



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

‘Bachelor of Fashion Design’

LEPL – Batumi Art Teaching University

Evaluation Date(s): 26.09.2023

Report Submission Date: 11.12.2023

Tbilisi

Contents

I. Information on the education programme	4
II. Accreditation Report Executive Summary	5
III. Compliance of the Programme with Accreditation Standards.....	14
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	14
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	26
3. Student Achievements, Individual Work with Them	34
4. Providing Teaching Resources.....	37
5. Teaching Quality Enhancement Opportunities.....	44

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL - Batumi Art Teaching University
Identification Code of Institution	245628496
Type of the Institution	Teaching University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Bernhard Kernegger, University of Applied Arts Vienna, Austria
Member (Name, Surname, HEI/Organisation, Country)	Mariam Gorgodze, Sulkhan-Saba Orbeliani University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Maia Grdzelidze, Akaki Tsereteli State University, Kutaisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Mgaloblishvili , Tbilisi State Academy of Art, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ia Natsvlshvili, Ivane Javakhishvili Tbilisi State University, Georgia

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)	მოდის დიზაინი
Name of Higher Education Programme (in English)	Fashion Design
Level of Higher Education	Level 6
Qualification to be Awarded ²	Bachelor of Fashion Design
Name and Code of the Detailed Field	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	Georgia
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited 05.12.2018 Decision 188
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)	Competition in the creative tour with a focus on drawing of subject still life with draperies

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

According to the self-evaluation report, the bachelor programme of 'Fashion Design' was developed from the former bachelor programme of 'Design (Textile Design; Clothing Design)' which was established in 2018, an earlier programme with the same specializations also included specializations in 'Artistic Woodcut' and 'Furniture Design' existed since 2013 (accredited by decision No. 215 of 11 December 2013).

With its duration of 8 semesters, it comprises 240 ECTS credits.

The programme is offered at the faculty of Visual, Stage and Film-TV Arts, located in BATU's main building.

The following table from the self-evaluation report shows the number of applicants, students and graduates:

Overview of the Accreditation Site Visit

The site visit at Batumi Art Teaching University took place on 26 September. In general, the university took a lot of effort to organize the visit in a way to allow fruitful and open discussions. The evaluators' team felt welcome and respected, for which we want to thank our hosts at BATU once again. It should be noted that the process could be conducted professionally and smoothly, although BATU, as a special challenge, had to deal with two review processes on the same day.

The set agenda allowed to discuss all the relevant questions, necessary small adaptations could be made in advance and also during the visit itself.

We met highly motivated and committed people, teachers, students, alumni, administration. There was a strong feeling that the bachelor's programme of 'Fashion Design' is a highly dedicated and mutual effort to which everybody wants to contribute as best as possible.

As a small university, BATU is facing comparatively higher challenges regarding meeting all the accreditation standards to their full extent, given the resources they can spend on procedural issues and national standards that are obviously not tailored for small-sized art (teaching) universities. A certain way of not addressing this problematic situation directly was found in the self-evaluation report (SER) as well as in some interviews with responsible persons.

Although we would have preferred to discuss these issues in a more open way with the university, we understand that the accreditation procedures in place with their potentially threatening consequences do not encourage being too open about deficiencies. One could therefore say that this lack of openness was – at least in larger parts – caused by the national framework.

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

As a consequence, we direct a suggestion not towards BATU, but towards the national authorities: During the next evaluation of the standards and the associated necessities on national level, the demands and costs of establishing adequate procedures for higher education institutions in Georgia, especially for smaller institutions, and especially in the field of higher art education, should be taken into account explicitly. Study programmes in this field require much more resources than most other study programmes, and the comparatively small institutions for higher art education cannot benefit from an economy of scales in a comparable way as larger institutions do. In order to responsibly resolve this situation, either additional state funding or a less rigorous approach concerning some of the standards (justified by a much closer interaction between teachers and students, and between teachers and administration) would seem adequate.

As an additional remark from the point of view of the international chair: There are different approaches and systems of quality assurance throughout Europe, all linked to the Standards and guidelines for quality assurance in the European Higher Education Area (ESG 2015). National systems take into account national specifics and are reviewed indirectly by the ENQA membership and EQAR registration of the responsible agencies.

Georgia for now has established a functioning, but comparatively strict framework with elements found within different national systems within the European Higher Education Area, thus combining burdensome approaches from different countries into one national system (e.g. regular accreditation of each study programme, detailed learning outcome description and evaluation, subject specific frameworks, and many more). Given the context of Georgia that seems to be characterized by a lower level of regulations in general compared to many member countries of the European Union, it might be useful to consider a more focused and less comprehensive approach, dedicating more resources into educational content and less resources into quality assurance. Taking a closer look at the balance between expenses for quality assurance and the specific positive effects achieved by the activities prescribed by the different standards and substandards might be beneficial.

Brief Overview of Education Programme Compliance with the Standards

Although we found a lot of successful practices that are driven by competence and high motivation, in regard to the accreditation standards we had to formulate a range of recommendations concerning conformity of BATU's procedures and framework with said standards. In addition, we provide suggestions on issues that we, from our external and also partially international perspective, deem useful for further discussion and development.

With one exception (substandard 5.2) no substandard was evaluated lower than 'complies with requirements' or 'substantially complies with requirements'. Substandard 5.2 ('External Quality Evaluation') was evaluated with 'partially complies with requirements', after a longer discussion between the evaluation panel members. The critical evaluation here reflects the importance of successfully connecting results of internal and external quality evaluation to the everyday institutional practice, and we encourage BATU to elaborate its specific way to do so, ideally without creating additional procedures, but by integrating these issues into existing ones.

Standards evaluated as fully complying with the accreditation requirements:

1.1, 1.3, 1.4, 2.3, 4.1, 4.2, 4.4, 4.5, and 5.1.

Standards evaluated as substantially complying:

1.2, 1.5, 2.1, 2.2, 2.4, 3.1, 4.3, and 5.3.

Standard evaluated as partially complying: 5.2.

Recommendations

Standard 1.2

- Update the learning outcomes by
 - specifically addressing ‘Fashion Design’ and the specifics of up-to-date competences as the topic of the programme – regarding not only the regional and national, but also the international developments and requirements;
 - picking up the successful balance between individual potential, economic necessities and responsibility towards society as laid down in the programme objectives;
 - addressing more comprehensively the mastery of a creative and experimental process that is crucial for excellent fashion design;
 - linking knowledge and skills regarding communication technology more stringently to fashion design-specific competences

Standard 1.5

- Find a balance between courses focused on specific topics and courses that allow the students to establish an autonomous individual practice going beyond pre-defined topics that also integrates the creative application of theoretical and technological elements students have acquired in other courses;
- Concentrate the content of the topics in the courses "Sewing Techniques, Technologies, Designing 1, 2, 3, 4, 5 and 6", taking into account the sequence and specific features of anthropometric, designing, material study and technology issues.

Standard 2.1

- Continuously provide information for applicants via BATU homepage, including dates of the next creative tour, requirements, criteria and a contact for individual questions.

Standard 2.2

- Assign ECTS-workload to activities beneficial for achieving the programme learning outcomes that at the moment are only treated as additional activities and requirements (e.g. working on individual projects, contributing to campus events, attending conferences, etc.) – at least being recognized as part of the free electives;
- Indicate the number of students in the contracts signed with the employers or field organizations.

Standard 2.4

- Ensure the transparency of the regulation regarding the appeals mechanism and the provision of correct information to students, clearly state the role and scope of participation of the lecturer (whose evaluation was appealed) in the appeals commission;
- Amend the bachelor thesis syllabus in order to have students’ work evaluated more than once, thus assuring compliance with national regulations.

Standard 3.1

- Ensure that students have proper opportunities to participate in international exchange programs.

Standard 4.3

- Introduce adequate possibilities for professional development in terms of teaching methods and pedagogic competence, especially in connection to student-centered learning – in a comparable quality to the existing activities in terms of scientific and artistic/design practice.

Standard 5.2

- Make sure that external evaluators receive comprehensive data for their work, and make sure that all results of external evaluations are properly discussed and considered for further development;
- Make sure that all programme objectives and programme learning outcomes – in this case societal responsibility / sustainable development – are properly considered for programme development (also see recommendations for Standard 1.2).

Standard 5.3

- Periodically compare the educational programme with similar programmes of foreign universities as well as prepare detailed comparative analyses in order to bring the programme in compliance with established requirements and to apply the best international practices.

Suggestions for Programme Development**Standard 1.3**

- Include programmatic discussions driven by European networks, and results like the tuning document resulting from the inter}artes project:
https://www.eq-arts.org/wp-content/uploads/2016/09/3_Tuning-Design.pdf.

Standard 1.4

- In addition to individual counseling, provide more written information within the curriculum of the bachelor programme, concerning the different ways of individually shaping the 60 ECTS credits available as free electives, namely regulations and content of possible minor options;
- Reflect on the specifics of the learning process in the field of design and reduce the number of smaller course units that are primarily focused on the development of utilitarian skills;
- Further strengthen individual student learning and creative work (critical/creative thinking and individual practice);
- Continue to actively involve the business sector and creative leaders as another way of allowing individual project work, integrating theoretical, practical and creative aspects;
- Intensify international contacts with higher education institutions and industry organizations;
- Transparently present extra-curricular activities (local, regional, national and international) on the information pages of the university, as they are reflected in the programme self-assessment;
- Offer specific interdisciplinary electives on complex and creative design methods.

Standard 1.5

- Expand the focus on singular topics and issues – also in the theoretical field – by interdisciplinary approaches;

- Gradually introduce topics of fashion, designing and technology of footwear and leather goods into the programme;
- Enrich the basic literature of the courses "Sewing Techniques, Technologies, Designing 1, 2, 3, 4, 5 and 6" by other textbooks appropriate for the program level;
- Increase the theoretical material on consumer parameters in the content of the key courses;
- In the courses: "Clothes composition 1, 2, 3, 4, 5, 6" and also "Fashion trends", move the textbook "Artistic construction of clothes" from the list of basic literature to the additional literature, and instead enrich the basic literature with textbooks relevant for the courses;
- Replace some terminology used in the content of courses, such as: "fitting snugly", "trying on" and others by a more accurate academic terminology, respectively: "tight-fitting", "measurement", and others.

Standard 2.1

- Consider adjusting criteria and eventually also broadening the tasks of the creative tour in order to better assess the ability to successfully work in the direction given by all of the programme learning outcomes together;
- Correct a small technical error in the curriculum, where in the part of the assignment given to the entrant in the creative tour: instead of "Painting - still life consisting of 2/3 items with draperies - in pencil", it should be: "Painting - still life consisting of 2- 3 items with draperies - in pencil".

Standard 2.2

- Concerning practice in the professional field, describe more specifically in the syllabi what kind of practical work the student is required to perform;
- Increase the specific share of the evaluation related to the performance of practical work compared to other activities during the practice period;
- Expand the scope of cooperative activities by joint events, competitions and exhibitions with students of programmes in related fields at other universities across the country, in order to increase collaboration and share experiences.

Standard 2.3

- Take into account above-mentioned recommendations and suggestions concerning individual practice and autonomous learning also in terms of implementing teaching and learning methods accordingly.

Standard 2.4

- Change the mid-term exam date of the courses "Fundamentals of Entrepreneurship" and "Introduction to the Psychology of Creativity" to a reasonable time before the final assessment;
- Modify the regulation regarding practical-creative project assessment to ensure that the evaluation can take place if not all, but the great majority of professors and teachers of the department are present;
- In case of plagiarism, make transparent how the level of a violation is determined by the responsible teachers, and how the results of the anti-plagiarism software are considered.
- Implement an anti-plagiarism mechanism also in earlier courses wherever the specificity allows such a practice.

Standard 4.3

- Create specific opportunities to discuss evaluation results with a focus on development opportunities for the staff, be it on individual level or on team level;
- Create adequate opportunities for professional development for the head of programme, especially in terms of international networking in the context of design / fashion design (e.g. taking part in CUMULUS conferences, project activities on European level, or ELIA leadership summits).

Standard 4.4

- Research internationally relevant higher education institutions in fashion design, concerning their setup of workshop facilities and possibilities for individual student production;
- Elaborate a specific development strategy regarding the expansion of workshop facilities and additional technologies, with a mix of own resources and intensified cooperation with external providers; make sure that all available possibilities and relevant terms of use are transparent for the students.

Standard 4.5

- Develop individual budgets for the program. This will support more effective and efficient financial planning and management of the programs;
- Reflect additional financial demands in terms of strategic goals for the Fashion Design programme;
- Develop a strategy for fundraising to ensure budget increase for the program.

Standard 5.1

- Create a formal regulation revoking the formal responsibility of the head of the university quality assurance department over the faculty quality assurance department in all matters concerning her function as a head of programme for Fashion Design.

Standard 5.3

- Retry to implement peer-observation of colleagues in classes as a part of BATU's culture of open exchange between colleagues, which will also contribute to further expanding professional teaching skills.

Brief Overview of the Best Practices (if applicable)⁵

- BATU successfully manages to integrate Fashion Design students in campus life, using campus and commonality activities as an internal stage for fashion design activities, providing students with valuable opportunities to realize creative tasks in a protected and yet challenging environment.

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

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

After receiving BATU's comments on our report, the expert group discussed the arguments and decided in some cases to react with some changes to the draft report, in some others to keep its original position. In detail:

Standard 1.2

BATU's understanding in this case is highly appreciated.

Standard 1.4

We are grateful for the additional explanations which are in line with the dialogic culture we experienced during our visit to BATU. We therefore decided to shift our recommendation into a suggestion. Offering some formal and written material on the issue of electives and minors, to students as well as to applicants, is yet highly advisable.

Standard 1.5

Due to our conviction that students need more leeway for their individual artistic and creative development which is grounded on many prominent international examples in higher design education, we stick to our recommendations here. We encourage BATU – also connected to our recommendation under 5.3 – to intensify its research on international good practice, and find a solution characterized by less fragmentation and more focus on students' artistic and creative development instead.

Concerning theoretical material, we found it justified to shift this recommendation into a suggestion.

Standard 2.1

We are happy to see our recommendation already fulfilled; yet at the time of our site visit the necessary information that is now available online was not accessible on BATU's webpage.

In this regard, the recommendation needs to stay, but BATU can consider it already implemented, as long as it manages to keep this essential information available at any time of the year.

Standard 2.2

After learning that BATU found our recommendation concerning assigning ECTS credits to various relevant activities unclear, we reformulated the recommendation in order to confer its meaning in a more concise way. Furthermore, we encourage BATU to also consider the text above the recommendation, as additional explanations are offered there.

Concerning student numbers in the general contracts: As this requirement is an explicit part of the standard, the individual agreements between an employer and a student cannot be considered as a sufficient substitute – although the expert group on itself would not consider this issue of such importance.

Standard 2.4

BATU's understanding in this case is highly appreciated.

Standard 3.1

Our recommendation on international mobility is again based on an explicit requirement laid down by the standard and can therefore not be considered as 'advisory in character' – although BATU points out that “key action 1 is temporarily suspended until 2025 for non-EU countries”

The panel believes that the suspension of one source of student exchange doesn't justify not ensuring other possibilities of international mobility for students, although we do not doubt that the funding situation is indeed challenging.

As evaluation panel, we can only evaluate the current situation as it is described in the self-evaluation report and discussed during our site visit, and not future plans. Therefore, the recommendation remains unchanged, and we encourage BATU to use it as additional leverage for negotiating the necessary support with responsible ruling and funding bodies.

Standard 4.3

Given the equal importance of academic research and artistic practice on the one hand, and of competent teaching and pedagogic action on the other, we do believe that more attention needs to be put on professional development in the latter area. As also the interviews substantiated that at the moment there are a lot of activities concerning academic research and artistic practice, but less focus is set on issues of pedagogy and teaching methods. We therefore consider our recommendation not only as valid, but also important for the further positive development of the Fashion Design department at BATU.

Standard 4.4

From our point of view, the overall strategic goals of BATU do not cover the development of workshop facilities in a specific enough way. As production technologies are continuously advancing, it is highly recommended to have a clear strategy in place that is in line with educational goals and research ambitions in the field of Fashion Design. Such a strategy, as an addition to the overall strategic goals, can only benefit BATU in the context of future budget negotiations. Respecting that this matter is not at the core of the standard, we changed the recommendation into a suggestion.

Standard 5.2

We do not doubt that in many cases the external evaluation mechanisms function exactly as they should. Yet the example given in our report must be seen as clear evidence that in some cases not enough attention is put on these processes – which is why we encourage BATU to broader discuss the outcomes of external evaluation, in order to benefit institutional learning as much as possible.

Concerning the learning outcomes, in the mentioned case we found a certain mismatch between the written documents and a (missing) awareness for some of the relevant issues. Our criticism does not concern the learning outcomes maps, but said mismatch.

Standard 5.3

After checking the mentioned protocols, we still could not find evidence of sufficient research on relevant international programmes. We strongly believe that such research could benefit the further development of the bachelor programme of Fashion Design immensely, and therefore encourage BATU not to understand this requirement as a nasty burden, but as a true opportunity of learning.

We share the argument concerning peer observation and as a consequence changed our recommendation into a suggestion; we still think that such an activity would be very much in line with BATU's quality culture.

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

BATU received 9 recommendations and 5 suggestions in the context of the last accreditation process. Concerning the recommendations:

- Art history has been expanded by a focus on contemporary arts.
- Business law was introduced as recommended.
- Courses on computer graphics have been added.
- Although addressing latest trends has been addressed as a general recommendation, the programme all in all does still focus a lot on traditional approaches.
- Although the learning outcomes in fashion and textile design are in line with the level of education and the subject benchmark statement, they still lack specificity regarding fashion as a very specific branch of the field of design.
- The syllabi mainly describe the courses in a conclusive and understandable way.
- Internationalization as an important issue of development is recognized as an important matter, the institution is aware that there is still a lot to do, especially in terms of students' international mobility.
- Students can apply their theoretical knowledge within specific practice environments.

Concerning the suggestions, it is clearly visible that BATU tried to cover also these non-obligatory aspects to the best of its possibilities. Without in-depth analysis, examples of successfully addressing the issues brought up during the last accreditation process were found, with the electronic student portal as the most outstanding example.

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

Design education today aims at developing an innovative designer personality by encouraging individual creative approaches based on a sound theoretical background and well-founded up-to-date technological knowledge and skills, supplemented by an entrepreneurial mindset and according competences, together with a profound understanding of a globalized world facing tremendous problems in terms of the climate crisis, migration, inequality and exploitation, and of course war.

In consequence, the main task of the design education system is to encourage the students to acquire all necessary knowledge, skills and ethical awareness, as a sound basis to think out of the box and create individual and new approaches within the professional field of fashion design. Adequate methods to this task are problem-based learning and other individualized teaching and learning methods addressing the educational and developmental functions of design. It is essential to identify and acknowledge the individual abilities and personal qualities of the student, in order to create conditions for emotional, social, intellectual and spiritual growth.

In good correspondence to these demands, the Batumi Art Teaching University (BATU) not only formulates predetermined and up-to-date programme objectives, in order to allow the students to master the requirements of the fashion design profession, but also aims to create opportunities for the students to prove themselves as competent and creative individuals and, in consequence, to make new and relevant contributions to the field of fashion design. This field is understood as being related not only to the interests of the country and the region, but also to the interests of society in general. During our on-site meeting with the students, we could confirm this general ambition in practice: they spoke openly, showed self-confidence, and were able to formulate concise and critical opinions. All that indicates that the programme indeed goes beyond a mere transfer of knowledge and skills, fostering personal, social and ethical development of its students.

The goals of the educational programme 'Fashion Design' are formulated in an academically correct way, and also show clear connections to the national goals of higher education. They also meet the requirements as laid out by the descriptors for level 6 of the national qualification framework, and are consistent with the strategic development plan and mission of BATU.

The goals of the programme further take into account the requirements of potential employers, the interests of the private and public sector, requirements at regional level and the university's responsibility towards society. The programme aims for the training of qualified specialists, namely capable fashion designers in a regional and national context.

When developing the goals of the Fashion Design programme, employer recommendations and labor market requirements have been taken into account. The programme responds to the need for professional personnel, competent and able to create ideas and ways of implementation, with a specific focus on sewing technologies.

Despite of the undisputable quality of the programme objectives, the implementation into learning outcomes and especially into specific courses does not always live up to this ambition. The respective issues will be addressed in next subchapter.

Evidences/Indicators

- Strategic development plan of BATU
- Bachelor educational programme "Fashion Design"
- Accreditation standards of higher educational programmes (1. The goal of the educational programme, the learning outcomes and the compliance of the programme with them)
- Subject Benchmark Statement of Higher Education Programme in Design:
<https://www.eqe.ge/res/NewFolder%209/NewFolder/Subject%20Benchmark%20Statement%20of%20Higher%20Education%20Programme%20in%20Design%2C%20Industrial%20Design%2C%20Fashion%20Design%2C%20Textile%20Design.pdf>
- Labor market and employer requirements analysis documents

Recommendations

None.

Suggestions for the Programme Development

None.

Evaluation

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

On the positive side, the learning outcomes of the educational programme are in line with the demands of an undergraduate educational programme, corresponding to the requirements of the level 6 descriptor of the National Qualifications Framework. The content of the study direction is well-determined by the "classifier of study areas" (0212 fashion, interior and industrial design), "design, industrial design, fashion design, textile design, higher Characteristics of the Education Industry".

Furthermore, the national sectoral characteristics were taken into account, and the learning outcomes are in line with the general requirements of the employment market.

The programme also provides the opportunity to continue studying at the next level of education – a theoretical opportunity that was practically confirmed by some of the graduates we have talked to during our site visit.

On the negative side, we found two relevant restrictions:

- Surprisingly, the learning outcomes for 'Fashion Design' do not reach beyond the very general level of classifier 0212 'fashion, interior and industrial design', without even once mentioning 'Fashion' as the relevant focus for this study programme. As a result, the learning outcomes do not include any specific issues connected to the relevant field, neither concerning the creation of fashion itself, nor historic, modern or recent developments in the field of fashion, nor specific technologies, nor the national and international fashion business, nor specific societal challenges connected to ways of outsourcing fashion production to lowest-income countries, to unsustainable consumption, etc.
- The well-balanced approach between individual creative potential, the demands of economy and responsibility towards society as laid down in the programme objectives is not reflected in the learning outcomes; on the contrary, they focus mainly on labor market and employment, without addressing overarching problems and societal necessities. This is especially true for the sub-chapters 'Knowledge and Understanding' and 'Skills'. And although the sub-chapter 'Responsibility and Autonomy' contains a reference to 'professional ethics and the principles of social responsibility', without proper foundation by knowledge, understanding and skills, this claim remains only vague.

As a consequence of these two restrictions, the learning outcomes do not fully function as a useful working tool for programme responsables and teachers, which became obvious in our interviews – although BATU dedicated a lot of work to elaborate a complex table that connects programme learning outcomes to the course level.

Content-wise, in addition to the utilitarian part of the Bachelor of Fashion Design, more attention and time should be devoted to the development of the designers' creative research and design thinking in order to facilitate the design process with creative, experimental approaches.

As a final observation, the importance of communication technologies is without doubt realized. But although the issue is addressed in three different learning outcomes, they still seem to be some kind of an add-on, rather than a strategic means of action that allows the graduates to have a maximum impact based on their creative achievements.

Evidences/Indicators

- Curriculum of the educational program;
- Educational programme syllabi;
- Employer survey results;
- Results of the survey of graduates;
- Results of students' surveys;
- Interviews during the site visit.

Recommendations

- Update the learning outcomes by
 - specifically addressing 'Fashion Design' and the specifics of up-to-date competences as the topic of the programme – regarding not only the regional and national, but also the international developments and requirements;
 - picking up the successful balance between individual potential, economic necessities and responsibility towards society as laid down in the programme objectives;
 - addressing more comprehensively the mastery of a creative and experimental process that is crucial for excellent fashion design;
 - linking knowledge and skills regarding communication technology more stringently to fashion design-specific competences

Suggestions for Programme Development

None.

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 type="checkbox"/>	<input checked="" 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

Evaluation of the learning outcomes of the educational programme is carried out on a regular basis. Evaluation of the learning outcomes of each course is carried out on a semester basis. Statistical data are regularly obtained and processed for the purpose of analysis. The assessment of learning outcomes is based on the analysis of data from assessment sources. The quality assurance service monitors the learning outcomes of the educational programme together with the head of the relevant department and program. The educational process is monitored by the educational process management department in cooperation with the quality assurance service.

Both direct (analysis of students' academic performance) and indirect (surveys of students, graduates, employers) assessment methods are used in the assessment of learning outcomes. According to the regulation "The Rule of Evaluation of Learning Outcomes of the Educational Programme" target marks of learning outcomes of the educational programmes are determined as follows:

"... Theoretical Direction: The number of the best students (91-100 points) should not exceed 10% of the total number; The number of low academic results (51-60 points) should not exceed 10% of the total number; The number of average academic results (81-90 points) should not exceed 25% of the total number; The number of average academic results (71-80 points) should not exceed 30% of the total number; The number of average academic results (61-70 points) should not exceed 25% of the total number.

Practical Direction: The number of the best students (91-100 points) should not exceed 35% of the total number; The number of low academic results (51-60 points) should not exceed 5% of the total number; The number of average academic results (81-90 points) should not exceed 30% of the total number; The number of average academic results (71-80 points) should not exceed 20% of the total number; The number of average academic results (61-70 points) should not exceed 10% of the total number..."

According to the target marks of the programme and to Appendix 1 attached to the programme (information about the quantitative data of the educational programme) the mentioned percentage requirements have been violated. Yet, during the interviews it turned out that the students' motivation, skills and interest in the programme are much higher than average, so that the results of students' evaluation reasonably exceed the framework of a Gauss normal distribution.

In addition to the above-mentioned methods for the evaluation of the programme learning outcomes, a map for the assessment of the programme learning outcomes is provided in the description of the education programme which describes the direct method of the assessment of the programme learning outcomes: the map identifies the specific assessment methods and sets

specific benchmarks for each learning outcome. It also sets the time period for data collection and identifies the responsible persons.

The Quality Assurance Service periodically conducts a survey of students, graduates and employers, and based on the analysis of the results, recommendations are developed, which are discussed at department level as well as at faculty level. The Quality Assurance Service coordinates the planning, elaboration, implementation, development, promotion and monitoring of the educational programme as well as the evaluation of the programme learning outcomes.

In order to add an international perspective, we recommend to take into account international developments, like those driven by ELIA, CUMULUS or EQ-Arts.

Evidences/Indicators

- University Regulation of Study Processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
- Educational programme and syllabi
- The Rule of Evaluation of Learning Outcomes of the Educational Programme
- Methodology of formation and evaluation of learning outcomes of the program
- Programme learning outcome benchmarks: Programme evaluation (Direct/Indirect evaluation) and use of evaluation results to improve the program
- Minutes of self-evaluation/working group meeting
- Annual working plans and monitoring reports of Quality Assurance Service
- Analysis Internal and External Evaluations Results by Quality Assurance;
- Students achievements evaluation results and analysis
- Survey results of employer, graduates, students and stuff
- Self-evaluation report of the University performance
- Interviews results with university administration, stuff, students, graduates and employers
- Self-evaluation report provided by the university.

Recommendations

None.

Suggestions for the Programme Development

Include programmatic discussions driven by European networks, and results like the tuning document resulting from inter}artes project:

https://www.eq-arts.org/wp-content/uploads/2016/09/3_Tuning-Design.pdf

Evaluation

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

The BA educational programme "Fashion Design" has been developed methodologically based on the BATU regulating rule of the educational process, which describes the procedures for developing, approving and evaluating educational programs.

The programme is designed according to the rules established by Georgian legislation and in accordance with the European credits transfer system (ECTS), and is focused on training a qualified specialist based on the main duties of the designer profession, with the final qualification Bachelor of Fashion Design.

The programme consists of 240 credits. 1 credit equals 25 hours, involving contact and independent working hours. The distribution of credits is presented in the programme curriculum. The duration of the programme amounts to 4 years. The academic year consists of 2 semesters and includes 30 academic weeks. The duration of each semester is 15 academic weeks, to which sessional (mid and final exams) weeks are added. The number of credits per semester in the curriculum is 30 credits. The distribution, sequence and prerequisites of the courses in the curriculum are in accordance with the distribution of credits written in the course syllabi.

The contact hours corresponding to the credits are assigned differently for the respective courses. Although a uniform principle of assigning contact hours to credits would simplify the administration of the programme, the institution chose a different approach. During the interview with the head of the programme, it was revealed that the mentioned approach derives from the specifics of the courses, and although the different number of contact hours makes the administration of the programme less flexible, the institution, due to the small number of students, expressed its willingness and has relevant practical experience to rationally manage the educational process.

The BA educational programme "Fashion Design" has been developed in accordance with the requirements of the "National Qualifications Framework" and "Classifier of Field of Study", and with the subject benchmarks of Higher Education of "Design, Industrial Design, Fashion Design, Textile Design". The range and content of the programme corresponds properly to the relevant level of the Georgian qualification framework (level 6) and the qualification to be awarded. The learning outcomes are organized in three steps, from simple to complex. The number of credits necessary to achieve the programme outcomes seems appropriate, although the mentioned lacking of specific reference to the field of fashion makes it hard to judge precisely in this regard.

The Fashion Design degree programme has a learning outcome map that describes how each learning outcome is achieved through programme components. In addition, the learning outcome

map describes the relevance of the learning objectives and outcomes, as well as the form of assessment (direct/indirect assessment of the learning outcomes of the program)

The programme is structured into 180 compulsory and 60 elective credits. 60 credits are provided for the additional (Minor) programme or optional blocks/courses. Yet, there is neither a separate curriculum attached to the programme for an additional (minor) programme that the said programme would offer to students of another bachelor's programme, nor any written reference concerning possible minors for Fashion Design students. BATU pointed out in its argumentative position to our draft report that there are several attractive minor options available for the students and made accessible by individual counseling.

The quality of individual counseling is without doubt valuable, yet we deem it necessary to at least roughly describe the functioning of the major-/minor system in the programme curriculum, together with its character of being one of three options available for individually shaping the 60 elective credits. This would also be beneficial for further enriching the information sources available for potential applicants.

Although the programme is well organized and described from a formal point of view, the individual development of the students as creative and artistic personalities is not so much reflected – the grid of learning outcomes clearly assigned to the respective courses creates the illusion of a strictly linear learning process that usually does not take place like this in real life, especially not in the field of arts and design. This is obviously very much an effect by the demands of the accreditation standards, but still we would advise BATU to not only think about being in line with the standards, but also about how to take into account its practical experience and successful learning processes, and how student learning that is not restricted to single courses could be acknowledged. Despite the difficulties, such an activity more connected to real life practice might in the end turn out to be more relevant and beneficial for teachers and students.

Evidences/Indicators

- Educational Programme Curriculum
- Educational Programme syllabi

Recommendations

- None.

Suggestions for the programme development

- In addition to individual counseling, provide more written information within the curriculum of the bachelor programme, concerning the different ways of individually shaping the 60 ECTS credits available as free electives, namely regulations and content of possible minor options,
- Reflect on the specifics of the learning process in the field of design and reduce the number of smaller course units that are primarily focused on the development of utilitarian skills;
- Further strengthen individual student learning and creative work (critical/creative thinking and individual practice);

- Continue to actively involve the business sector and creative leaders as another way of allowing individual project work, integrating theoretical, practical and creative aspects;
- Intensify international contacts with higher education institutions and industry organizations;
- Transparently present extra-curricular activities (local, regional, national and international) on the information pages of the university, as they are reflected in the programme self-assessment;
- Offer specific interdisciplinary electives on complex and creative design methods.

Evaluation

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 courses comply with the corresponding levels of higher education. The learning outcomes of the compulsory component of each programme are part of the learning outcomes of the programme and correspond to the content. A curriculum map has been drawn up for the programme, which confirms the link between the courses and the learning outcomes of the educational programmes – although, as mentioned before, in a rather narrow way compared to the reality of an individual learning processes in the fields of arts and design.

Taking into account the specifics of the courses, the educational programme determines the course content and learning outcomes, the amount of credits and the number of corresponding hours. The syllabi specify the number of hours intended for contact and independent work, the ratio between which is adequate and takes into account the course specifics. Namely: In the educational programme, the credits are distributed taking into account the content of the course and the possibility of achieving the learning outcomes and goals: in theoretical courses, 10 hours out of one credit (25 hours) are mainly defined as contact hours, and in performing/creative courses - 15 hours, which helps to develop professional skills of the field, specialty.

Each course of the programme is correctly described in the syllabus, which includes the following information: name of course, course type, number of credits corresponding to contact and independent hours, course implementers, course objective, course format, learning outcomes, evaluation system and criteria, teaching / learning methods, training resources, course content, etc. Forms, methods and rubrics of student evaluation are detailed in the course syllabus.

The description of level 6 of higher education demands “Knowledge that includes a critical understanding of theories and principles and some of the latest aspects of knowledge.” In some cases, too little theoretical material about the key issues of the field is provided, especially in regard to dealing with consumer parameters. This especially applies to “Sewing Technique, Technologies, Designing 1, 2, 3, 4, 5 and 6.”

The focus of the mentioned courses is set according to the technological implementation in the material of the designing and composition of clothes for specific gender-age groups. Accordingly, for a separate group, the course describes the processes of taking the measurements of the body, building the basic structure, selecting materials, accepting and technological processing of the template. Based on the principle of systematization of the full range of issues to be studied by the course, it would on the one hand be desirable to separate groups according to content issues, to fully discuss all their features, taking into account the peculiarities and specific features encountered in practice. For example, the characteristics of the body structures of the sex- and age groups, their anthropometry and the problems of convenience of clothes; classification, standardization of the basic and auxiliary materials needed for the production of clothes and their selection- justification according to consumer parameters; discussion of basic construction and private construction cases; technical and technological processes of sewing, devices, technological problems and ways to avoid or eliminate them. On the other hand, more open areas for individual development would be needed, so that students can follow their own inspiration instead of only working within given frameworks. This could also include

- working with non-traditional templates, including working on spatial and volumetric forms
- experimental approaches in patterns, textures, designs
- critically commenting on traditional practices
- explorations around sustainability issues
- designs without direct reference to consumer needs and demands

Encouraging this kind of autonomous student work will also support the students to choose a specific direction of research in case they want to continue their studies on masters’ level, be it focused on specific issues like anthropometry, material studies and rational use of materials, improvement of designing parameters, optimization of technological processes, etc. – or be it in terms of further expanding their own design practice with interdisciplinary approaches.

The programme Fashion Design mainly focuses on the study of the main component of clothing - clothes and related issues. The programme does not study issues related to the fashion of footwear (as the main part of the garment) and other leather goods (except for one course – Garment Composition 5). Despite the fact that shoes are structurally and technologically one of the most complex and highly precise products according to consumer parameters and require professionals with the appropriate qualifications, shoe and leather production has been a traditional field for

Batumi for many years. Local and regional professionals are equipped with both practical skills and a higher technological education but experience dequalification over time, in regard to a rapidly changing field, the need for sustainable developments or the potential of new production technologies. Expanding the focus of the programme in this direction would also fit with the situation that students and graduates being often employed in the field of accessories.

Some non- academic terms are found in the content of the courses, such as: "fitting snugly", "trying on" and others. It is desirable to change the mentioned terms accordingly: "tight-fitting", "measurement", and others.

Regarding the provision of educational materials: the core and additional literature necessary for studying the course is specified in the course syllabi. Most of it is relevant to the content of the course, some is compiled by the staff implementing the course, in accordance with modern requirements and is placed in the book fund of the university library in printed and/or electronic form. This fund includes additional literature to a significant extent, and as revealed during the interview with the university library staff, is regularly updated. The literature indicated in the list of additional literature of the courses is also in accordance with the content of the courses.

Some courses include the textbook: "Artistic construction of clothes" (LEPL-National Center for Educational Quality Enhancement 2015) in the list of basic literature, which was developed under the auspices of the Ministry of Education for modular professional educational programmes, and although a number of issues are discussed at a high level, this theoretical material is not in full compliance with level 6 of higher education. The relevant courses are: "Clothes Composition 1, 2, 3, 4, 5, 6", "Fashion Trends". For the mentioned courses, the specified textbook is irrelevant and should be changed, and as for the courses: "Sewing Techniques, Technologies, Designing 1, 2, 3, 4, 5, and 6" it should be replaced by another textbook appropriate for the programme level, that has been published extensively by the authors of the specified textbook; it fully develops the theoretical and practical aspects appropriate to the BA level and can be found in the libraries of Georgian state universities implementing similar educational programmes, with which the institution has signed cooperation agreements.

Evidences/Indicators

- Educational programme "Fashion Design";
- Attachment 5 - Evaluation mechanism for the programme learning outcomes;

Recommendations

- Find a balance between courses focused on specific topics and courses that allow the students to establish an autonomous individual practice going beyond pre-defined topics that also integrates the creative application of theoretical and technological elements students have acquired in other courses;
- Concentrate the content of the topics in the courses "Sewing Techniques, Technologies, Designing 1, 2, 3, 4, 5 and 6", taking into account the sequence and specific features of anthropometric, designing, material study and technology issues;

Suggestions for the programme development

- Expand the focus on singular topics and issues – also in the theoretical field – by interdisciplinary approaches;
- Gradually introduce topics of fashion, designing and technology of footwear and leather goods into the programme;
- Enrich the basic literature of the courses "Sewing Techniques, Technologies, Designing 1, 2, 3, 4, 5 and 6" by other textbooks appropriate for the program level;
- Increase the theoretical material on consumer parameters in the content of the key courses;
- In the courses: "Clothes composition 1, 2, 3, 4, 5, 6" and also "Fashion trends", move the textbook "Artistic construction of clothes" from the list of basic literature to the additional literature, and instead enrich the basic literature with textbooks relevant for the courses;
- Replace some terminology used in the content of courses, such as: "fitting snugly", "trying on" and others by a more accurate academic terminology, respectively: "tight-fitting", "measurement", and others.

Evaluation

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

Admission to the programme is regulated in accordance with the Law of Georgia "On Higher Education", the university statute, the instruction on the formation and mobility of the students' contingent at Batumi Art Teaching University and the rules defined by the program. The admission quota of students is determined by the Faculty and the University Academic Councils.

Applicants that have passed the unified national exams (or have the right to enroll in a higher education institution) need to pass a competition in the creative tour, additionally. Applicants sit for 5 hours tasked with drawing still life with draperies. Their work is evaluated by 10 defined criteria, applicants can receive a maximum of 10 points from each criterion, therefore a maximum of 100 points in total.

The academic staff underlined that the main purpose of the creative tour is to evaluate the imagination and creativity of the applicants. In reference to the programme learning outcomes, the ability to master the two- and three-dimensional space and to be able to draw compositions accordingly is without doubt important; yet it would be worthwhile to consider other criteria less associated to technical abilities, but more associated to the ability of creating ideas, expressing individual thoughts and thereby showing an emerging individual artistic direction.

We were assured that BATU can cover western Georgia almost completely by providing flyers with the necessary information for applicants, about dates and tasks for the creative tour. The BATU website though does not provide such information, which we recommend should be the case not only before the exams, but throughout the year, in order to allow long-term planning for potentially interested people.

Despite of that, the prerequisites for admission to the programme are sufficiently transparent, which was confirmed during the interview with the students.

There is a small technical error in the curriculum of the programme: in the part of the assignment given to the entrant in the creative tour: instead of "Painting - still life consisting of **2/3 items** with draperies - in pencil", it should be: "Painting - still life consisting of **2-3 items** with draperies - in pencil".

Evidences/Indicators

- BATU self-evaluation report
- NAEC document about application
- Interviews with academic staff
- Educational programme "Fashion Design";
- The rule for regulating the learning process at the BATU;
- <https://naec.ge/#/ge/post/236>;
- BATU Website; www.batu.edu.ge

Recommendations

- Continuously provide information for applicants via BATU homepage, including dates of the next creative tour, requirements, criteria and a contact for individual questions

Suggestions for the programme development

- Consider adjusting criteria and eventually also broadening the tasks of the creative tour in order to better assess the ability to successfully work in the direction given by all of the programme learning outcomes together;
- Correct a small technical error in the curriculum of the programme, where in the part of the assignment given to the entrant in the creative tour: instead of "Painting - still life consisting of 2/3 items with draperies - in pencil", it should be: "Painting - still life consisting of 2- 3 items with draperies - in pencil".

Evaluation

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

For Fashion Design, developing practical and creative skills constitutes an essential part of the programme and is also reflected prominently in the programme learning outcomes. According to the subject benchmark, "an important segment of fashion design programmes is project-based learning – personal, subjective experience and creative intuition, research, targeting, technical

and artistic illustration, material selection/processing, construction/modeling, technology, sample/modeling, technical documentation, finished product taking into account the project activity".

A lot of extracurricular activities are further aimed at developing students' creative and research skills, connected with campus life activities and other opportunities to apply the acquired competences. We consider these opportunities as extremely valuable for the students, and it would be not only justified but also necessary in terms of the ECTS system to assign some credits to such activities, acknowledging the respective workload of the students. There would be different ways to achieve this goal, be it by an elective course framing these activities, be it by recognition of these informal activities of students, or be it by a reduction of elective courses as a consequence of extracurricular engagement, etc.

The programme also envisages the completion of a bachelor's thesis (10 credits), which is a means of realization of the knowledge and skills acquired in all courses and includes activities from drawing up a sketch to the final product to obtain a garment composition. The student will be able to present his/her own conclusions, arguments and research results, both to the academic and to the professional community, adhering to the standards of academic ethics.

The training and industrial practice will allow students to develop practical skills, which in turn will ensure their successful professional activities. The practice courses offer independent training, mainly carried out at professional facilities.

During the interview with the academic staff implementing the practice courses, it was revealed that the practice is planned and consistently developed in accordance with the programme learning outcomes. The syllabi of the practice describe the plan and activities and detail the evaluation rubric. The practice is mainly implemented by the employing organizations, with which the university has signed memorandums of cooperation. Students are assigned supervisors from both the university and the host organization. A representative of both parties participates in the student evaluation. It is desirable that the agreements signed with practice facilities specify the number of students the institution will be able to receive, in accordance with its own working space and performance. It is further desirable that the syllabi of the practices describe what kind of practical work the student is required to perform at the object of the practice, and the specific share of the evaluation intended for the performance of the practical work should preferably be more than the rest of the activities that the student performs during the practice period.

Based on the self-evaluation report of the programme and interviews with employers, it was revealed that specialists help students to clarify issues related to their future specialty and of interest to them, to prepare creative practical projects (exhibition) or presentations for scientific student conferences. Students of "Fashion Design" actively participate in various projects, have the opportunity to present their works at exhibitions, student conferences and meetings organized by BATU. In order to stimulate the scientific and research activities of the students, BATU annually organizes international student conferences, where the students of the "Fashion Design" are involved.

Student self-government organizes meetings, discussions, sports, cultural, entertaining, etc. events financed from the BATU budget. The above circumstances ensure the engagement of students in the creative and cognitive activities, facilitation of drafting practical and/or scientific papers/projects, implementation of the initiatives independent from the curriculum and initiatives developing the practical skills. In addition, it would be desirable to give these events an even greater scale and, from time to time, to hold joint events, competitions and exhibitions with students from related field programmes of other universities of the country, in order to share experience and expand the scope of collaborative activities.

Evidences/Indicators

- - Educational programme "Fashion Design";
- - Self-evaluation report of higher education programme;
- - Annex: "Creative activities";
- -Interviews with programme heads, students, employers and alumni.

Recommendations

- Assign ECTS-workload to activities beneficial for achieving the programme learning outcomes that at the moment are only treated as additional activities and requirements (e.g. working on individual projects, contributing to campus events, attending conferences, etc.) – at least being recognized as part of the free electives;
- Indicate the number of students in the contracts signed with the employers or field organizations.

Suggestions for the programme development

- Concerning practice in the professional field, describe more specifically in the syllabi what kind of practical work the student is required to perform;
- Increase the specific share of the evaluation related to the performance of practical work compared to other activities during the practice period;
- Expand the scope of cooperative activities by joint events, competitions and exhibitions with students of programmes in related fields at other universities across the country, in order to increase collaboration and share experiences

Evaluation

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 type="checkbox"/>	<input checked="" 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 structure of the educational programme "Fashion Design" substantially ensures the possibility of acquiring theoretical knowledge and practical skills and the formation of general and field competences, which is achieved by offering an active learning process. Namely, courses include such active learning methods as home assignment, individual work and portfolio, preparation of works for presentations and conferences. The courses of the main field of study also include workshop and practical work, as well as creative work in the university space for interested students. In addition, training and production practices at various enterprises are part of the programme.

The programme pays attention to the synthesis of theoretical and special practical knowledge, using various learning and teaching methods, such as lectures, workshop-based, and practical work. Therefore, the following teaching methods are used within the programs: verbal method, practical method, e-learning method, demonstration method, workshop method, modern heuristic methods. The following teaching methods are used during group work: discussion, question- and- answer session, research group, debate, group discussions and analysis of practical situations, modern heuristic methods – deconstruction and combinatorics. Group work helps students develop independent thinking and communication skills.

The presented programme fully includes the recommendations for the use of teaching-learning methods, which are given in the subject benchmark of higher education of "Design, industrial design, fashion design, textile design". The programme syllabi prove that the staff implementing the relevant courses in the field paid special attention to the use of modern heuristic design methods.

In the process of taking the courses, in order to achieve the outcomes provided by the course programme, the student will have to carry out such activities as preparing lecture material and homework, working in the library, preparing for writing the exam, preparing a report, completing a portfolio, presenting an abstract, work, project or report done independently, as well as preparation for participation in conferences. The use of specified teaching methods in the implementation of the programme is consistent with the goal of achieving the learning outcomes.

Evidences/Indicators

- Educational Programme (Teaching-Learning Methods);
- Syllabi of the academic courses;
- Evaluation Maps of the Programme Learning Outcomes

Recommendations

None.

Suggestions for the programme development

- Take into account above-mentioned recommendations and suggestions concerning individual practice and autonomous learning also in terms of implementing teaching and learning methods accordingly

Evaluation

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

Student evaluation in the “Fashion Design” bachelor educational programme in BATU is carried out according to the internal regulations. The study component is evaluated with a 100-point system, in which the mid-term is represented by a total of 60 points, and the remaining 40 points are assigned to the final assessment. A student has to accumulate at least 21 points in the mid-term assessments to be able to participate in the final exam. The minimum level of competence for the final assessment is 20 points.

The assessment system includes five types of positive and two types of negative evaluations –

- (A) Excellent - 91-100 points;
- (B) very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory - 61-70 points;
- (E) Sufficient – 51-60 points;
- (FX) Unsatisfactory - 41-50 points, which means that the student needs more work to pass and is allowed to take the make-up exam once after independent work;
- (F) Failed – 40 points or less, which means that the work done by the student is not enough and he has to study the course/subject again.

Information regarding evaluation components, methods, and criteria of the course is provided to the students through syllabi, which are uploaded to the electronic learning management system (within the framework of the agreement with the “Ini.ge group”, an electronic learning

management system- batus1.ini.ge was created in the institution). Students receive further clarification regarding the syllabus and assessment system at the first lecture of each course.

The components and methods of assessment of each course are in accordance with the specificity of the subject and are relevant to the learning outcomes. Assessment scores and criteria, both in theoretical and practical components are individual and included in the syllabi. The number of midterm assessments for each course is also individual. The panel has found that the mid-term exam of the courses "Fundamentals of Entrepreneurship" and "Introduction to the Psychology of Creativity" are scheduled in the 14th week, close to the final exam. Therefore, it is suggested to change the mid-term exam date to a reasonable time before the final assessment.

A number of courses evaluate practical-creative projects through a commission. All relevant documents (self-evaluation report, course syllabi, etc.) state that: "All of the professors and teachers of the department observe the evaluation". Hence, if not all the professors/teachers are present, the evaluation cannot be done, which could damage students' interests. Accordingly, it is suggested to modify the regulation regarding practical-creative project assessment and determine that the evaluation is monitored by the majority of professors and teachers of the department.

It should be noted that in the rules for the bachelor thesis defense only one evaluation, the final evaluation is included (100 points), which is noncompliant with the existing regulations (Order #3/n of the Minister of Science and Education of Georgia): the syllabus of the bachelor thesis needs to include midterm and final evaluations of students' work).

According to the interviews with students and academic/invited personnel, after each assessment, at the lectures, students receive feedback on the achievement of learning outcomes and their strengths/areas for improvement.

In order to ensure academic integrity and prevent plagiarism, the institution has developed the "Procedure for Prevention and Response to Plagiarism at BATU" (approved by the decision of May 15, 2019 No. 05-01/05 of the Representative Council of BATU). According to the abovementioned rule, violations are divided into three stages: minor violations, medium severity violations and severe violations. However, there is no defined percentage limit for the acceptable similarity coefficient of the text (for example, the cited text, terms, etc. cited in the appropriate manner). The institution should make transparent how the level of a violation is determined by the responsible teachers.

The HEI is using the anti-plagiarism programme URKUND. It was clarified during the site visit that only bachelor's and master's theses are checked in the above-mentioned program. Due to the specificity of the programme, most of the courses are practical, thus, the existing anti-plagiarism programme cannot be used in the student evaluation process within these courses. However, some of the courses include written assignments where plagiarism prevention mechanisms are relevant. Therefore, it is suggested to implement an anti-plagiarism mechanism in the relevant courses (wherever the specificity allows such) – also in regard of learning the usage of this tools before the final thesis.

Appealing of students' assessment results is ensured. As a result of the interview with the students, it was confirmed that they are informed about the possibility of appealing the evaluation

results, although they are not familiar with the exact procedure, since none of them had used this mechanism before. The procedure for appealing the evaluation results is determined by the regulation of study processes, which states that "the dean of the faculty, the lecturer of the course whose evaluation was appealed, and a specialist in the relevant field from the faculty (if any) should be included in the commission reviewing the evaluation. The author of the complaint, the student, will also be invited during the review of the complaint by the commission." The formulation of the mentioned provision gives the impression that one of the members of the appeals commission is the lecturer whose evaluation was appealed, and the mentioned lecturer, as a member of the commission, participates in final decision-making. This would cause a conflict of interest. However, during the interview with the representatives of the institution, it was clarified that the lecturer is involved in the process to represent their position and arguments. They don't participate in the decision-making of the commission. To ensure the transparency of the regulation regarding the appeals mechanism and the provision of correct information to students, the role and scope of participation of the lecturer (whose evaluation was appealed) in the appeals commission should be clearly stated.

The rule of evaluation of results of the learning outcomes of the educational programme includes analysis of the results of the student's assessment. Analysis of the students' academic performance is used as a direct assessment method of learning outcomes.

Evidences/Indicators

- Self-evaluation report;
- Educational programme;
- Syllabi;
- Regulation of Study Processes'
- "Procedure for Prevention and Response to Plagiarism at BATU";
- The Rule of Evaluation of Learning Outcomes of the Educational Program;
- Students achievements evaluation results and analysis;
- Electronic portal - batusl.ini.ge;
- Website – batu.edu.ge;
- Interview results.

Recommendations

- Ensure the transparency of the regulation regarding the appeals mechanism and the provision of correct information to students, clearly state the role and scope of participation of the lecturer (whose evaluation was appealed) in the appeals commission;
- Amend the bachelor thesis syllabus in order to have students' work evaluated more than once, thus assuring compliance with national regulations.

Suggestions for the programme development

- Change the mid-term exam date of the courses "Fundamentals of Entrepreneurship" and "Introduction to the Psychology of Creativity" to a reasonable time before the final assessment;
- Modify the regulation regarding practical-creative project assessment to ensure that the evaluation can take place if not all, but the great majority of professors and teachers of the department are present;
- In case of plagiarism, make transparent how the level of a violation is determined by the responsible teachers, and how the results of the anti-plagiarism software are considered.
- Implement an anti-plagiarism mechanism also in earlier courses wherever the specificity allows such a practice.

Evaluation

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

The "Fashion Design" bachelor's educational programme has the necessary mechanisms for planning the learning process for students, improving academic achievements, providing appropriate counseling on employment and supporting career development.

The interview results confirm that students receive appropriate counseling from academic/invited personnel. The consulting hours of the lecturers are predetermined and available for students. Students receive consultations on-site – in the institution and also through electronic ways of communication. The administrative staff of the institution provides the students with advice regarding the improvement of their academic achievements, career opportunities, extracurricular activities, and other relevant issues. According to the interview results, the personnel of BATU also help students to integrate in the internal university community.

Students are involved in various creative projects, competitions, fashion weeks, exhibitions, as well as conferences. Students' participation in the above-mentioned activities was confirmed during the site visit. The institution also organizes masterclasses of the academic/invited personnel and invited field specialists for the students.

Based on the studied documentation and interview results, the expert panel has found that the students of the programme do not have opportunities to participate in international exchange programmes. According to the representatives of BATU, the HEI is planning to be involved in the Erasmus+ exchange programmes, although a more specific explanation or evidence on this issue was not provided. The institution should ensure that students have proper opportunities to participate in international exchange programs.

The main source of providing information to students about the local/international events and projects in BATU is the e-mail and the official website of the institution. The HEI also has an electronic learning management portal ("Electronic journal"). Within the framework of the agreement with the "Ini.ge group", an electronic learning management system - batus1.ini.ge was created, which gives students the opportunity to register for courses, familiarize themselves with the programme and syllabi, monitor evaluation results, communicate with lecturers and administration, etc. It should be noted that the portal is still in the improvement process in order to fully utilize its functions and involve all interested parties.

BATU has mechanisms for career support and professional development of students. For this purpose, a career support office carries out relevant activities – provides career advice and information about available vacancies to the students, connects them with potential employers, etc. According to the interview results, students/graduates also receive support in this area from the academic/invited staff.

The institution presented memoranda with the partner organizations, which gives students the opportunity to receive practical experience and participate in joint projects and activities organized by the institution and partner organization.

In order to study the satisfaction of students and graduates and take into account their feedback, the institution annually conducts a survey of students (satisfaction survey; evaluation of the course) and graduates. As the HEI representatives explained, the course evaluation survey is conducted not after each semester, but rather at the end of the academic year because the courses are divided into several parts, so more time is required to see the whole picture. The results of the surveys are analyzed at the meetings of the Quality Assurance Office and faculty counsel.

Overall, BATU provides a very high level of student support, concerning all important aspects mentioned by the standard – with the one exception of international student exchange programmes.

Evidences/Indicators

- Self-evaluation report;
- “Creative activities”;
- Memoranda;
- Survey results;
- Minutes of Quality Assurance Office meeting;
- Electronic portal - batus1.ini.ge;
- Website – batu.edu.ge;
- Interview results.

Recommendations:

- Ensure that students have proper opportunities to participate in international exchange programs.

Suggestions for Programme Development

None.

Evaluation

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

not applicable for a bachelor programme

3. Students Achievements, Individual Work with them	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input checked="" 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 BA educational programme "Fashion Design" is implemented by appropriately qualified academic and invited staff who have the necessary competence to achieve the learning outcomes provided for by the programme, which is confirmed by their published scientific articles, as well as participation in international and local scientific conferences, seminars, forums and exhibitions. As for the qualification of the invited personnel of the field direction, it is in accordance with the knowledge and experience necessary to achieve the learning outcomes provided by the programme in the practical aspect.

The number and the workload of academic and invited staff ensure the proper implementation of the learning process, defined by the educational programmes, and proper performance of creative and other types of activities and functions assigned to them. The balance between academic and invited staff ensures the programme sustainability.

According to the attached documents, the academic staff is selected under the open competition rule, in accordance with The Law of Georgia "On Higher Education" and the Statute of Batumi Arts Teaching University (hereinafter- the University).

The HEI has defined the qualification requirements of academic/scientific/invited/ administrative/support staff, considering their job descriptions, functions and existing legislation; Labor contracts have been signed with the personnel implementing the programme. The volume of work to be performed by the employee, as well as his/her rights and duties, are determined by the above- mentioned contract, the university statute, internal regulations, the code of ethics, the regulatory instructions of the educational process and other administrative-legal acts of the employer. The labor contract and the internal regulations of the university clearly describe the powers of the employer, the employee's official salary, the working day, the conditions for vacation, the term of the contract and the grounds for its termination. The academic staff has

signed an affiliation agreement with the university, which is regulated according to the relevant rules. The procedures envisaged in the rule are transparent and information on each stage is open, accessible and easily perceptible for interested persons.

Academic personnel consists of professors and associate professors. Their qualifications are in compliance with the legislation and the standards set by the internal regulations of the university.

The number and workload of academic and invited staff ensure the implementation of the learning process defined by the educational programme and proper performance of creative/performing activities and other functions assigned to them. The balance between academic and invited staff ensures the sustainability of the programme, which is regulated by the rules for determining the number of academic and invited staff of BATU.

Quantitative indicators of the personnel implementing the programme are given in the table below:

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated academic staff
Total number of academic staff	18	18	6	6
- Professor	4	4	3	3
- Associate Professor	5	5	2	2
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	8	8	-	–
Scientific Staff				–

As there is no PhD track in the field art and design with the exception of the scientific disciplines (e.g. History of Art), most staff members teaching artistic and technological subjects do not hold such a degree – which is owed to the nature of the field. Still, the university statutes should be formulated more precise in this regard, as they demand a doctor's degree without differentiation.

Depending on the needs of the educational process, in accordance with the "rules for determining the number of academic/invited personnel of the program", the university invites personnel (mainly specialists of the I category) who are qualified specialists in the field.

The programme has a renewable by semesters work loading scheme for the implementing staff, which includes the relevant workload based on imposed obligations.

Programme implementing staff are also involved in consulting and programme development processes.

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

The Head of the Programme possesses the knowledge and experience necessary for programme elaboration and implementation. She is personally involved in programme implementation. In addition, she is the head of the quality assurance service of the university, therefore her competence is high not only in the field of the programme, but also in the direction of its quality development. Comments on potential conflicts of interest that might arise see below.

The BA programme "Fashion Design" is implemented with the support of the university administration and other management services. The programme is directly served by competent administrative and support staff, who are employed in relevant departments and structural units of the university. The support personnel is involved in the workshops and in practical activities.

The administrative and support staff of the faculty is represented by the dean, the head of the quality assurance service, the deputy dean, the faculty manager, the faculty librarian and specialists.

Thus, the human resources of the programme are in line with the standard.

Evidences/Indicators

- Information about the Educational Programme Quantitative Data
- Personal cases of programme implementing staff and administrative-supporting staff;
- Academic staff workload scheme;
- Rule for determining the number of the academic/visiting personnel;
- BATU - the regulation of educational processes (functions of the head of the programme, Article 2):http://batu.edu.ge/text_files/ge_file_2260_1.pdf;

Recommendations

None.

Suggestions for the programme development

None.

Evaluation

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"/>

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.

not applicable for a bachelor programme

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

BATU is aware of the importance to develop its academic, scientific and invited staff, not only in terms of competence, but also in terms of an adequate salary – an issue that is boldly addressed in the self-evaluation report.

Being a small team of staff, a lot of ongoing critical reflection happens within informal contexts. The common dedication to their teaching obligations and also to further improving the programme was very present during the interviews, although not all of the teachers were familiar with the formal mechanisms of evaluation and monitoring.

BATU actively supports its staff in professionally developing their scientific and artistic work, e.g. by attending conferences or by taking part in international exchange programmes. A comparable support in terms of acquiring additional competences in teaching methods and self-reflection in terms of pedagogical skills could not be found, and also the teaching staff themselves were not expressing any needs in this context. Given the international developments and the challenge of student-centered learning, BATU should increase its awareness in this respect.

In how far evaluation results have a specific effect on the professional improvement of staff could not be verified, but again, given the intense and continuous informal communication between staff and the head of programme, and given the strong commitment of all personnel involved, there is no reason to doubt an overall intention of continuous improvement.

Evidences/Indicators

- Self-evaluation Report
- Interviews with staff, head of programme and administration

Recommendations

- Introduce adequate possibilities for professional development in terms of teaching methods and pedagogic competence, especially in connection to student-centered learning – in a comparable quality to the existing activities in terms of scientific and artistic/design practice.

Suggestions for the programme development

- Create specific opportunities to discuss evaluation results with a focus on development opportunities for the staff, be it on individual level or on team level;
- Create adequate opportunities for professional development for the head of programme, especially in terms of international networking in the context of design / fashion design (e.g. taking part in CUMULUS conferences, project activities on European level, or ELIA leadership summits).

Evaluation

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 type="checkbox"/>	<input checked="" 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

For a programme in Fashion Design, workshop facilities with relevant and up-to-date technological equipment and spaces for individual student work are of the essence.

BATU offers a sewing workshop that covers most of the requirements in this field that is accessible to the students not only during classes but also for individual work. Other relevant technologies like printing, colouring, knitting or weaving are not offered at BATU directly, but there are some cooperations with external facilities, accessible mainly for graduating students.

Although the necessities connected to the curriculum are mostly covered, an internationally up-to-date programme in fashion design with the corresponding curricular changes mentioned above would require a broader range of production possibilities, in order to allow students to experience different technologies and allow them to experiment and to specialize in different fields, allowing them to deepen their individual orientation as a fashion designer.

It is obvious that given budgetary possibilities do not allow to expand to an ideal situation all at once, but we still recommend to elaborate a development strategy in this regard, with a mix of own resources and intensified cooperation with external providers.

BATU's library resources cover the compulsory and recommended literature of all the courses in a sufficient way, and also offers a range of literature from related fields, also covering relevant international databases.

Evidences/Indicators

- peer-group visit of the buildings and facilities, including workshops and the library
- self-evaluation report
- interviews
- results of the students' survey

Recommendations

- None.

Suggestions for the programme development

- Research internationally relevant higher education institutions in fashion design, concerning their setup of workshop facilities and possibilities for individual student production;
- Elaborate a specific development strategy regarding the expansion of workshop facilities and additional technologies, with a mix of own resources and intensified cooperation with external providers; make sure that all available possibilities and relevant terms of use are transparent for the students.

Evaluation

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 University's budget includes financial components that ensure the financial stability of the educational programs. Budgets of the University for the Last Two-three years are stable and balanced. The undergraduate educational programme is financed by two main sources: (1) the subsidies to the university by the Government of Georgia and (2) University's own income that include (a) subsidies from the Government of Autonomous Republic of Adjara and (b) tuition fees paid by students enrolled at educational programs. In the spending part of the budget, the following are calculated: wages of the personnel involved in the programmes, equipment needed

for the implementation of the study process, inventory and consumables, operation and maintenance of the existing infrastructure, and communal costs.

Separate budgets for programme were not presented. Representatives of the administration explained that individual programme budgets are not developed because the programme is financed from the institution budget although for internal use administration calculated the cost for delivering the programme. The needs of the programme are financed from the institution budget. The group of experts suggests developing individual budgets (not only costs, but also expected income) for individual program. This will support more effective and efficient financial planning and management of the program. From the interviews with administrative and academic/invited personnel, students and graduates, a group of experts concluded that budget for the educational programme should be increased to ensure further development of the educational program.

On the other hand, BATU seemed to be extremely responsive to additional students' demands, combined with additional costs (e.g. the establishment of an Italian language course). Although we appreciate this commitment towards student wishes, we suggest to base all (additional) budgetary commitments on plans for strategic development, assessing all additional costs against their contribution to achieving strategic goals.

Evidences/Indicators

- Educational programme and syllabi
- Budgets of the University for 2021-2023 years
- Interviews results with university administration, staff, students, graduates and employers
- Self-evaluation report provided by the university

Recommendations

none

Suggestions for the programme development

- Develop individual budgets for the program. This will support more effective and efficient financial planning and management of the programs.
- Reflect additional financial demands in terms of strategic goals for the Fashion Design programme
- Develop a strategy for fundraising to ensure budget increase for the program.

Evaluation

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

Based on clearly announced internal regulations, an internal quality assurance system ensures the involvement of various interested parties (students, graduates, academics and invited staff, administration and employers) in quality assessment of the program. Coordination and monitoring of educational programme planning, elaboration, implementation and development are coordinated by both university and faculty Quality Assurance Departments and sectorial departments. The University conducts the surveys of academic staff, administration, students, as well as analyzes the opinions of employers and graduates.

Representatives of the University Quality Assurance Service Office, with the cooperation of personnel involved in the implementation of educational programme conducted the self-evaluation of the program. The working process of the working groups, led by Programme Heads and facilitated by Quality Assurance Department, was conducted both online and physically. The working group was created on the basis of the rector's order (No. 01-08/02, 12. 02.2021) to ensure the implementation of the preparatory work of the self-evaluation report based on the recommendations of experts from previous accreditation process. In addition to this, in order to ensure the compliance with the requirements of cluster accreditation another working group for the self-evaluation purpose was created by the Rector's order N01-08/04 of February 07, 2023. All interested parties were involved in both working groups in order to bring the programme in line with the requirements of the qualifications framework and industry characteristic standard.

A number of changes were made in order to consider the challenges revealed during the self-evaluation process, for example: during the reporting period (2018-2023) the syllabi were updated, the content of the courses was reviewed and updated based on the new educational and

scientific literature, the topics of the courses were expanded, and the teaching/learning resources were updated.

The work done by Quality Assurance Office is based on the “plan–do–check–act” principle. University adopts annual working plans and monitoring reports of quality assurance office. University adopted the special regulations for the study process during the pandemic time “Action Plan for the Prevention of Coronavirus Dissemination” (Rector Order №01-08/26; June 19, 2020) that mainly describes what and how should be done to prevent the Coronavirus dissemination when classes are conducted on campus face-to-face. Another regulation (Rule to administer electronic/distance learning at Batumi Art Teaching University; Rector order № 04-01/07; October 06, 2020) determines how the university ensures the quality of the educational programmes when classes are conducted electronically/on-line.

The head of programme being the head of the university quality assurance department at the same time, and in this function being superior to the head of the faculty quality assurance department is facing a difficult challenge in terms of conflicts of interest. Although the interviews showed a well-balanced cooperation between the head of programme and the head of faculty quality assurance, a specific regulation limiting the responsibility of the head of the university quality assurance department in all matters concerning the Fashion Design programme would be highly advisable.

Evidences/Indicators

- Regulation of the Quality Assurance Department http://batu.edu.ge/text_files/ge_file_20_1.pdf
- Continuous Improvement Cycle "Plan-Implement-Check-Develop"
- The procedure for evaluating the activities of academic and invited staff
- Procedure for using quality assessment results
- University Regulation of Study Processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
- Action Plan for the Prevention of Coronavirus Dissemination (Rector Order №01-08/26; June 19, 2020)
- Educational programme and syllabi
- The Rule of Evaluation of Learning Outcomes of the Educational Programme
- Methodology of formation and evaluation of learning outcomes of the program
- Programme learning outcome benchmarks: Programme evaluation (Direct/Indirect evaluation) and use of evaluation results to improve the program
- Minutes of self-evaluation/working group meeting
- Annual working plans and monitoring reports of Quality Assurance Service
- Analysis Internal and External Evaluations Results by Quality Assurance;
- Students achievements evaluation results and analysis
- Survey results of employer, graduates, students and staff
- Self-evaluation report of the University performance
- Rule to administer electronic/distance learning at Batumi Art Teaching University; Rector order № 04-01/07; October 06, 2020
- Interviews results with university administration, staff, students, graduates and employers
- Self-evaluation report provided by the university

Recommendations

None.

Suggestions for the programme development

- Create a formal regulation revoking the formal responsibility of the head of the university quality assurance department over the faculty quality assurance department in all matters concerning her function as a head of programme for Fashion Design

Evaluation

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

The main external assessment instrument for BATU is the accreditation and authorization conducted by the National Center for Enhancement of Education Quality of Georgia. The programme accreditation carried out by National Center for Enhancement of Education Quality of Georgia is a programme evaluation that determines the compliance with national accreditation standards. Recommendations and suggestions given during the previous accreditation process in 2018 were taken into consideration. In 2021 a three-year self-evaluation report was submitted to the National Center for the Enhancement of the Quality of Education of Georgia.

The university uses the results of surveys of graduates, employers and peer evaluation as another tool of external quality assessment. The National Sectorial Benchmark that was developed and adopted in Georgia in 2023 served as an important basis for the development and quality assessment of the programme.

BATU also uses developmental peer review from experts employed by foreign institutions of higher education as an external assessment tool. The external peer review of the working version of the modified programme was carried out by a professor from Kyiv University of Culture and Arts (Ukraine). In this context, a surprising gap between a very positive acknowledgement of BATU's focus on sustainable development and a non-awareness by BATU itself about being working on this issue became evident. Obviously, the external assessment was done based on the formal programme objectives and learning outcomes, without taking into account the real-life practice. As this gap touches a core element of the programme goal – societal responsibility – the peer group has to draw the following conclusions:

- Some of the programme objectives are not properly translated into the practice of the programme;
- external evaluators are not provided with enough practical insights;
- the external assessment results are not taken into account in the way it would be necessary in terms of effective quality assurance.

Evidences/Indicators

- Evaluation report of previous accreditation group experts (2018)
<https://eqe.ge/media/10905/20190307173132189.pdf>
- Developmental peer review from foreign institution of higher education
- Survey results of employer, graduates, students and staff
- Interviews results with university administration, staff, students, graduates and employers
- Self-evaluation report provided by the university.

Recommendations

- Make sure that external evaluators receive comprehensive data for their work, and make sure that all results of external evaluations are properly discussed and considered for further development;
- Make sure that all programme objectives and programme learning outcomes – in this case societal responsibility / sustainable development – are properly considered for programme development (also see recommendations for Standard 1.2).

Suggestions for the programme development

None.

Evaluation

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

University/faculty Quality Assurance Service coordinates the monitoring of the educational program. The Quality Assurance Service of the university together with the responsible departments on faculty level monitors the study process and analyzes the results of surveys and statistical data. All surveys in university are conducted through an electronic system. At the end of each compulsory course, students evaluate (through questions) the course. The Quality assurance office also conducts satisfaction surveys of students, graduates, academic and invited staff as well as employer's surveys. Suggestions from graduates and employers regarding making changes in educational programme are considered on regular basis, which can become the basis of replacement of courses, change of the number of credits in compulsory courses and/or adding of elective courses, update of teaching methods, teaching/learning materials and literature. Consideration of the results of surveys serves a prerequisite for the further development and modification of the program.

In the framework of periodic monitoring the University conducts the self-evaluation of university activity and an evaluation of academic and invited personnel's activities. The pedagogical activities, creative/scientific-research activities, other university activities of academic staff are evaluated.

It should be noted the Quality assurance Office must periodically compare the educational programme with similar programmes of foreign universities as well as prepare detailed comparative analyses in order bring the programme in compliance with the modern requirements and to apply the best international practices. Also it is desirable to carry out academic and invited staff teaching evaluation using pre-determined classroom observation template – a practice that was mentioned in the self-evaluation report as ongoing, but in the interviews turned out as being non-existent.

Evidences/Indicators

- Regulation of the Quality Assurance Department http://batu.edu.ge/text_files/ge_file_20_1.pdf
- Continuous Improvement Cycle "Plan-Implement-Check-Develop"
- The procedure for evaluating the activities of academic and invited staff
- Procedure for using quality assessment results
- University Regulation of Study Processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
- Action Plan for the Prevention of Coronavirus Dissemination (Rector Order №01-08/26; June 19, 2020)
- Educational programme and syllabi
- The Rule of Evaluation of Learning Outcomes of the Educational Programme
- Methodology of formation and evaluation of learning outcomes of the program

- Programme learning outcome benchmarks: Programme evaluation (Direct/Indirect evaluation) and use of evaluation results to improve the program
- Minutes of self-evaluation/working group meeting
- Annual working plans and monitoring reports of Quality Assurance Service
- Analysis Internal and External Evaluations Results by Quality Assurance;
- Students achievements evaluation results and analysis
- Evaluation report of previous accreditation group experts (2018)
<https://eqe.ge/media/10905/20190307173132189.pdf>
- Developmental peer review from foreign institution of higher education
- Survey results of employer, graduates, students and staff
- Procedure for using quality assessment results
- The procedure for evaluating the activities of academic and invited staff
- Self-evaluation report of the University performance
- Rule to administer electronic/distance learning at Batumi Art Teaching University; Rector order № 04-01/07; October 06, 2020
- Interviews results with university administration, staff, students, graduates and employers
- Self-evaluation report provided by the university.

Recommendations

- Periodically compare the educational programme with similar programmes of foreign universities as well as prepare detailed comparative analyses in order to bring the programme in compliance with established requirements and to apply the best international practices.

Suggestions for the programme development

- Retry to implement peer-observation of colleagues in classes as a part of BATU's culture of open exchange between colleagues, which will also contribute to further expanding professional teaching skills.

Evaluation

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

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

Attached documentation (if applicable): None.

Name of the Higher Education Institution: Batumi Art Teaching University

Name of Higher Education Programme, Level:

Bachelor of Fashion Design – Level 6 of Georgian National Qualification Framework

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Full name, signature: Bernhard Kernegger

Accreditation Expert Panel Members

Mariam Gorgodze

Maia Grdzeldze

Nino Mgaloblishvili

Ia Natsvlshvili

Handwritten signatures of the accreditation expert panel members, including Bernhard Kernegger and the four Georgian members: Mariam Gorgodze, Maia Grdzeldze, Nino Mgaloblishvili, and Ia Natsvlshvili.