



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Interior Design, Bachelor's program

Free University of Tbilisi
Visual arts, architecture and design school

Evaluation Date(s)
6 October 2023

Report Submission Date
7 December 2023

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LTD Free University of Tbilisi
Identification Code of Institution	211359448
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Wenger, Andreas - Basel Academy of Art and Design FHNW /ICDP Interior Architecture and Scenography, Switzerland
Member (Name, Surname, HEI/Organisation, Country)	Kiknavelidze, Lela - Akaki Tsereteli State University, Georgia
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Member (Name, Surname, HEI/Organisation, Country)	Tskhovrebadze, Tamta - International Black Sea University, Georgia
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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ინტერიერის დიზაინი
Name of Higher Education Programme (in English)	Interior Design
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Interior Design
Name and Code of the Detailed Field	0212 მოდის, ინტერიერის და ინდუსტრიული/სამრეწველო დიზაინი 0212 Fashion, Interior and Industrial Design
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited December 4th 2018 Decision N181
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	Creative Tour (Portfolio Review)

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

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

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

The Bachelor's degree programme in Interior Design at the Free University of Tbilisi is excellently tailored and positioned for the labour market. The syllabus is clearly structured and, in addition to a wide range of options within the university, offers students the specific specialisations that are relevant for later practice in the professional field. Interior design is understood in the field of tension between public, semi-public and private space, in proximity to design and architecture and between exterior and interior design. The degree programme enjoys one of the highest levels of demand in Georgia. The applicants, students and the individual modules, as well as the alumnae, interested employers and companies are constantly monitored through a total quality management process.

▪ Overview of the Accreditation Site Visit

The on-site meetings could all be held, as well as the detailed tour of the premises and the infrastructures available to students at the Free University of Tbilisi. Particularly noteworthy was the detailed discussion with the Rector and Vice-Rector, who were able to explain in detail the funding opportunities available to particularly gifted students at the university, thanks to the Free University Foundation.

Also worth mentioning and very positively noticed were the discussions with those responsible for quality, who were able to explain the specific «total quality management» system clearly and vividly using concrete examples. The special role of the «Dean of students», which the Rector and Vice-Rector had already mentioned, was expressed in this conversation. The dean is specifically responsible for student concerns and is in close contact with the university's quality management. This makes it possible to identify any difficulties and obstacles faced by students at a very early stage and to initiate appropriate measures promptly and on a secure basis.

Brief Overview of Education Programme Compliance with the Standards

The Bachelor's programme in Interior Design at the Free University of Tbilisi meets the specified standards in all respects, as far as the experts were able to determine on the basis of the documents and the on-site visit. The university's infrastructure and services are available to students around the clock.

▪ Recommendations

The accreditation experts do not make any recommendations for the Bachelor's programme in Interior Design at the Free University Tbilisi. As explained, based on the documents submitted and the on-site visit, it meets the relevant requirements in all respects.

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

▪ **Suggestions for Programme Development**

Based on the documents and records studied and following the visit and discussions with the representatives of the Bachelor's Programme in Interior Design of the Free University of Tbilisi, the accreditation experts give three indications for the further development of the programme:

- The concern to continuously adapt, change and further develop the study programme in Interior Design as a permanent process should definitely be continued in the future (Kaizen principle).
- It is advisable to relax the focus on the professional qualification of graduates and the clear orientation of the course content towards the needs of the labour market in the medium term insofar as the university and the Bachelor's degree course in Interior Design help to shape the practice of the professional field; innovative forms of knowledge and impulses from academic teaching and research can contribute to renewing the practice of the professional field.
- The courses offered in the Bachelor's programme in Interior Design and at the Free University Tbilisi as a whole should be increasingly oriented towards sustainability criteria. The UN's 2030 Agenda with its 17 Sustainable Development Goals (SDGs), which include social, economic and ecological aspects, can provide valuable pointers in this regard. Interior design in particular significantly designs, enables and shapes processes of social exchange in societies. The circularity of material, energetic and social processes that are influenced or shaped by interior design should be given attention in the teaching of design practice.
- Student participation in research projects in general should be increased. Interdisciplinary collaborations can be based on individual or academic collaboration.

▪ **Brief Overview of the Best Practices (if applicable)⁵**

The study content provided by the well-structured syllabus and the benefit that students enjoy through access to many offerings throughout the university are very noteworthy and should be further cultivated.

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

On the basis of the documents submitted and the on-site visit, the accreditation experts were able to determine that they could not give any reason why the Bachelor's degree programme in Interior Design at the Free University of Tbilisi should not be re-accredited. They have therefore limited themselves to formulating suggestions based on their benevolent expertise, which are directed at the degree programme itself, the Department and the University as a whole. The reviewers have taken note of the letter from Rector Vakhtang Lezhava. They see

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

no reason to withdraw or weaken their suggestions, in the knowledge that Free University, the department and the Interior Design degree programme are completely free to take these suggestions into account or to exclude them from their considerations for the further development of the HEI and the Bachelor's degree programme in Interior Design itself.

In their suggestions, the accreditation experts point out that the university could easily shift the relationship between education and study in favour of study in the future. The HEI should decide whether it wants to enable its graduates to make differentiated decisions with regard to possible developments such as climate change, digitality, ubiquity or globality, which go far beyond the specialist field of Interior Design. The accreditation experts are of the opinion that the university should position itself strategically with regard to these challenges.

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

- The degree programme in Interior Design is subject to a constant process of adaptation and renewal, which is supported and justified by the university's sophisticated Total Quality Management System.
- The expansion of the programme at the School of Visual Art and Design (VADS) in 2018 by introducing a Bachelor's degree programme in Architecture has increased the overall attractiveness of the programme, but in particular for Interior Design. After enrolling at the School of Visual Art, Architecture and Design of the Free University of Tbilisi, students have two full semesters to make a final decision about their field of study.
- The exchange with internationally recognised experts, designers and academics is well established and is reflected in the appointment and commissioning of guest lecturers and guest critics in the Interior Architecture course at the Free University of Tbilisi.
- The range of electives in graphic design, art and media has been adapted in recent years in line with market requirements. The increasingly multidisciplinary later working environment that has entered the world of design in recent decades is thus adequately taken into account.
- Since 2018, the university has created additional space to give students the opportunity to exhibit their own work in public in addition to traditional learning. This innovation is viewed very favourably by the accreditation experts. It gives students the opportunity to discuss art and design topics and to respect the critical views of others.
- The opportunities to specifically promote young talent among the students are very strong in the degree programme and at the university as a whole and lead to correspondingly high levels of success and measurable results. The Department of Fine Arts, Architecture and Design has also ensured that new spaces are available to enable students to exhibit their work publicly and make it accessible to a wider audience.
- The partnership with «Teliani Valley», a local winery that represents Georgian wine internationally, gives students the opportunity to get to know a brand, its vision and its values in reality. The accreditation experts consider the collaboration with partners as part of the degree programme to be extremely valuable. It is to be hoped that further partnerships will be formed that will enable students to engage in dialogue with business partners.

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The objectives of the Bachelor of Interior Design programme at Tbilisi Free University are clearly defined, realistic and achievable. They take into account the specifics of the Interior Design field of study, level and educational programme and reflect the knowledge, skills and competencies that the programme aims to develop in its graduates. The Interior Design study programme is in line with the mission, objectives and strategy of the higher education institution. It takes excellent account of the requirements of the national and international labour market. The objectives of the programme are supported by the people involved in the programme.

Evidences/Indicators

- Self-Evaluation Report
- Mission, goals and strategy of the Free University of Tbilisi Bachelor Programme Interior Design
- Analysis of the requirements of the labour market and employers;
- Findings from the on-site interviews.

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

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

The learning outcomes correspond to the National Qualifications Framework of the description of the detail area of fashion, interior and industrial design. Graduates are able to understand what nature, society, human beings and art are and make ethical decisions based on moral values in their design work. In doing so, they are aware of the diversity of the world and society.

The learning outcomes of the programme are closely and logically related to the study objectives and the specifics of Interior Design as a field of study, as well as the knowledge, skills, responsibility and autonomy that students acquire upon graduation. The educational programme, curricula, the map of programme objectives and learning outcomes are transparently presented and known to students and lecturers.

The development and review of learning outcomes in the Interior Design programme is a collaborative process involving all stakeholders - academic staff, students, graduates, employers. Those involved in the implementation of the programme provide the relevant information about the learning outcomes in a transparent manner.

The content and structure of the programme ensure the individuality of the programme. The content and structure of the programme are consistent with the qualifications to be acquired and ensure the achievement of the learning outcomes of the Interior Design programme of

the Free University of Tbilisi. The learning outcomes of the major are well related to the learning outcomes of the programme.

The structure of the degree programme is coherent. The teaching components of the Interior Design degree programme with the individual modules or courses are logically organised and the building development of the content is guaranteed. The admission requirements for further Master's studies at home or abroad are met.

Evidences/Indicators

- Throughout the semesters, student surveys are systematically conducted via the SurveyMonkey platform to establish the link between the courses in the curriculum and the learning outcomes in the Interior Design programme. This mapping enables the identification of specific courses that contribute to the achievement of the desired learning outcomes. The results of the student surveys are regularly compared with the map of programme objectives and learning outcomes, and any adjustments implemented in subsequent semesters in the event of inconsistencies. The role of the Dean of Studies in the communication between the Quality Assurance Department and the relevant persons working on the development/improvement of the educational programme is of eminent importance in addressing identified deficiencies.
- In addition to quantitative studies, qualitative studies are also conducted, including focus groups and one-on-one interviews with students, graduates and employers as needed.
- - Map with programme objectives and learning outcomes;
- - Analysis of the requirements of the labour market and employers;
- - Information on the professional development of graduates
- - Website;
- - Findings from the on-site interviews.

Recommendations:

- N/A

Suggestions for Programme Development

- It is advisable to relax the focus on the professional qualification of graduates and the clear orientation of the course content towards the needs of the labour market in the medium term insofar as the university and the Bachelor's degree course in Interior Design help to shape the practice of the professional field; innovative forms of

knowledge and impulses from academic teaching and research can contribute to renewing the practice of the professional field.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

Throughout the semesters, student surveys are systematically conducted via the SurveyMonkey platform to establish the link between the courses in the curriculum and the learning outcomes in the Interior Design programme. This mapping enables the identification of specific courses that contribute to the achievement of the desired learning outcomes. The results of the student surveys are regularly compared with the map of programme objectives and learning outcomes, and any adjustments implemented in subsequent semesters in the event of inconsistencies. The role of the Dean of Studies in the communication between the Quality Assurance Department and the relevant persons working on the development/improvement of the educational programme is of eminent importance in addressing identified deficiencies.

In addition to quantitative studies, qualitative studies are also conducted, including focus groups and one-on-one interviews with students, graduates and employers as needed.

The learning outcomes of the Bachelor's degree programme in Interior Design at the Free University of Tbilisi correspond to the objectives of the programme and cover the most important knowledge and skills. The programme content is suitable to make students assume their social responsibility and become independent.

The learning outcomes are measurable, achievable and realistic and correspond to the appropriate qualification level. The detailed field descriptors are well understood with regard to the qualification to be awarded. They correspond to the sectoral benchmarks. They are in line with the requirements of the labour market and enable graduates of the Bachelor of Interior Design programme to continue their education at the next level.

The development and review of learning outcomes in the Interior Design programme is a collaborative process involving all stakeholders - academic staff, students, graduates, employers. Those involved in the implementation of the programme provide the relevant information about the learning outcomes in a transparent manner.

Evidences/Indicators

- The instruments and mechanisms of the Free University of Tbilisi for the assessment of learning outcomes are elaborated in active for the Bachelor's degree programme Interior Design.
- The reports on changes made to the programme based on the results of the learning outcomes assessment are active and used on an ongoing basis.
- Documentation of the discussion on the results of the learning outcomes assessment are available.
- The results of the surveys are made transparent and communicated.

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

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

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

All relevant parties, including administrative and academic staff, students/ graduates of labour market and creative industry representatives and professionals in the field, are involved in the design and development of the programme.

The university's general education modules, such as philosophy, literature, art, fundamentals of natural sciences, anthropology, political science history and languages, are accessible to Bachelor Interior Design students in addition to the subject-specific subjects.

Particularly noteworthy are the courses in English, which are offered with the aim of students reaching B2 level during their studies. This language competence is central both for access to other forms of knowledge and for later professional practice or academic careers.

For later professional practice, students acquire knowledge in the use of computer-aided design software develop knowledge and skills in the use of design programmes such as Adobe Photoshop, Adobe Illustrator, Adobe InDesign.

The programme takes into account new trends and modern achievements in this field. Equally, the programme takes into account the main issues of internationalisation; the programme is coherent with the university's methodology for planning, designing and developing educational programmes and is in line with German legislation and the European Credit Transfer and Accumulation System.

The syllabi attached to the educational programme, the curriculum plan, the assessment of the learning outcomes of the course outcomes and the results of the survey during the on-site visit convince the accreditation experts. The programme is well structured and excellently geared to the future job market of the Interior Design students of the Bachelor programme.

The content, scope and complexity of the Bachelor's degree programme in Interior Design correspond to the learning cycle. The programme is in accordance with the legislation of Georgia and complies with the ECTS - European Credit Transfer and Accumulation System. The structure of the programme is coherent; the teaching and research components of the programme are organised in a comprehensible manner and the logical development of the content is ensured. The admission requirements for the next component are organised appropriately. The higher education institution ensures that information about the programme is publicised and available.

Evidences/Indicators

- The content, scope and complexity of the programme correspond to the learning cycle.
- The allocation of credits to the semesters, like their weighting in the context of the entire Interior Design degree programme with University General Education (53), Basic Education (9), General Education (30), Basic Education (120), Electives (28), is sensible and coherent and still allows students a certain freedom of choice.
- The activities and programmes aimed at supporting the internationalisation of the degree programme are in place and are lived. The course contents are compatible with the structure and contents of similar degree programmes at the same level abroad.
- The participation of foreign staff in the elaboration and development of the degree programme is a given and is explicitly cultivated.

Recommendations:

- N/A

Suggestions for the programme development

- The courses offered in the Bachelor's programme in Interior Design and at the Free University Tbilisi as a whole should be increasingly oriented towards sustainability criteria. The UN's 2030 Agenda with its 17 Sustainable Development Goals (SDGs), which include social, economic and ecological aspects, can provide valuable pointers in this regard. Interior design in particular significantly designs, enables and shapes processes of social exchange in societies. The circularity of material, energetic and social processes that are influenced or shaped by interior design should be given attention in the teaching of design practice.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the

achievement of the learning outcomes defined by this course / subject.

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

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

The learning outcomes of the academic subject of the main degree programme correspond to the learning outcomes of the Interior Design degree programme. The number of credits allocated to the course corresponds to the content and learning outcomes of this course. The ratio between contact and self-study seems appropriate and takes into account the special features of the Interior Design degree programme. The number of contact hours corresponds to the content and the learning outcomes to be achieved in the course. Each relevant learning outcome of each academic course/subject is assessed as far as the experts could determine on the basis of the documents and the on-site visit. The learning outcomes of each academic course are assessed.

Evidences/Indicators

- Educational programme;
- syllabus and semester plan of the Bachelor's degree programme Interior Design;
- Plan for the curriculum;
- Evaluation of the learning outcomes of the course Results;
- the curricula and the results of the experts' questions during the on-site visit with the stakeholders;
- Findings from the on-site interviews.

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

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

The 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.

Description and Analysis - programme (Interior Design, BA)

Admission to the bachelor's programme of interior design of Free University of Tbilisi is carried out in accordance with the requirements established by the law, in a combined manner:

- Creative Tour

- Unified national exams (two compulsory subjects: Georgian language and literature, foreign language).

Person who holds a certificate of complete general education or its equivalent, who has obtained the right to study at Free University of Tbilisi in accordance with the Law of Georgia "on Higher Education" and Provision of conducting Unified National Examinations by the order N19n of 18 February 2011 of the Minister of Education and Science of Georgia and according to the rule of distribution of state educational grants, has the right to study on the BA programme.

In order to promote entrants and student mobility, studying in a higher educational institution without passing the unified national exams is possible according to the procedure for submission and review of documents by entrants/master's degree candidates/students who have the right to study in a higher educational institution without passing the unified national exams/common master's exams approved by the order of the Minister of Education and Science of Georgia dated December 29, 2011 224/N.

Enrollment in the educational programme is also possible through mobility in accordance with the rule for moving from one higher education institution to another, approved by the Order of the Minister of Education and Science of Georgia №10/n from February 4, 2010.

When enrolling in the educational Programme, the existing edition of the legislation should be taken into consideration.

As mentioned above, in order to enroll in the programme, it is necessary for the applicant to pass the creative tour and receive a positive evaluation.

The requirements for the creative tour are established annually by the rector's order and are available to interested persons on the university's website.

The creative tour includes two stages:

1. Digital portfolio submission.
2. Interview with selected candidates.

As part of the creative tour, the entrants are evaluated by the commission approved by the order of the rector.

The aforementioned requirements ensure the existence of transparent and fair procedures for admission to the programme and the enrollment of students with relevant knowledge, skills and interests in the programme.

Evidences/Indicators

- educational programme; Rector's order on the requirements of the third mandatory exam for admission to the programme - creative tour.
- BA programme.

- Students contingent planning methodology.

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

The practical subjects included in the programme serve to develop the knowledge and skills necessary for the qualification of visual communication, taking into account the requirements of the modern world. Practical subjects are based on the principle of studio teaching, which implies maximum involvement of students in creative activities. Within the visual communication undergraduate programme of Free University of Tbilisi, practical lessons are based on action-oriented learning (learning by doing).

Emphasis is placed on giving students the means to gain experience working on real projects to develop practical skills. Within the various subjects of the Bachelor of Interior Design programme, students are constantly exposed to real projects. Collaboration around a real

design brief is a necessary and useful experience for both students and brief presenters, who in this way are given access to a strategically important audience - young professionals.

Exhibitions of students of Bachelor of Interior Design programme are an important part of the learning process, which serves to develop/refine their practical skills. Twice during the semester - during midterm evaluation and final evaluation:VA[A]DS hosts a joint presentation/exhibition of the work of students participating in all programmes. The exhibition has several goals and advantages: It allows students and lecturers to get to know the results of the learning process in different schools, workshops and studios. Exhibitions are public and also aim to present students' works to entrants and other interested parties, to facilitate communication between students and possible partner organizations. In order to better ensure this, at the beginning of 2023, Free University of Tbilisi made a significant investment for the creation of a special exhibition hall (gallery) on the territory of the Kakha Bendukidze campus.

Information about the activities of students, graduates and academic staff of the School of Visual Arts, Architecture and Design of Free University of Tbilisi is provided on the Facebook page of the school - <https://www.facebook.com/VisualArtArchitectureandDesignSchool>.

An incomplete list of exhibitions of students and graduates of the programme in the last 5 years includes the following:

As for the development of research skills, this is ensured by the activities and tasks carried out within the framework of various subjects, although the diploma project is especially important in this regard. As mentioned above, in order to promote the development of research skills and to improve the process of creating diploma projects, an academic course - Preparation of a Diploma Project - was added to the curriculum. The addition of the subject served to develop the ability to theoretically properly formulate the diploma project and to find documentary sources necessary for the analysis of the task.

In addition , it should be noted that the programme has highly qualified personnel . Practicing artists with international experience are involved in the implementation of the research and practical component of the programme.

The artistic work of both students and graduates demonstrates that the Bachelor of Interior Design programme ensures that students develop skills appropriate to the field.

Evidences/Indicators

- **Educational programme ; syllabi ; curriculum ; public Information about students activities**
- Including respective documents and interview results.
- Bachelor Programme " Interior design "
- SER_
- Interview Results

- Site visit
- Respective Agreements / memoranda signed with the practice providers and partner organizations

Recommendations:

- None

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

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

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

In order to achieve the learning outcomes of the programme, depending on the purpose of each academic course, appropriate learning and teaching methods are defined. As a rule, the following forms and methods of teaching are used within the bachelor programme of interior design:

- Verbal method of teaching

- Method of working on literature and publications
- Writing method
- Group-work
- Problem based teaching method
- Demonstration method
- Inductive method
- Deductive method
- Analysis Method
- Synthesis method
- Practical methods
- Explanatory method
- Interactive method
- Comparative method
- Doing by learning
- Cooperative learning
- Discussion/debates
- Brain-storming

In addition, the lecturer is entitled to specify and use methods that are not included in the Programme. If a different method is used, the information is indicated in the syllabus.

During the measuring of learning outcomes such evaluation forms are used as: Homework, tests, practical exam, presentation, review of completed work, project, portfolio, exhibition and more. The methods of measuring the learning outcomes according to the academic courses are described in the syllabi.

The teaching and learning methods are flexible and cater to the individual needs of the students. For international students involved in the programme, academic staff take into account their cultural needs when determining teaching and learning methods and assessment methods.

Where necessary, the HEI ensures electronic/ distance learning using study methods relevant to the field of study that do not fundamentally alter the objectives and learning outcomes of the programme.

Evidences/Indicators

- Educational programme; Syllabus.
- Findings from the on-site interviews.

Recommendations:

- N/A

Suggestions for the programme development

- Student participation in research projects in general should be increased.
Interdisciplinary collaborations can be based on individual or academic collaboration.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

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

The evaluation system of the undergraduate educational program of interior design of Tbilisi Free University corresponds to the learning outcomes. Evaluation of students is carried out according to established procedures, transparent and in accordance with legislation. The evaluation system given in the study course is written in accordance with the 3rd order of the Minister of Education and Science (Order N3 of January 5, 2007 "On approval of the rules for calculating credits of higher education programs").

The assessment system is multi-component: it consists of intermediate and final assessment forms. A minimum level of competence is established for midterm and final assessments.

The evaluation system of the courses in the Bachelor of Interior Design program is aimed at the learning outcomes of the program and includes mainly the following components: assessment of participation in discussions; assessment of activity; midterm exams; Homeworks; Quizzes practical works; projects; reports; written works; essays; oral examination; presentations; open/closed tests; final exams; exhibitions; portfolios.

In order to ensure the transparency of the evaluation criteria, rubrics are written for each component in the evaluation system, according to which the gradation of points is given. A transparent evaluation system for the student is available in the syllabus, which is located in the learning process management system.

As it was mentioned during the interview, the lecturers of the relevant subject inform the students about the evaluation criteria on the first day. As mentioned, the mentioned criteria are so clear and understandable for the students that they can independently determine both the specific assignment and their final assessment.

If the student is not satisfied with the grade, he/she has the opportunity to appeal within a week of writing the grade. For this reason, the university has an appropriate mechanism. There is also the possibility of an individual discussion with the lecturer before the appeal. In the end, the problem is either solved at the level of interpersonal communication, or the student writes the exam all over again.

During the interview, it was also noted that in several subjects, the lecturer evaluates students using decimals, namely 0.5 points, although the final score is written in rounded form.

After each test or assignment, there is feedback between students and lecturers, which includes analyzing the results, making recommendations and helping the student to better plan ways to improve their academic performance and learning outcomes.

As mentioned in the self-evaluation report and also voiced during the interview, Tbilisi Free University has the following forms of knowledge testing of non-practical subjects: closed and/or open book principle. The open book principle provides for the lecturer to ask questions in a form that ensures the examination of the student's analytical, creative thinking and not only memorization and understanding of the material, which corresponds to the mission of the university. A student can use all available materials around the subject, but he cannot find a direct answer in textbooks, synopses, or other literature. Based on the principle of a closed book, knowledge verification is mainly in the form of a test.

Most of the written exams at Tbilisi Free University are held in the exam center, which is designed for 305 students. As part of the inspection of the infrastructure, we also visited the exam center, and everything is made in accordance with the rules: the risk of copying and using sources is systematically reduced in the exam center, Internet access is limited, if it is not allowed by the center. The mobile connection is also switched off in the exam center. All this minimizes the risk of plagiarism and academic fraud. If the latter is found, the student will be given a grade of F in the relevant subject/study course.

During the interview with students and graduates, no specific claims were made in this direction. This evaluation system developed by the university is understandable and acceptable for them.

Evidences/Indicators

- The regulatory document of the assessment system;
- evaluation methods and criteria outlined in the attached syllabi of the educational program;
- Electronic student evaluation system/portal;
- the procedure for appealing the assessment results;

- website;
- Results of the interview.

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in

the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

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

Tbilisi Free University has implemented a number of services that help students to effectively manage the educational process. The information provision of students is in order, as they mentioned during the interview, all necessary and useful information is actively provided with the help of various platforms. Accordingly, the student receives information and counseling necessary to define his/her profile, plan the study process, and improve achievement, including administrative issues, as well as social and other services, including appropriate employment counseling and career development support.

The Dean of the School of Visual Arts, Architecture and Design, the Bachelor of Interior Design Program Director(s), and the School Coordinator are responsible for planning the curriculum and improving academic achievement.

As mentioned during the interview, the university and, in particular, the program management, tries to act with the interests of all students in mind. To ensure the latter, HEI has developed internal rules and various regulatory documents that protect the rights of students, while imposing certain obligations on them. These documents are available for students.

Within the framework of the program, various useful events are actively implemented, which ensure the development of students' practical-creative skills. The self-evaluation document presented by USD details the activities carried out by students and graduates of the School of Visual Arts, Architecture and Design over the past 5 years, which are quite diverse.

During the interview, it was repeatedly heard in different sessions that students/graduates and school representatives, program heads and coordinators have close and effective communication with each other, including at the interpersonal level. In addition, in order to improve learning outcomes and depending on the different needs of students, individual work with students is provided. Academic and visiting staff are required to have additional counseling hours with students, which they will use as needed.

Tbilisi Free University has a dean of students who protects the rights and interests of students, helps students to resolve various issues in a timely manner, as well as for effective communication with various departments of the university.

In the free university there is a service for relations with students and entrants, which introduces and develops cognitive projects for students; provides them with important information; helps to solve various problems arising during the study period; organizes student events; Coordinates participation of students in international exchange and other programs.

The same service includes the office of employment of students and graduates, whose main function is to care for the career development of students and graduates of Tbilisi Free University. The mentioned department works actively in different directions: on the one hand, in terms of organizing an employment forum for students and providing information about interesting vacancies, and on the other hand, with trainings necessary for effective communication with employers. In addition, the employment office constantly conducts research through surveys, the main purpose of which is to determine how many graduates are employed and how much their income is.

International relations of the university with foreign universities are positively evaluated by students. During the interview, it was mentioned that they constantly have information about various exchange programs.

Students are provided with periodic surveys. After the end of each semester, they have the opportunity to evaluate the past semester, subjects and professors. In addition to students with active status, surveys are also sent periodically to alumni. Also, focus groups are often used to obtain information and provide effective feedback.

Students and graduates expressed their satisfaction about interesting projects. As they mentioned, a number of useful workshops were held for them at the international or local level. The heads of the program also confirmed that they do not complain about diversity in this direction.

During their on-site visit and from the discussions held with students, alumnae and the teaching staff, the accreditation experts gained the impression that the aspect of continuous informal and formal reliable communication between university administration, teaching staff and students and former students is very high and well developed. In the self-evaluation report for accreditation, no rubric is provided for this "soft factor". This practice of formal and informal communication between teachers and students cannot be valued enough for the advancement of students; it should definitely be cultivated further.

If necessary, students and alumni can always contact both the Dean of Students and the Recruitment Manager. Their contact information is posted on the university's website. The Dean of Students and the Recruitment Manager are located in the Office of Student Relations, which is open 24 hours a day to students.

Based on all of the above, it can be said that the requirements for this sub-standard are taken into account by the USD.

Evidences/Indicators

- Planned and implemented consulting services;
- Workload, functions and duties of persons involved in consulting services (academic/scientific/guest/administrative/support staff involved in the program, faculty/school coordinator or others), their job descriptions;
- documents/information on student involvement in local and international activities;

- website;
- Results of the interview.

Recommendations:

- N/A

Suggestions for Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

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

The Free University of Tbilisi does not offer a Master's programme in Interior Design.
Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

4. Providing Teaching Resources

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

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The documentation (personal files of the academic and visiting staff) presented by Free University of Tbilisi confirms that the qualification of the academic and invited staff of the Interior Design Bachelor's Program at Free University of Tbilisi fully correspond to the qualification requirements, functions and applicable legislation. Alongside the academic achievements, the selection of the academic and invited staff as mentioned by the administrative team during the interviews, is based on their experience of work in the field and their activities as practitioners. This has been repeatedly mentioned by the students as a positive aspect for their further integration and employment in the field. The number of academic staff is corresponding to the limited number of students, while the workloads shows the proper performance of the duties assigned to them by the personnel are ensured.

The personal files of head of the program demonstrate her high competence in the field, while the interviews with students showed her active involvement in their further development and employment (support in portfolio development and professional contacts in the sector). All students expressed their satisfaction with the level of communication and feedback from administrative and support staff at HEI. Therefore the educational program is in compliance with the requirements of the standard component.

Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the
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academic, scientific, and invited staff)		sectoral expertise ⁶	the sectoral direction ⁷	affiliated staff
Total number of academic staff	53			13
- Professor	6			5
- Associate Professor	6			6
- Assistant-Professor	2			2
- Assistant				
Visiting Staff	39			–
Scientific Staff	0			–

Evidences/Indicators

- Self -Evaluation Report and attachment 1
- BA Educational Programs and syllabi
- Staff CVs
- The Document on the methodology of determining the number of Academic, Scientific and Invited personnel of Free University of Tbilisi
- The document of Regulation of the Selection personnel

Recommendations:

- N/A

Suggestions for Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

Description and analysis of the educational program N/A

Evidences/Indicators N/A

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The documentation presented by Free University of Tbilisi and the interviews with the academic and invited staff confirms that HEI has an elaborate system of evaluation of programme staff and analyses evaluation results on a regular basis. They are based on such criteria as their pedagogical skills, subject management, professional/research activity. The interviews both with QA team and the academic and invited staff confirmed the student surveys are regularly performed by HEI to evaluate the teaching process, which are then analyzed and used to review their teaching methods and make improvements as necessary to the curriculum. As an example, based on student's feedback program administration changed the semester for teaching such subject as "Interior Design Materials and Standards".

The specific position such as a Research and Development Coordinator is allocated by the HEI for researching new grant opportunities, studying the conditions and disseminating relevant

information among relevant academic and invited staff. The interviews with both the administration team and academic and invited staff confirmed the existence of support mechanisms and funding opportunities to provide academic staff with relevant finance for fieldwork, their participation in artistic projects, workshops, etc. The process involves the open door application procedures to get funding from the administration. The university budget, which is unified with no special indication of specific funding for separate programs, allocates a minimum of 10% of its total expenses to research funding (5% external grants, 5% internal) of each academic year.

The academic and invited staff also mentioned the support from the HEI in terms of providing them with all necessary literature upon request to update and enrich materials to support staff in research and teaching activities. To ensure access to wider professional literature international library databases are accessible to the staff members from University facilities.

Evidences/Indicators

- Interviews with academic, scientific and invited staff and QA Office
- Academic Staff Personnel Files;
- Free University of Tbilisi Strategic Review and Plan Evaluation;
- Tour of the facilities

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

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

The Free University of Tbilisi has contemporary infrastructure with facilities fully equipped with all necessary technical equipment (Computers, projectors etc) as well as other supporting spaces such as library, cafeteria, gym, outdoor green area, solar energy stations etc. The Interior design program facilities which are located at Kakha Bendukidze Campus, feature dedicated wing for the studios equipped with appropriate artistic equipment. As confirmed by the interviews with the staff and students, the studios for practical classes are open and available for 24 hours, which allows students and staff to use these facilities after the teaching hours.

An important facility specific to the program is the exhibition space opened in May 2023. The latter is a main venue to showcase students' works to wider public.

The program is provided with library, information and digital resources. The library of Free University of Tbilisi has two main spaces, one is open and has the function of a co-working space for student and the other room, with restrictions on noise to ensure peace while reading the materials.

The core literature indicated in syllabi is digitalized and updated by librarians. The major periodicals are ordered in permanent base by the library. And yet, the professional literature available at the library in hard copies is still scarce. The scarcity in publications is compensated via the access to international library databases available from the university facilities. The library staff offers trainings in using these digital libraries to the academic and invited personnel.

Evidences/Indicators

- Self-Evaluation report
- Interviews with students, academic and library staff;
- Actual state of University's infrastructure, documentation proving ownership of material resources;
- Electronic catalog of the library;
- Tour of facilities

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The budget provided by Free University of Tbilisi is unified with no special indication of separate budget details for each program. The programs of Interior Design is financed from the unified budget. The overall budget is composed on two main funding sources: Student's fees,

State-funded study grants. Other funds come from special grants, which constitute 5.2% of total revenues. The Knowledge Fund, being a parent company of HEI, provides financial support for student studies and development, partially covering the tuition fees for first-year students and also supporting students' participation in various international events.

The overall budget of Free University of Tbilisi is stable and predictable, as according to the statistics of previous years HEI enrolls approximately 100% of its announced student capacity each year. For these purposes HEI organizes the Introduction Programs or Open Door days including for the potential students of interior design program. Therefore, the educational program is in compliance with the requirements of the standard component.

Evidences/Indicators

- The budget of the Free University of Tbilisi
- Interviews with Head of Program and Rector, Dean, Financial Manager, Head of Administration
- Financial Statement Knowledge Foundation

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

Free University has defined Quality Assurance Mechanisms that prioritizes Total Quality Management through optimizing teaching, learning and research processes by direct and indirect involvement of all structural units in quality control and development. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. Quality Assurance Department focuses on systematic surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring, identify objectives with strategic development and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, programme evaluation is consistent at university and assessment results are generally utilized for programme improvement.

Quality assurance system at university is based on the PDCA - “plan –do – check - act” principle. Students, graduates, employers, academic, invited and administrative staff are involved in the internal quality assessment process. The QA department cooperates and encourages the involvement of the programme staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is prepared with the involvement of academic and administrative staff. The self-assessment process and relevant task distribution among the working group has ensured to work on the relevant possibilities for future development.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey report
- Monitoring report
- Rules for elaboration, planning, evaluation and development of educational programmes
- Interview results

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

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

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

External quality assurance at Free University is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University generally reviews recommendations and suggestions and the findings are introduced for further consideration. The Quality Assurance Department ensures compliance of the developments with the received recommendations.

The Interior Design bachelor programme at Free University of Tbilisi received unconditional accreditation in accordance with the decision N181 of the Council of Accreditation of Educational Programs on December 4, 2018. The programme has not received any recommendations or suggestions, therefore it demonstrated to comply with all standard and component requirements. In 2021, the program again went through the process of external quality assessment and was evaluated within the framework of the 3-year interim report by the accreditation expert group.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Rules for elaboration, planning, evaluation and development of educational programmes
- Interview results

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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

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

For programme development and service improvement, the Quality Assurance Department at Free University ensures constant monitoring and assessment. The assessment and evaluation process involves internal and external stakeholders. Information gathered from academic and administrative staff, students, graduates, and employers are central tools for implementing strategic decisions of the university. Therefore, monitoring process ensures the systematic collection, processing and analysis of various types of information. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups and in-depth interviews are also organized. Through the semester and annual surveys satisfaction and need assessment methods are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

The direct method of evaluation is used to analyze programme's target achievement rates, learning outcomes assessments, and grade statistics. At the end of each semester, students' academic performance is monitored and the evaluation results are used by the University administration to improve educational processes. University benefits from the practice of periodic monitoring reports of specific programmes taking into consideration indicators and information gathered through different sources, such as statistics of enrollment, mobility, grade distribution, employability and career development of graduates, students extra-curricular performance and activity and etc.

The HEI also ensures considering the best available practices to develop a competitive and individual programme. The programme was prepared based on the practices of Rhode Island School of Design, Carnegie Mellon University and takes into consideration the experiences of the other partner and non-partner institutions where the staff of the programme had opportunity to visit, study and get acquainted with the programme specificities. Furthermore, programme had an opportunity to use the valuable experiences of the colleagues visiting from Savannah College of Art and Design and Chelsea College of Arts in London who had opportunity to share their experiences and involved in programme development processes.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey report
- Monitoring report
- Rules for elaboration, planning, evaluation and development of educational programmes
- Labor market analysis
- Interview results

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: LTD Free University of Tbilisi

Name of Higher Education Programme, Level: Interior Design, Bachelor's program

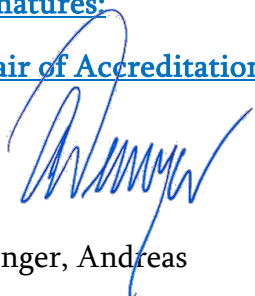
Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Signatures:

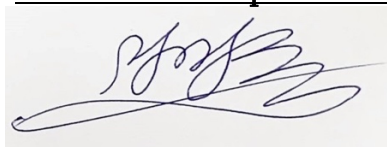
Chair of Accreditation Expert Panel



Wenger, Andreas

Basel Academy of Art and Design FHNW, ICDP Interior Architecture and Scenography,
Switzerland

Accreditation Expert Panel Members



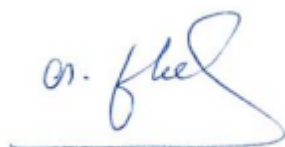
Kiknavelidze, Lela

Akaki Tsereteli State University, Georgia



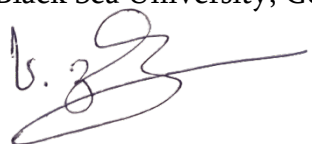
Shanshiashvili, Ana

Georgian Traditional Handicraft Association, Georgia



Tskhovrebadze, Tamta

International Black Sea University, Georgia



Gazrdeliani, Soso

Caucasus's International University, Georgia