professor's assistance and a demonstration lecture, which serve for integrating the practice and research processes and developing practical and research skills.

Students are involved in local and international projects: Annual International Student Film Festival "Amirani" organized by the University, CinéDOC-Tbilisi International Documentary Film Festival, Batumi International Film Festival BIAFF, winter and summer film schools, master classes of famous cinematographers, foreign film schools, film festivals where students present their films and achieve significant success; Sometimes, they participate as a member of the jury. These activities significantly contribute to the development of students' practical skills.

During the interview, the students noted that they were not provided with information about international projects and they also do not know what criteria are used to select participants for involvement in international projects. It is significant that HEI strengthens students' awareness of international projects and the conditions for their participation.

The university annually holds a student scientific conferences in which master's and doctoral students participate. Their scientific works are published in the university's student newspaper "Duruji" and in the collection of scientific works "Artistic Sciences Searches", which contributes to the development of scientific/research skills. However, due to the limited financial resources of the university, supporting the participation of students in foreign international conferences and other types of events is insufficient. International practice is especially essential for Doctoral students.

During the interview, the students indicated that they need more active contact with the professional environment to develop practical skills, which confirms the need to introduce industrial practice. It is suggested to the university to activate cooperation with partner organisations to provide students with professional practice, which will give students an opportunity to test the competencies acquired in the academic space in a professional environment and refine and develop them further.

The memoranda of mutual cooperation with practice facilities presented by HEI need to be renewed, in accordance with the standards of accreditation of higher education programmes.

Evidences/Indicators

- Local and international projects of the Film and Television Faculty (2018-2023);
- Information about the involvement of students in scientific-research/creative/performance projects;
- information about career development of graduates;
- Annual Scientific Conference of Students http://www.tafu.edu.ge/wm.php?page=conf_stud&fbclid=IwAR2lZvY65smN57JxuLYB-4B8XhhcqgDyA1zc2b-9oJmq7RNb73f8zVqKnEA
- "Centavri" Publishing House http://www.tafu.edu.ge/wm.php?page=pubs&parent=pub
- Collection of scientific works "Searches of artistic sciences"https://dziebani2.tafu.edu.ge/?fbclid=IwAR3gL-9ZuhmiVeoVG0akJWnWVINQPpKVJZeGlpfkaICzyPm_zI829CtiJ1o
- "Duruji" newspaper http://www.tafu.edu.ge/wm.php?page=duruji&parent=pub
- Interviews with students, graduates, employers.

General recommendations of the cluster:

- It is recommended that, in order to achieve the learning outcomes envisaged by the educational programmes grouped in the cluster, with purpose to provide industrial practice to the students, the university should renew/develop memoranda on mutual cooperation with the practice facilities in conformity with the accreditation standards of the higher education programmes.

General suggestions of the cluster:

- It is suggested to the university to implement mechanisms for overcoming students' lack of information about international projects and strengthening support for student involvement in international projects.

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	☐	☒	☐	☐
Programme 2 (TV Directing, BA)	☐	☒	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	☐	☒	☐	☐
Programme 4 (Sound Desinger, BA)	☐	☒	☐	☐
Programme 5 (Film and TV Camera Operator BA)	☐	☒	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	☐	☒	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	☐	☒	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	☐	☒	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

In order to achieve the learning outcomes of the educational programmes grouped in the cluster, a variety of teaching and learning methods provided by the field characteristics of audiovisual art are used, such as: Lecture, seminar, practical work (individual/group); e-learning (learning with electronic resources); Verbal, i.e. oral method, written/book work method, laboratory method and demonstration method (showing video materials, dynamic material, etc.); Practical method (learning-studio/field and industrial practice) and related activities: discussion/debate; group (collaborative) work; problem-based learning (PBL); cooperative learning; heuristic method; case study; brain storming; role-playing and situational games; demonstration method; induction, deduction, analysis and synthesis; explanatory method, action-oriented teaching. Depending on the specifics of the training courses of the educational programmes, as well as taking into account students individual needs, to

achieve learning outcomes, it is allowed to use other teaching and learning methods/activities within the framework of academic freedom. The teaching and learning methods of the educational programmes grouped in the cluster correspond to the level of teaching, the content of the training courses, the learning outcomes, the requirements of the field characteristics of audiovisual art. In the training courses of the educational programmes, depending on their characteristics, those teaching and learning methods and activities are used, which lead to the efficient achievement of the learning outcomes envisaged by this component, and their combination ensures the achievement of the learning outcomes provided by the educational programme.

During the interview, the academic and invited staff involved in the programmes confirmed the information about the training conducted by the university concerning teaching and learning methods.

Evidences/Indicators

- Catalogues of educational programmes grouped in the cluster;
- Syllabi of the academic courses;
- Teaching - learning methods;
- SER;
- HEI resources available for programme implementation;
- Interviews with programme heads, academic and invited staff, students, alumni

Evidences/Indicators

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

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

General suggestions of the cluster:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	☒	☐	☐	☐
Programme 2 (TV Directing, BA)	☒	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	☒	☐	☐	☐

Programme 4 (Sound Desinger, BA)	☒	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	☒	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	☒	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	☒	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	☒	☐	☐	☐

2.4. Student Evaluation

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

Cluster evaluation

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

An extensive system for the assessment is set up to determine the student's learning outcomes in relation to the goals of the academic program. This system makes all learning outcomes measurable, transparent and compliant with legislation.

In accordance with our interactions with bachelor's, master's, and Ph.D. students, as well as graduates, it has been consistently noted that they have not encountered any challenges or issues related to daily assessments or thesis evaluations. Throughout their academic journey, these individuals have enjoyed regular consultations, fostering open communication with their instructors. Furthermore, they have felt comfortable expressing their opinions, even in cases where they may not have agreed with their assigned grades.

According to the self-evaluation document the assessment elements, techniques, and standards are clear, easily accessible, and disclosed to students beforehand. Students not only get feedback on their academic achievements but also insights into their strengths and areas that could use improvement. The doctoral education program incorporates regular formative assessments to track the progress of doctoral candidates under the guidance of their scientific advisor. Dissertation theses are defended following the established evaluation and defense procedures at Shota Rustaveli Theater and Film Georgia State University, with a collaborative approach. External evaluators (reviewer/opponent/foreign expert) actively participate in the dissertation evaluation process, ensuring a public defense. Students are well-informed in advance about the academic style requirements for their work, which are taken into consideration during evaluation. The university employs academic and research ethics, upholds academic integrity, and utilizes mechanisms for plagiarism prevention, detection, and response

in student evaluations. Transparent procedures for appealing evaluation results are provided, known in advance to students. The analysis of evaluation outcomes contributes to ongoing improvements in the teaching process. Shota Rustaveli Theatre and Film Georgia State University, even in the context of electronic/distance learning, maintains vigilance in monitoring the reliability and validity of students' assessments

The grading system for all the programs are based on a 100-point scale with assessments according to:

Positive grades:

(A) - Excellent - the rating of 91-100 points;
(B) – Very good - - the rating of 81-90 points
(C) - Good - the rating of 71-80 points
(D) - Satisfactory - the rating of 61-70 points
(E) - Sufficient- the rating of 51-60 points
Negative grades:

(FX) - Could not pass - 41-50 points of rating, student needs more work to pass and is given the right to take the exam once more;
(F) – Failed - 40 points and less, which means that the work carried out by the student is not enough and he /she has to learn the subject from the beginning.

The assessment for the Bachelor's programs in Directing Feature and Documentary Films, TV directing, Animated film directing and modern technologies, Sound designer, Film and TV camera operator encompasses various components aligned with the ECTS system, comprising a 100% point-based evaluation. This follows the principle of ranking positive points and accumulating ECTS.

The final evaluation is generally split according to the following scheme:

I	Attendance - involvement	maximum 15 points
II	Creative activity/assignments	maximum 25 points
III	Mid-term evaluation	maximum 20 points
IV	Final exam	maximum 40 points
V	Final evaluation	maximum 100 points

The Bachelor's thesis is a theoretical document spanning 5-10 A4 pages. Its composition adheres to the "standards of performance of written works," endorsed by the Academic Council (approved under protocol #11 on 23.03.2017). The practical work aligns with the "rules for preparation and defense of Bachelor's thesis," as outlined by the Film-TV Faculty Council (approved under protocol #2 on 24/01/2022).

The defense involves presenting the qualification paper to an examination commission comprising members of the Faculty Council. The evaluation is conducted by both the commission and the assigned reviewer.

Criteria for evaluation are based on a 100-point scale:

- 40 points the advisor;

- 10 points the reviewer;

- 50 points the results of the evaluation by commission (arithmetic average)

Qualification bachelor's practical thesis is evaluated according to the following criteria:

1	Idea/topic novelty/actuality/interpretation	(0 – 10)
2	Directing vision and concept/dramaturgical structure	(0 -10)
3	Editing	(0 -10)
4	Technical performance/quality/technical structure of audio-visual structure/	(0 -10)
5	Sound-polyphony: dialogue (monologue) place sound, special effects, synchronous noises, music, balancing/mastering	(0-10)

MA evaluation system follows with a 100-point system, with the following points ratio:

Creative product - 70 points (minimum margin of positive evaluation - 37 points)
Written (theoretical) work - 30 points (minimum margin of positive evaluation - 14 points)

Assessment of the master's thesis is conducted individually by the members of the master's thesis defense commission. The overall evaluation is derived from the arithmetic average of the acquired points. The final evaluation of the master's thesis is based on a 100-point system.

The evaluation of educational components in the Ph.D program is collective and includes 100% (points), according to the principle of ranking positive points and accumulating ECTS.

Assisting in the teaching process:

1.   Professor assisting within an academic course. In this case, assisting activities may include:

·Participation in students' evaluation;

·Preparation of course materials under the guidance of a professor;

·Conducting the course component (e.g., seminars, practical (Studio) classes, fieldwork, etc.);

· Counseling of undergraduate and graduate level students.

2.   Conducting seminar courses independently.

Assisting the research process

1.   Assisting in advisor's researches - performance of specific tasks of the advisor (searching of relevant literature/sources, if necessary, data entry, and more)

2.   Development of a research tool/piloting, data collection-input, analysis;

3.   Special article/literature translation (10-15 p).

4.   Co- counseling of bachelor's theses in the relevant direction, review

The evaluation of the Ph.D dissertation is based on:

●   the legal regulations in force in Georgia (Order of the Minister of Education and Science of Georgia #3 05.01.2007 last amendment - 29.12.2021)
●   Shota Rustaveli Theatre and Film Georgia State University„ The Regulations of the Doctoral and Dissertation Council"(Approved by Academic Council 17.03.2015 Protocol N5, Last amendment - 23.12.2022. Protocol # 14)
●   Shota Rustaveli Theatre and Film Georgia State University„ Written Work Performance Standards"(approved by Academic Council 23.03. 2017. Protocol #11)

Ph.D thesis admission prerequisite: in order to be included in the component, Ph.D. students must have completed and passed disciplines and activities of the first and second semesters of Ph.D. program.

A significant gap was identified in the dissemination of information, particularly in the context of internationalization initiatives. Students reported a lack of communication through email or the university's electronic system, and traditional methods like paper announcements on walls were deemed ineffective. The result is a dearth of awareness about exchange programs such as Erasmus+, highlighting the importance of transparent communication channels accessible to both students.

Furthermore, the students emphasized the necessity for more targeted efforts in supporting their transition to the workforce and securing internships. The career guidance service was identified as an area requiring improvement to better capitalize on the university's potential and foster partnerships, as evidenced by the high return rate of BA graduates enrolling in MA programs.

In addition to administrative aspects, students highlighted the need for collaborative activities, specifically between film directing students and actors. A lack of communication between these cohorts was noted, posing challenges in gaining practical experience during their studies. Therefore, there is a call for initiatives that facilitate interaction and collaboration among students, fostering a more integrated and experiential learning environment.

Evidences/Indicators

●   Self-evaluation report
●   Interviews with BA, MA, Ph.D, Graduate students
●   Interviews with Academic staff

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	☐	X	☐	☐
Programme 2 (TV Directing, BA)	☐	X	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X		☐	☐
Programme 4 (Sound Desinger, BA)	☐	X	☐	☐

Programme 5 (Film and TV Camera Operator BA)	☐	X	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

3.   Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

Students acquire learning results thanks to various learning processes on which to show their skills. The students are informed of this. If desired and there is need, each student has the opportunity, by prior agreement, to meet lecturers, academic staff and consult.

Generally, the student portal is recognized as a highly flexible platform for selecting lecturers and courses. To get quick information regarding grades and other related information. However, a notable concern surfaced during the sessions with students—the inability of students to access this portal remotely. It was emphasized that without physically attending the university, students face challenges in choosing lectures and interacting with the system.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Interview with students

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

Beginning with positive aspects, it is noteworthy that students successfully attain the learning outcomes and objectives outlined in the program, reflecting the effectiveness of the academic curriculum. While there is room for improvement in practical skills, this trajectory aligns with the normative developmental path characteristic of such studies. These practical skills naturally evolve through initial job experiences and practical exposure.

Additionally, the university boasts a high retention rate, as evidenced by students choosing to continue their master's and doctoral studies within its programs. This inclination underscores the excellence of the programs and the overall positive standing of the university.

Moreover, the satisfaction of students and graduates from the Bachelor's program in animation stands out as a testament to the quality of education provided. Their contentment reflects positively on the program's delivery and the university's commitment to fostering a conducive learning environment.

Furthermore, the positive sentiment extends to the faculty, particularly the young lecturers, who receive high praise from the students. This positive relationship between students and lecturers contributes to a favorable learning atmosphere.

In interactions with employers, the feedback is affirmative, with employers expressing satisfaction with students during internships or upon hiring graduates. The university's proactive engagement with employers, involving them in program renewal and valuing their opinions, further solidifies the positive collaborative dynamic between academia and industry.

During our engagement with undergraduate (BA), postgraduate (MA and Ph.D.), and graduate students, insightful conversations were conducted to understand their perspectives on the educational experience. A recurring theme emerged regarding the need for enhanced communication between students and academic staff, citing challenges in attendance and a lack of awareness about important program and university-related information. The students expressed a desire to attend lectures but frequently missed them without clear reasons.

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

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

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

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

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

Cluster and individual evaluation

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

The cluster is made up of research staff and professional staff. In the hearings, the HEI tried to find out the exact number of profiles (associates, hired professors...) but exact numbers were not given, due to the constant change of staff. It is advisable to encourage the university to foster alliances between teachers, in order to carry out collaborative research work and mutual advancement. The HEI took away the feeling that teachers are not connected to each other.

It is very positive to highlight the professional profiles that were so well highlighted by the students, especially BA such as TV camera operator (and its master's degree), sound designer or animation. This profile is essential for students to acquire the most practical learning outcomes.

The research staff teaches more theoretical classes, but there is no evidence that their research advances are integrated into the classroom. Their advances in research must be linked to their teaching so that knowledge transfer exists.

On the other hand, the student-teacher ratio is very adequate, because there are few students per class. Despite this, in the hearing with students, they complained that they do not have the opportunity to practice enough with the material available at the school. It is recommended to rearrange this material every year, in order to make up for any deficiencies that may exist when the number of enrolled students increases.

The students positively highlighted the preparation and profiles of all their teachers, both those linked to the practical part and those linked to the theoretical part.

It is advisable for professors to rely on employers, and to involve them in specific activities of the degree, such as seminars, webinars, conferences... so that they can provide students with that updated vision of their profession. This will especially enrich the soft skills of students and also of teachers, who often must adapt the content of the subject to their real time.

The head of the program is in charge of leading and organizing the program. It is observed that it is a profile highly linked to the reality of each degree and very close to the students. This facilitates daily problem solving and individualized attention.

The figure of the dean as general coordinator of the faculty is highly applauded by both the rest of the heads and the academic staff.

The HEI suggests that each head organize regular workshops for the professors in charge of it, in order to encourage the building of research and collaboration synergies among all. The HEI also suggests that the head monitor more closely the research carried out by his team since, often, there is no time to combine teaching with research.

The number of administrative and support staff is appropriate for students.

Professors demand more help with their research procedures and daily paperwork since these tasks saturate them too much. To solve this, there are future plans to increase the hiring of support staff.

Programme 1 (Directing feature and documentary films, BA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	12	9		12
- Professor	2	2		2
- Associate Professor	5	3		5
- Assistant-Professor	3	2		3
- Assistant	2	1		2
Invited Staff	23			
Scientific Staff	13			

Programme 2 (TV directing, BA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[5]	Including the staff holding PhD degree in the sectoral direction[6]	Among them, the affiliated academic staff
Total number of academic staff	10	7		10
- Professor	2	2		2
- Associate Professor	3	2		3
- Assistant-Professor	3	2		3
- Assistant	2	1		2
Invited Staff	24			

Scientific Staff	13			

Programme 3 (Animation film direction and modern technologies, BA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[8]	Including the staff holding PhD degree in the sectoral direction[9]	Among them, the affiliated academic staff
Total number of academic staff	9	7		8
- Professor	0			0
- Associate Professor	4	3		4
- Assistant-Professor	2	2		2
- Assistant	3	2		2
Invited Staff	19			
Scientific Staff	11			

Programme 4 (Sound desinger, BA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[11]	Including the staff holding PhD degree in the sectoral direction[12]	Among them, the affiliated academic staff
Total number of academic staff	8	5		8
- Professor	1	1		1
- Associate Professor	3	1		3
- Assistant-Professor	2	2		2
- Assistant	2	1		2
Invited Staff	22			
Scientific Staff	15			

Programme 5 (Camera Operating, BA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[14]	Including the staff holding PhD degree in the sectoral direction[15]	Among them, the affiliated academic staff
Total number of academic staff	10	9		10
- Professor	1	1		1

- Associate Professor	4	3		4
- Assistant-Professor	3	3		3
- Assistant	2	2		2
Invited Staff	21			
Scientific Staff	13			

Programme 6 (Audio-Visual Directing , MA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[17]	Including the staff holding PhD degree in the sectoral direction[18]	Among them, the affiliated academic staff
Total number of academic staff	12	10		12
- Professor	3	3		3
- Associate Professor	6	4		6
- Assistant-Professor	2	2		2
- Assistant	1	1		1
Invited Staff	10			
Scientific Staff	-			

Programme 7 (TV Camera operator MA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[20]	Including the staff holding PhD degree in the sectoral direction[21]	Among them, the affiliated academic staff
Total number of academic staff	7	4		7
- Professor	2	1		2
- Associate Professor	4	2		4
- Assistant-Professor	1	1		1
- Assistant	-			
Invited Staff	9			
Scientific Staff	-			

Programme 8 (Audiovisual Arts, PhD)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[23]	Including the staff holding PhD degree in the sectoral direction[24]	Among them, the affiliated academic staff
Total number of academic staff	7	6		7
- Professor	1	1		1
- Associate Professor	5	5	1	5
- Assistant-Professor	1			1
- Assistant	-			
Invited Staff	4			
Scientific Staff	1			

Evidences/Indicators

- Personnels' qualification requirements;
- Personal affairs of staff; competition materials; information about works and creative/performing projects published in refereed journals;
- Academic/scientific/invited staff (Including affiliated academic staff, as well as master's students, doctoral students` advisors) load scheme, which provides for the load of a person in other HEIs as well; (annual reports of teachers' load). Academic and scientific personnel ratio in regard to the invited personnel;
- The ratio of affiliated academic personnel involved in the educational/scientific components leading to the qualification provided by the program to the number of students;
- Information about the staff; reflected in the higher education management information system; functions and personal affairs of the head of the program;
- On site visit.

General recommendations of the cluster:

General suggestions of the cluster: It is recommended to rearrange this material every year, in order to make up for any deficiencies that may exist when the number of enrolled students increases. Faculty should incorporate their research results into their daily teaching.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Programme 1 (Directing Feature and Documentary Films. BA)	X	☐	☐	☐
Programme 2 (TV Directing, BA)	X	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	X	☐	☐	☐
Programme 4 (Sound Desinger, BA)	X	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	X	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	X	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	X	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

According to the "Rule of supervising master's/doctoral theses at the LEPL Shota Rustaveli State University of Theater and Cinema of Georgia", the functions and duties of academic staff supervisors of master's/doctoral theses are regulated by the following normative documents:"Rules for evaluating educational, creative and scientific-research work of LEPL Shota Rustaveli State University of Theater and Cinema of Georgia"; "Rules for preparation and defence of the master's thesis of the performing-creative direction"; "Provisions of Doctoral Studies and Dissertation Council"; Labour contracts of academic staff, provisions of faculties; It is also provided in the annual self-assessment reports reflecting the mandatory teaching and scientific research workload of the academic staff.The existing regulations allow the qualification requirements for supervisors/co-supervisors of master's/doctoral theses to be transparent and correspond to the requirements of the master's/doctoral level. The master's thesis of the performance direction is a combination of a creative product and a theoretical/written thesis, which, if necessary, involves two supervisors - a practitioner and a theoretician. According to the "Rules for supervising a master's/doctoral thesis at the LEPL Shota Rustaveli State University of Theater and Cinema of

Georgia", the supervisor of a scientific or performing-creative project of a master's thesis can be an academic or visiting staff member of the university with a Doctors academic degree, practical experience in the relevant scientific-research and/or artistic field in the performing-creative direction. The qualification of the supervisor should be confirmed by his active involvement in the creative and/or scientific/research processes of the relevant field during the last 5 years. The master's thesis, together with the person with the Doctors academic degree, can have a co-supervisor who can be an academic or visiting staff of the university with practical creative experience in the relevant field. A co-supervisor may be appointed to complete a theoretical/written paper. The supervisor of the doctoral thesis/creative project may be a Professor, Associate Professor, Senior Research Associate or Chief Research Associate involved in the doctoral programme;

The supervisor of the creative project of the doctoral candidate in the performance direction can be a Professor or an Associate Professor of the corresponding direction. The co-supervisor of the thesis in the performance direction can be a Professor, Associate Professor, Assistant-professor, Senior Research Associate, Chief Research Associate of theoretical direction, or a research associate with the academic degree of a Doctor. A specialist can also be invited according to his qualifications. The scientific supervisor must have research experience and publications in the scientific field related to the doctoral dissertation topic, and the supervisor of the creative component must have creative-practical experience related to the doctoral dissertation topic.

In doctoral studies, the supervisor advises the student in the research process regarding the following issues: Research methodology, professional development, the process of writing a thesis/scientific-research paper/dissertation, the process of integrating into local and international scientific networks, the process of participating in local and international scientific conferences and presenting results, publishing scientific articles in peer-reviewed journals, etc.; as well as in the process of creating a practical work: from the idea to its final result.

Master's/Doctoral students of the presented master's/doctoral programmes have appropriately qualified supervisors and, if necessary, co-supervisors who work in the field of film and television industry. Their professional experience and scientific/creative activities correspond to the general topic and direction of the master/doctoral students master's/dissertation work.

According to the documentation presented by the HEI, it is confirmed that in 2023, the Quality Assurance Service of the university, using the "mechanisms for evaluating the quality of the Doctoral thesis supervisor/co-supervisors activity", conducted a study, which reflected the evaluation of the quality of the activity of the Doctoral thesis supervisors with various components (evaluation of defended dissertations; their number in relation to the total number of Doctoral students; surveys of Doctoral students, including the assessment of satisfaction with the work of the supervisor). Taking into account the results of the quality assessment of the Doctoral thesis supervisor's activity, according to the identified needs, the supervisor is provided with additional consultations about the areas to be improved, and a report on the implementation of the given by the Quality Assurance Service recommendations is required within a reasonable period of time. The qualifications of

supervisors of master's/doctoral theses are in compliance with the requirements of the master's/doctoral level, as evidenced by their CV.

According to the information provided by HEI about prepared for the last 5 years master's and doctoral theses, during this period have been defended 24 master's and 4 doctoral theses. The topic and direction of the papers are in accordance with the qualifications and scientific/creative-practical experience of their supervisors.

Programme 6 (Audiovisual Directing (Fiction, Documentary, Animation, Sound, TV), MA)[7]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[8]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	4		4
- Professor	2		2
- Associate Professor	2		2
- Assistant-Professor			
Invited Staff			_
Scientific Staff			_

 Description and Analysis – Programme 6 (Audiovisual Directing (Fiction, Documentary, Animation, Sound, TV), MA)

Supervisors of master theses are: Davit Janelidze (Professor), Alexander Vakhtangov (Professor, Doctor of Art Studies), Davit Gujabidze (Associate Professor, Doctor of Art Studies), Otar Litanishvili (Associate Professor), who actively participate in the implementation of creative projects. Their qualifications correspond with the requirements of the master's level, which is confirmed by the attached documentation (CV/self-development document).

Programme 7 (Cinema-TV operator, MA)[9]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[10]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	1		1
- Professor			

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

[8] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

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

[10] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Associate Professor	1			1
- Assistant-Professor				
Invited Staff				–
Scientific Staff				–

Description and Analysis - Programme 7 (Cinema-Television Operator, MA)

The supervisor of the master's theses is Davit Gujabidze - cinematographer, Associate Professor, Doctor of art studies, Head of the "Cinema-TV Operator" master's educational programme. His qualification corresponds with the requirements of the master's level, which is confirmed by the attached documentation (CV/self-development document).However, it is significant that the number of master's thesis supervisors in the programme is more than one, so that the master's student has the opportunity to choose a supervisor.

Programme 8 (Audiovisual Arts, PhD)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[23]	Including the staff holding PhD degree in the sectoral direction[24]	Among them, the affiliated academic staff
Total number of academic staff	7	6		7
- Professor	1	1		1
- Associate Professor	5	5	1	5
- Assistant-Professor	1			1
- Assistant	-			
Invited Staff	4			
Scientific Staff	1			

Description and Analysis - Programme 8 (Audiovisual Arts, PhD)

Supervisors of doctoral theses are: Alexander Vakhtangov (Professor, Doctor of Arts), Davit Janelidze (Professor), Davit Gujabidze (Associate Professor, Doctor of Arts), Lela Ochiauri (Professor, Doctor of Arts), Ketevan Trapaidze (Associate Professor, Doctor of Arts).They are involved in the implementation of scientific and creative projects. Their qualification are in line with the requirements of the Doctoral level, as evidenced by the attached documentation (CV/self-development document).

Evidences/Indicators

- "Rules for preparation and defence of the master's thesis of the performing-creative direction";
- Provision of the Doctoral Studies and the Dissertation Council;
- Personal files of supervisors/co-supervisors of master's/doctoral students and documents confirming carried out by them research;

- Professional experience, scientific activities and creative projects of masters/doctoral students supervisors/co-supervisors;
- Personal files of supervisors/co-supervisors of master's/doctorate students, documents confirming their creative/scientific activities and professional experience;
- List of master's/doctoral theses defended in the last 5 years;
- Interview with heads of master's/doctoral programmes, graduates of master's/doctoral programmes;
- Interview with the Head of the Quality Assurance Service of the University, the head of the Quality Service of the Faculty of Arts, Media and Management, the consultant for quality assurance issues.

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

Programme 6 (Audiovisual Directing (Fiction, Documentary, Animation, Sound, TV), MA)

Recommendation(s):

Suggestion(s):

Programme 7 (Cinema and TV operator, MA)

Recommendation(s):

It is recommended that the number of supervisors of the master's thesis be more than 1, which is essential for both - the sustainability of the program implementation and the possibility of selecting a supervisor.

Suggestion(s):

Programme 8 (Audiovisual Arts, PhD)

Recommendation(s):

Suggestion(s)

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 6 (Audiovisual Direction, M)	☒	☐	☐	☐
Programme 7(Cinema-television operator, M)	☐	☒	☐	☐
Programme 8 (Audiovisual Arts, PHD)	☒	☐	☐	☐

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

Cluster and individual evaluation

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

The Quality Assurance Service of the Film and Television Faculty regularly produces, analyses and actively uses the results of the evaluation and satisfaction survey of the personnel involved in the implementation of the programme. Staff evaluation includes their teaching, research, creative work, which is reflected in the teacher's annual report. The evaluation results are used for the professional development of academic, scientific and invited staff.

In the implementation of the educational programs grouped in the cluster are involved both - creative and theoretical staff, who carry out scientific and creative activities.

The HEI presents the analysis of the staff activities, master's and doctoral theses supervisors activities results, carried out by the Quality Assurance Service of the Film and Television Faculty, from which it is clear that the faculty's staff is mostly oriented towards the implementation of activities in a practical, creative and less in scientific direction. Practical activities mainly include composition of creative projects, films and various types of audiovisual material. However, these activities are also fragmented. Based on the above, the Quality Assurance Service of the Film and Television Faculty has issued recommendations to the academic staff on focusing more attention on the scientific segment.

Because of the limited financial possibilities, the HEI supports the participation of the academic, scientific and invited staff involved in the program in local and international projects, scientific conferences, educational/creative projects as far as possible. If necessary, HEI conducts workshops and training focused on the professional development of academic and invited staff.

However, it is significant that the staff implementing the educational programmes grouped in the cluster become more involved in international creative projects - to get familiar with international practices and develop professional skills.

Evidences/Indicators

- Local and international creative projects (2018-2023);
- Professional experience, scientific activities and creative projects of the staff (CV) implementing the educational programmes grouped in the cluster;
- Analysis of the evaluation results of the staff, the master's and doctoral theses supervisors activities;
- Results of the interview.

Evidences/Indicators

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

General recommendations of the cluster:

- It is recommended to strengthen the work in the direction of the internationalization; the involvement of staff in international creative and scientific projects - in order to familiarize with international practice and develop professional skills.

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☐	☒	☐	☐
Programme 2 (name, level)	☐	☒	☐	☐
Programme 3 (name, level)	☐	☒	☐	☐
Programme 4 (name, level)	☐	☒	☐	☐
Programme 5 (name, level)	☐	☒	☐	☐
Programme 6 (name, level)	☐	☒	☐	☐
Programme 7 (name, level)	☐	☒	☐	☐
Programme 8 (name, level)	☐	☒	☐	☐

4.4. Material Resources

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

Cluster and individual evaluation

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

Educational programs grouped by program/cluster have libraries, learning studios and television, information and digital resources that are quantitative and qualitative in ensuring the achievement of the objectives and learning outcomes of the educational programs grouped within the program/cluster. Georgia Shota Rustaveli State University of Theater and Cinema is responsible for updating research studios, research telecine and television equipment, libraries, materials, information and digital resources required for project implementation.

When using electronic/distance learning/evaluation methods in the educational process, Shota Rustaveli Theatre and Film Georgia State University supports that the personnel and student involved in the program will be provided with relevant bases.

During the visit to the facilities, the committee was able to learn about the technical audiovisual material available to the students. Reservations for editing rooms or specific material can be made in advance. The facilities

try to be renewed periodically, but it is advisable to continue increasing the budget to prevent materials from becoming obsolete.

With the renewal of the material, the students' learning outcomes will be reinforced. It is also recommended that the space be used so that students from different degrees can meet and collaborate with each other, something essential in the audiovisual world.

For those degrees related to audiovisual direction, students argue that they would need more support to be able to establish synergies with other technical professionals to develop their audiovisual products (e.g. actors and actresses, camera operators, sound operators...).

Description and Analysis - Programme 1 (Directing Feature and Documentary Films. BA)

In this program it was observed that it is advisable to enhance collaborative synergies with other university students. Audiovisual direction involves knowing how to deal with different profiles that contribute their know-how to the project. Thus, the students of this bachelor demanded more contacts and more collaborations. In particular, they focused on improving the contact protocol with drama students.

Description and Analysis - Programme 2 (TV Directing. BA)

In this program, the faculty's own television, where students do real internships, is highlighted in a very positive way. This helps to significantly acquire the necessary practical skills that are highly valued by employers. The set, the cameras and the different technical means (sound, production room...) are sufficient and it is proposed that they continue to be updated.

Description and Analysis - Programme 3 (Animated Film Directing and Modern Technologies. BA)

For this program, different character modeling software is used. Computers are enough. In addition, they rely on other students from other degrees, such as the bachelor's degree in sound, to provide soundtracks for their creations. The students of this grade are very satisfied with all the facilities made available to them.

Description and Analysis - Programme 4 (Sound Designer. BA)

The facilities related to this program include an isolated acoustic room to compose and record melodies with different types of instruments, something that is valued very positively. They also have a mixing console and various sound editing software. Theoretical knowledge of subjects as particular as mathematics or physics can be put into practical use in these facilities.

Description and Analysis - Programme 5 (Film and TV Camera Operator. BA)

Students have different types of cameras at their disposal to use and work on the typology of shots. There is a system for loaning and reserving editing rooms to work on recorded material, through a calendar that the student must fill out when needed, to ensure that there is no more demand than supply. They can do practice on the school set, for the faculty television or for work by other audiovisual directing students, acting as a TV operator. It is recommended that the software, audiovisual editing systems (to be comparable to Ultra High-Definition Record editing) and cameras continue to be periodically renewed and updated.

Description and Analysis - Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA.)

This master's degree delves into the theoretical content of audiovisual-directing to give greater specialization to students. It shares problems with the bachelor's degree, in the sense that these students also demand to improve collaboration with drama students for their audiovisual works. The classrooms and common visiting areas allow this exchange of synergies, but it is recommended that teachers enhance them and act as the first link. There is also a theater and an excellent registry of customs (costumes, objects, decoration...).

Description and Analysis - Programme 7 (Film and TV Camera Operator, MA)

The master's degree offers more detailed complementation and specialization than the bachelor's degree. In reality, students continue to handle the same material, but they can apply the most advanced theoretical knowledge to improve their work as camera operators.

Description and Analysis - Programme 8 (Audiovisual Arts Ph.D.)

To complete the PhD, no specific installation or specific software is required. Thesis students can use the Faculty facilities like any other. In the meeting with students and graduates, it was observed that they prefer to study the PhD from their own space and rarely go to the faculty. Likewise, the Faculty has an extensive library to which they can consult their sources, as well as an online system of relevant research papers and reviews. If they need to hold meetings or apply qualitative research techniques, they also have private rooms.

Evidences/Indicators

- Library, material, information and digital resources, and the documents proving their possession/license purchase.
- Study studio and TV equipment, technical equipment   ratio to the number of students; Access to international electronic library and documents proving it.
- The relevance of the library's book fund to basic literature referred to in the educational programs.
- Indicators of use of access to international electronic library databases;
- On site visit.

General recommendations of the cluster:

General suggestions of the cluster: The budget should be increased to update the provision of audiovisual material, so that students are up to date with the technologies that will be used to acquire the most practical learning outcomes. It is suggested that students be encouraged to create synergies among themselves for their audiovisual creations, especially in Directing BA and MA.

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	x	☐	☐	☐
Programme 2 (TV Directing, BA)	x	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	x	☐	☐	☐
Programme 4 (Sound Designer, BA)	x	☐	☐	☐
Programme 5 (Film and TV Camera Operator, BA)	x	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	x	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	x	☐	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	x	☐	☐	☐

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

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

Cluster and individual evaluation

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

The financing rule of the educational programmes in the following Cluster form of the budget basically created on the basis of funding from the state and the own revenues. Based on interviews with the management, every year, a cost calculation is carried out, and the plan of the activities and budget is set a year ahead. As the grant is not enough for all the Cluster's activities, the management efforts are directed to the maximum extent for the development of the programme financing and covering unexpected expenses for unplanned projects which have to be funded from sponsors and additional applications for support to the Ministry of culture or the Mayor's office.

The budget planning is carried out according to the strategic goals of educational programmes and based on common needs, which allows them to achieve maximum results within the existing budget.

Evidences/Indicators

o   Educational programs

o   Syllabi

o   University Self Evaluation Report

o   Interview results

o   Faculty budget

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor in directing feature and documentary films	X	☐	☐	☐
-Bachelor in TV directing	x	☐	☐	☐
-Bachelor in animated film directing and modern technologies	x	☐	☐	☐
- Bachelor in sound designer	x	☐	☐	☐
-Bachelor in film and TV camera operator	x	☐	☐	☐

-Master in Audio-Visual directing (fictional, documentary, animated film, sound TV)	x	☐	☐	☐
-Master in Film and TV Camera Operator	x	☐	☐	☐
-Doctorate in Audio-Visual Arts	x	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	x	☐	☐	☐
Programme 2 (TV Directing, BA)	x	☐	☐	☐
Programme 3 (Animated Film Directing and Modern Technologies, BA)	x	☐	☐	☐
Programme 4 (Sound Desinger, BA)	x	☐	☐	☐
Programme 5 (Film and TV Camera Operator BA)	x	☐	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	x	☐	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	☐	x	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	x	☐	☐	☐

5.   Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

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

Shota Rustaveli Theatre and Film Georgia State University (TAFU) has a quality assurance department, which coordinates the processes of planning, developing and/or modification of an educational program(s). In the self-evaluation document presented by the institution, it is indicated that the quality assurance department works according to the general university PDCA principle: P (plan) - planning; D (do) implementation; C (check) - checking; A (act) – response.

Internal and external quality assurance mechanisms operate at Shota Rustaveli Theatre and Film Georgia State University (TAFU). Among the internal mechanisms of quality assurance, the following were identified: mechanisms for developing and evaluating educational programs; the mechanism of evaluation of the achievement of learning outcomes of educational programs; mechanism of evaluation of the learning process of educational programs; Evaluation mechanism of academic/invited staff of educational programs. The evaluation processes are done by the University and faculty quality assurance offices. During the interviews with the QA department members and cross-checking interviews with the staff, students and alumni showed that they were permanently receiving questionnaires' but had problems sharing results. Some members of academic and invited staff have never received their personal results. The reason may be technical, but the QA department should monitor that everyone received results of evaluation. Also, Students and alumni mentioned that they are filling questionnaires and never received results or some plan from University how it shared their opinion.

Planning/development/modification of the educational programs at the faculty and ongoing evaluation/development of educational programs is done according to pre-established rules and in accordance with the procedures, as well as pre-developed and approved criteria and indicators. Making changes in the educational program are being carried out in accordance with the rules established for approving the program.

The mentioned regulation implies the involvement of all interested parties of the university in the process of development of educational programs. The program is approved step by step: The program is discussed at the meeting with the program implementation staff which is directed by heads of the programs. The program is approved by the faculty council. The program will be monitored by the University Quality Assurance Department and it will be submitted to the University Academic Council for review and approval.

Also, it should be noted that there exists weak collaboration with program heads/leaders and QA departments Program leaders are less aware of the content of the program and the changes made in the program. The QA department should organize more formal training for program heads to give them full knowledge of how to

develop curricula and syllabi. Because program heads do not take responsibility, there are lots of technical mistakes in curricula. In some bachelor programs the total number of credits is not equal to 240, which is against the law.

Preparation of the cluster programs self-evaluation report at TAFU was a collaborative process, in which academic staff, administrative staff, students, and graduates were equally involved.

In its self-evaluation report, the University presented the main mission of the QA department, that is "to promote the improvement of the quality of teaching, research and creative activities; evaluation of creative, educational and scientific-research activities of the university and development of recommendations...". but the QA department mission is not reached. Expert panel wants to mention that based on interviews there exists no actual QA tool or instruments to assure quality or research. It is crucial to have a strong tool for ensuring academic honesty at University even at BA level. The University should have a sophisticated program for detecting plagiarism such as Turnitin. In order to facilitate scientific-research, the QA department should also create advanced tools on how to ensure high quality of Ph. D program.

Finally, -All the stakeholders must get involved and support more the work of the quality assurance department. The satisfaction surveys that must be completed by all stakeholders must be useful and must demonstrate that they serve to improve things. All groups must be informed of their results and the improvement plans that will be carried out thanks to the results of these surveys. The results of the surveys and the objectives of the improvement plan must be specific for each programme, and must be accessible on the website and in other communication channels. The student self-governments must also be informed regularly.

Evidences/Indicators

o   Cluster Self-Evaluation Report;

o   Interview results;

o   Cluster programs;

o   Development of teaching quality according to the programs;

o   Evaluation results.

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

·   It is recommended that the QA department should organize more formal training for program heads and for program implementation staff. In order to increase their competence for changing curricula and syllabi. As a result, the collaboration degree will increase with the program implementation staff and QA department.

·   In order to facilitate scientific-research activities and reach its main mission, the QA department should also create advanced tools on how to ensure academic honesty and high quality of Ph. D program.

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor in directing feature and documentary films	☐	☐	x	☐
-Bachelor in TV directing	☐	☐	x	☐
-Bachelor in animated film directing and modern technologies	☐	☐	x	☐
- Bachelor in sound designer	☐	☐	x	☐
-Bachelor in film and TV camera operator	☐	☐	x	☐
-Master in Audio-Visual directing (fictional, documentary, animated film, sound TV)	☐	☐	X	☐

-Master in Film and TV Camera Operator	☐	☐	X	☐
-Doctorate in Audio-Visual Arts	☐	☐	X	☐

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

TAFU admits authorization and accreditation as an external quality assurance mechanism carried out by the National Centre for Educational Quality Enhancement.

It is important to mention that the University did labor market research for cluster programs and an expert panel looked through the mentioned documentation. But there exists no peer evaluation that shows field experts' opinions about a program and its components. Expert panel thinks it is crucial for program development processes, and the QA department should prepare external evaluation forms which will be filled by field experts under international collaboration with different institutions.

Evidences/Indicators

o   Cluster Self-Evaluation Report;

o   Interview results;

o   Cluster programs.

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

It is recommended that the QA department should create a program external evaluation strategy and help the University to get peer evaluations for each program of the cluster under international collaboration

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor in directing feature and documentary films	☐	X	☐	☐
-Bachelor in TV directing	☐	X	☐	☐
-Bachelor in animated film directing and modern technologies	☐	X	☐	☐
- Bachelor in sound designer	☐	X	☐	☐
-Bachelor in film and TV camera operator	☐	X	☐	☐
-Master in Audio-Visual directing (fictional, documentary, animated film, sound TV)	☐	X	☐	☐
-Master in Film and TV Camera Operator	☐	X	☐	☐

-Doctorate in Audio-Visual Arts	☐	X	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

Programme monitoring and periodic evaluation is conducted under the guidance of quality assurance department representatives. The implementation of the educational programs of the faculty is evaluated by the faculty and University Quality Assurance offices in coordination with each other. In the self-evaluation report and regulatory documents, it is presented that the process of evaluating the implementation of the educational programs are based on the following participants: a) students; b) academic and invited personnel c) potential employers; d) Graduates of the program and other stakeholders.

As a result, QA department systematically organizes the following evaluation reports:

- Monitoring and analysis of the learning process;

- Evaluation-analysis of annual pedagogical and scientific/creative work reports of academic staff;

- Monitoring the functioning of the electronic base of the educational process (ini.ge);

- Evaluation and analysis of program learning outcomes.

Based on cluster self-evaluation documents and interviews with an expert panel it was clear that all participants more or less were involved in the evaluation of educational programs.

Students are participating in the evaluation process of educational programs by filling out the questionnaire; They are involved in the discussion of issues related to the implementation of the program. Also, the faculty quality assurance office organizes focus groups with students.

Participation of academic and invited personnel in the evaluation of implementation programs includes: participation in the conceptual discussions related to the implementation processes.

Potential employers evaluate students and alumni and their competencies, the level of their skill match to the labor market requirements. In particular they evaluate students' and graduates' practical application skills of use.

Graduates evaluate the program by means of questionnaires. They are involved in the process of discussing *program development issues.*

It should be noted that the expert panel detected different types of problems during checking cluster programs syllabi. Quality assurance department should monitor more intensively program syllabi, to detect what to improve. For example, evaluation methods, teaching methods, literature, etc. There was a problem related to content overlap in different learning courses.

In order to take into account international trends in the process of improving the programs, some of the cluster programs were compared with the similar studies of European Universities. But it should be noted not all programs of the cluster were discussed in the comparative analysis. Also, comparative analysis does not include crucial information of similarities, differences and program future development.

Evidences/Indicators

o   Cluster Self-Evaluation Report;

o   Interview results;

o   Cluster programs;

o   The rule of teaching quality assessment and educational process monitoring.

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

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

It is suggested that the QA department should create comparative analysis of similar programs for all programs discussed in cluster. Also, comparative analysis does not include crucial information of similarities, differences and program future development.

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor in directing feature and documentary films	X	☐	☐	☐

-Bachelor in TV directing	X	☐	☐	☐
-Bachelor in animated film directing and modern technologies	X	☐	☐	☐
- Bachelor in sound designer	X	☐	☐	☐
-Bachelor in film and TV camera operator	X	☐	☐	☐
-Master in Audio-Visual directing (fictional, documentary, animated film, sound TV)	X	☐	☐	☐
-Master in Film and TV Camera Operator	X	☐	☐	☐
-Doctorate in Audio-Visual Arts	X	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Directing Feature and Documentary Films. BA)	☐	X	☐	☐
Programme 2 (TV Directing, BA)	☐	X	☐	☐

Programme 3 (Animated Film Directing and Modern Technologies, BA)	☐	X	☐	☐
Programme 4 (Sound Desinger, BA)	☐	X	☐	☐
Programme 5 (Film and TV Camera Operator BA)	☐	X	☐	☐
Programme 6 (Audio-Visual Directing (Fictional, Documentary, Animated Film, Sound, TV-MA)	☐	X	☐	☐
Programme 7 (Film and TV Camera Operator, MA)	☐	X	☐	☐
Programme 8 (Audiovisual Arts Ph.D.)	☐	X	☐	☐

Compliance of the programmes with the standards
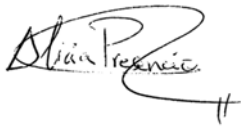
Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Directing Feature and Documentary Films. BA)	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 2 (TV Directing, BA)	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 3 (Animated Film Directing and Modern Technologies, BA)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 4 (Sound Desinger, BA)	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 5 (Film and TV Camera Operator BA)	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 6 (Audio-Visual Directing (Fictional,	complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

Documentary, Animated Film, Sound, TV-MA)					
Programme 7 (Film and TV Camera Operator, MA)	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Programme 8 (Audiovisual Arts Ph.D.)	complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel

Alicia Presencio Herrero

Of the member(s) of the Accreditation Experts Panel

Full name, signature

Sopio Tavadze

Elene Asatiani

Ani Kvatadze

Mariam Aleksidze