

*Annex №2*



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor and Master programme of Design

Georgian Technical University (GTU)

Evaluation Date(s): 28/29 September 2023

Report Submission Date: 12. December 2023

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL Georgian Technical University
Identification Code of Institution	211 349 192
Type of the Institution	University

### Expert Panel Members

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>
<b>Name of the educational programme</b>	Design	Design
<b>Level of higher education</b>	Bachelor's Studies, level 1	Master's Studies, level 2
<b>Qualification to be awarded</b>	Bachelor of Fine Arts in Design	Master of Fine Arts in Design
<b>Name and code of the detailed field</b>	0212 – Fashion, Interior and Industrial Design	0212 – Fashion, Interior and Industrial Design
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	---	---
<b>Language of instruction</b>	English	English
<b>Number of ECTS credits</b>	240	120
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Accredited, Nr. 555, 28.09.2012	Accredited, Nr. 556, 28.09.2012

<sup>1</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### General Information on the Cluster of Education Programmes

According to the self-evaluation report, both the English language undergraduate and master's educational programmes in Design at Georgian Technical University were approved in 2012, and their operation began in the academic year of 2013/14. The need to introduce the programmes was caused by the increased role of design in the world labor market and, taking into account the experience of the Georgian Technical University, the potential of implementing these programmes in a specific, engineering-technological direction.

The design programmes were prepared in accordance with European higher education standards, and the teaching and research process is provided by local and foreign highly qualified academic staff, who are actively involved in scientific and practical activities, possess the latest methods of conducting pedagogical and research/practical activities, actively participate in international exhibitions, competitions, forums, in conferences, symposiums and congresses.

In order to develop educational programs, the relevant structural units of the faculties constantly cooperate with the academic staff of the faculty, students, graduates, potential employers and specialists in the field. Based on the analysis of the information, opinions, recommendations, consultations obtained as a result of meetings and surveys with them, changes are made in the educational programs.

The relevant numbers of applicants, students and graduates are shown in the tables below:

#### *Bachelor programme of Design*

<b>Number of student places announced for the programme (for the last 5 years)</b>	40	45	70	55	70
<b>Data on the programme applicants (for the last 5 years)</b>					
	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Total number of the programme applicants	244	995	306	290	340
Number of the programme applicants (the first three choices)	44	186	75	63	101
Number of foreign persons, willing to be enrolled on the programme (if any)					

**Data on the individuals enrolled  
(for the last 5 years)**

Number of enrolled individuals	22	36	49	50	68
Number of foreign persons enrolled on the programme (if any)	5	7	5	25	14
<b>Number of students with active status</b>	169				

Students' progression by academic years (for the last 5 years)	first		second		third		fourth		fifth	
	n	%	n	%	n	%	n	%	n	%
- Number and percentage of students for the first academic year	27	100	43	100	54	100	75	100	82	100
- Number and percentage of students for the second academic year	17	63	27	62,8	47	87	49	65,3		
- Number and percentage of students for the third academic year	11	40,7	23	53,5	27	50				
- Number and percentage of students for the fourth academic year	10	37	13	30,2						
- Number and percentage of students for the fifth academic year	-	-								
- Number and percentage of the students for the sixth academic year	-	-								
- Number and percentage of the students with terminated status	1	3,7	0	0	1	1,85	1	1,3	1	1,2
- Number and percentage of the students with suspended status	12	44,4	17	39,5	22	40,7	24	32	8	10
<b>Number and percentage of graduates</b>	<b>5</b>	<b>18,5</b>								

***Master programme of Design***

<b>Number of student places announced for the programme (for the last 5 years)</b>	40	25	26	16	16
<b>Data on the programme applicants (for the last 5 years)</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Total number of the programme applicants	-	-	-	-	-
Number of the programme applicants (the first three choices)	-	-	-	-	-
Number of foreign persons, willing to be enrolled on the programme (if any)					

<b>Data on the individuals enrolled (for the last 5 years)</b>					
Number of enrolled individuals	8	5	10	6	9
Number of foreign persons enrolled on the programme (if any)	4	1	1	7	1
<b>Number of students with active status</b>	18				

<b>Students' progression by academic years (for the last 5 years)</b>	<b>first</b>		<b>second</b>		<b>third</b>		<b>fourth</b>		<b>fifth</b>	
	n	%	n	%	n	%	n	%	n	%
- Number and percentage of students for the first academic year	13	100	6	100	11	100	13	100	10	100
- Number and percentage of students for the second academic year	8	61,5	5	83,3	9	81,8	8	61,5		
- Number and percentage of students for the third academic year										
- Number and percentage of students for the fourth academic year										
- Number and percentage of students for the fifth academic year										
- Number and percentage of the students for the sixth academic year										
- Number and percentage of the students with terminated status	1	7,6			1	9,09	2	15,4		
- Number and percentage of the students with suspended status	7	53,8	3	50	3	27,3	3	23,08	1	10
<b>Number and percentage of graduates</b>	4	30,8	2	33,3	6	54,5				

### Overview of the Accreditation Site Visit

The site visit at the Georgian Technical University (GTU) took place on 28 and 29 September 2023. The International Design School took a lot of effort to organize the visit in a way to foster fruitful and open discussions. The evaluators' team felt very welcome and respected, for which we want to warmly thank our hosts once again. The process could be conducted professionally and smoothly, even the necessity of meeting the head of programmes online did not hinder our discussions in any way. The set agenda allowed us to discuss all the relevant questions extensively, necessary small adaptations to the agenda 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 Design programmes grouped in a cluster are seen as a mutual endeavour by the whole team to which everybody strives to contribute as best as possible.

As a rather small unit working in the field of design, the International Design School faces comparatively higher challenges in order to meet all the accreditation standards to their full extent,

given the available resources to be spent on procedural issues and national standards that are obviously not tailored for small-sized art and design teaching. A certain hesitation of addressing this problematic situation directly – for instance regarding a more intense involvement of every single teacher in administrative and development processes – 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 openly with the university, we very much understand that the procedures in place with their potentially threatening consequences do not encourage being too open about problems. In a way, the national framework itself, with its very detailed and strict standards applicable to all higher educations in the same way, complicates such an open exchange.

We therefore direct **one suggestion not towards GTU, but towards the national authorities**: When evaluating the national standards and the resulting necessities and pressure when establishing adequate procedures, the special situation of smaller institutions, 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 art education institutions cannot benefit from an economy of scales in a similar way as larger institutions do – even if they are embedded in bigger institutions as in the case of GTU. 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 are free to take into account national specifics and are reviewed indirectly by applying for ENQA membership and EQAR registration.

Georgia for now has chosen a very strict framework with elements from different national systems, thus combining burdensome approaches from different countries into one national system (e.g. regular accreditation of each study programme, detailed learning outcome description, mapping 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 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 covering all possible areas of quality assurance. Taking a closer look at the balance between necessary expenses and specific positive effects achieved by the activities taken because of all the accreditation standards and substandards might be beneficial for the national system as a whole.



## Brief Overview of Education Programme Compliance with the Standards

In accordance to the overall impression, most substandards for both programmes were evaluated with 'complies with requirements', all others by 'substantially complies with requirements'. The expert team therefore tried to support the institution in its future development by coming up with a broad range of suggestions, derived from national and international knowledge and experience.

Regarding the *bachelor programme*, the standards evaluated as fully complying with the accreditation requirements are:

1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, and 5.3

The standards evaluated as substantially complying with the accreditation requirements are:

1.5, 2.1, and 3.1.

Regarding the *master programme*, the standards evaluated as fully complying with the accreditation requirements are:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, and 5.3

The standards evaluated as substantially complying with the accreditation requirements are:

2.4, and 3.1.

## RECOMMENDATIONS

### Standard 1.5

- *only for bachelor programme*: Critically verify the mapping of courses and programme learning outcomes and remove some of the references in case they are not completely adequate for the respective courses.

### Standard 2.1

- *only for bachelor programme*: Bring better in line the criteria for the creative tour and the programme learning outcomes;

### Standard 2.4

- *only for master programme*: Adapt the regulations for the assessment of a master thesis, so that they are in line with the applied practice of an evaluation committee that openly discusses the thesis and jointly decides the assessment.

### Standard 3.1

- On the online platform VICI, allow students to submit any kinds of messages in electronic form;

## SUGGESTIONS

### Standard 1.1

- Despite of the challenges, take further courageous steps to balance economic needs and societal responsibility, in accordance to what is already expressed in GTU's mission, strategy and the objectives of the educational programmes.
- Discuss the opportunities for GTU and the International Design School to start a discourse between university and society, in order to identify innovative potentials of contributing to sustainable development on regional and national level, instead of only reproducing ongoing developments in many European countries.
- *only for bachelor programme:* Make sure that all parts of the programme objectives address the same level of ambition, especially regarding the part 'basics of design'.
- *only for master programme:* Integrate interdisciplinary (and transdisciplinary) approaches into the programme objectives, as a means of tackling global challenges and sustainable developments.

#### **Standard 1.2**

- *only for bachelor programme:* In order to create full accordance to the programme objectives, amend the programme learning outcomes by addressing the designers' awareness and including the necessary competencies for the 'increasingly pressing questions in the human-made as well as the natural environment' as they are exemplarily discussed in the self-evaluation report;
- *only for master programme:* In order to create an even better accordance to the programme objectives, expand the programme learning outcomes by better addressing the awareness and by including all the necessary competencies for the 'increasingly pressing questions in the human-made as well as the natural environment' as they are exemplarily mentioned in the self-evaluation report and already shown in a range of course syllabi.

#### **Standard 1.3**

- Make sure that programme implementation staff receive support and training in order to develop skills in designing, measuring and analyzing learning outcomes.

#### **Standard 1.4**

- Create a document describing the structural changes for the students of the prior version of the programme, identifying the extent of the changes and providing information about recognized and different credits in the process of mobility of students to the new program;
- Enhance the field of possibilities of practical / technological work, be it by adding additional means of production, or be it by creating links to other relevant areas within GTU (e.g. fashion / textile design);
- *only for bachelor programme:* Include a study course (with minimal possible credits) covering the elements of engineering graphics;
- *only for bachelor programme:* Develop an additional (minor) programme based on the current major programme, and offer it to students of other Bachelor programs;
- *only for master programme:* In accordance to the programme learning outcomes and the course structure, rework the definition of the master thesis including a practical part that is equal to the theoretical part;
- *only for master programme:* Offer an introductory study course that prepares students with the necessary knowledge and skills to plan and carry out a master thesis in an autonomous way;

- *only for master programme:* Explore ways of explicitly integrating competencies of bachelor graduates from other disciplinary fields as a valuable potential for the whole student group.

#### **Standard 2.1**

- *only for master programme:* Consider further emphasizing creative aspects in addition to technological (computer programme) competence in the context of the specialization exam and adapt the tasks and evaluation methods accordingly.

#### **Standard 2.2**

- Give overarching student events an even greater importance and organize joint events, contests and exhibitions together with students of related field programs, also of other universities from time to time, in order to share experience and to expand the scope of cooperative activities.

#### **Standard 2.3**

- Introduce the practice of peer observation and its proper documentation, which will help not only to maintain the sense of responsibility of the personnel implementing the training course at a high level, but also to expand the professional skills of the personnel participating in the monitoring and to share experience.
- Make sure that the summarized teaching and learning methods mentioned in the syllabi accurately match the actual activities described for the course units and update the syllabi where necessary.

#### **Standard 3.1**

- Further improve the internationalization component by increasing the number of exchange programmes and the number of mobile students

#### **Standard 4.3**

- Keep up and, if possible, intensify international activities, as they are key for beneficial staff development and knowledge transfer between Georgian institutions and international developments of relevance;
- Establish a few specialized (not necessarily many) offers in the field of teaching and learning methods, explicitly framed for the necessities of design education;
- Offer some attractive and tailor-made further training opportunities for heads of programme.

#### **Standard 4.4**

- Create an overview of all workshop facilities and production/experimentation possibilities for the students, together with information on the respective terms of use;
- Check the security situation in all workshops, including the electric cabling of the central wood workshop facility;
- Elaborate a development strategy regarding the expansion of workshop facilities and additional technologies, with a mix of own resources and intensified cooperation with external providers.

### Standard 5.1

- Show a more transparent attitude in the next self-evaluation and dare to also share unresolved issues you are aware of as areas for future improvement, in order to benefit from the potential of the external evaluators as much as possible.

### Standard 5.3

- Make sure that course evaluation results are accessible for all responsible teachers (also in cases with only positive feedback) and also for invited staff, further make sure that there is at least some low-level communication about it.

### Brief Overview of the Best Practices

- GTU's International Design School has successfully established **studio practice** as a central element of both the bachelor and master programme. For the students, this format allows them to connect competencies from different courses and develop skills of autonomous project under competent supervision. Not only the achieved result, also the process of introducing this practice is regarded as a best practice example by the expert team.
- GTU in general and the International Design School more specifically have identified **contributing to a more sustainable development of our (global) society** as an important task for them, as a responsible higher education institution. Not only following market paradigms and consumer demands, but competently working with the bigger picture constitutes a distinguishing feature of a university that uses its resources and academic freedom for the benefit of society.
- Searching for working solutions within the master programme, facing students with prior studies in Design on the one hand, and others with prior studies from various other fields, allows to create a more **diverse field of approaches, attitudes and ways of collaboration**. Although this potential is not yet fully explored, there is potential for best practice without doubt.
- GTU's International Design School is very much aware of the **financial obstacles** students might face during their studies. Finding some flexibility despite of given legal frameworks, like individual emergency support or different dates of payment sends an important message to the students: their education is not only seen as a private issue, but as a valuable task that students also take up for society.

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

After receiving GTU's comments on our report, the expert group considered 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 (bachelor programme)

It would be interesting to continue this discussion in person, as it touches some paramount questions of the relevance of design for shaping a positive future for our global society. For the panel, and especially from the point of view of the international chair, it is essential whether sustainable development is included as only one of many relevant aspects like it is done within Learning

Outcome 5, or whether it is understood as key element of the (future) designer's profession as it is discussed within Learning Outcome 2 – where the issue is not present, at the moment.

Still, as this is not an essential part of the evaluation standard, the panel found it reasonable to change this recommendation into a suggestion.

**Standard 1.5 (both programmes)**

GTU's understanding in this case is highly appreciated. Concerning the example of woodworking (bachelor programme), there might be an issue of translation between modeling and prototyping – we therefore removed this example from the report.

**Standard 2.1 (master programme)**

GTU's understanding in the case of the entrance exam for the bachelor programme is highly appreciated. As there was no in-depth discussion on the entrance exam for the master programme, the panel thanks GTU for the additional explanation of the procedure which allowed us to shift our original recommendation for the master programme into a suggestion.

**Standard 2.2 (both programmes)**

After rechecking the issue, the panel shares GTU's point of view that the requirements for this standard are met.

**Standard 2.4 (master programme)**

GTU's understanding in this case is highly appreciated. The panel underlines again that it appreciates the assessment practice as it was communicated during the interviews, whereas the secret balloting described in the overall regulations seems to be contradictory to the necessities of an exam procedure relevant for the field of higher education in design.

**Standard 3.1 (both programmes)**

Although we have no reason to doubt GTU's further explanations, during our visit we have been told by the officials in charge that the VICI platform does not yet allow students to bring in formal requests electronically. As GTU did not provide further evidence like screenshots, in this ongoing procedure we can only uphold our recommendation.

As due to GTU's argumentative position the VICI system already fulfills the said purposes, there will not be any challenge at all for the institution to resolve this recommendation.

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

As the programme has been significantly changed, in terms of goals, structure, content, teaching and learning methods etc., and this new approach has been evaluated as very successful and even as a best practice, a closer look at the recommendations and suggestions from the last accreditation procedure is not taken here.

Yet we note that the institution itself has done an extensive analysis of all changes made. This analysis is included in GTU's self-evaluation report.

### III. Compliance of the Programme with Accreditation Standards

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

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

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

#### 1.1 Programme Objectives

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

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

According to the self-evaluation report, the mission of the Georgian Technical University (GTU) is to train competitive specialists with civic awareness, national and human values, to offer new opportunities for research, education and technology, to promote the construction of a knowledge-based economy in the country and to conduct innovative activities for integration into the international ecosystem. In accordance with this mission, as well as taking into account the challenges of a rapidly changing world and the growing demands of society, people engaged in the profession of design are faced with the task of contributing to the most important task of developing and perfecting the natural and anthropogenic environment. This task involves approaches based on sustainable development, which can only be undertaken by specialists equipped with the appropriate knowledge and values.

The visiting experts could not appreciate more that GTU is aware of its societal responsibility and has created two study programmes in order to educate designer personalities to address the relevant issues in their professional practice. It poses a major challenge for designers and for design education to balance between two different driving forces: On the one hand, it is necessary to answer to market-driven demands, with consumers eager for well-designed and innovative products, resulting in growing markets and an increasing number of new products. On the other hand, facing serious challenges as a global society, designers are responsible to comprehensively address issues of

sustainability, e.g. by implementing degrowth approaches, contributing to a circular economy, or fostering mindsets of non-consumerist behaviours.

Obviously, handling these contradicting influences and demands is not an easy task to achieve, but we encourage GTU to consequently take further courageous steps, in accordance to what is already expressed in its mission, strategy and corresponding study programme objectives. Doing so, GTU can contribute a lot, also in terms of the UN Agenda 2030 and its 17 Sustainable Development Goals (SDGs). Intensifying the international activities and exchanges is highly recommended, also in this regard.

As an additional remark from the point of view of the international expert who is also deeply involved in the Austrian inter-university project UniNEtZ – Universities and Sustainable Development Goals<sup>2</sup>: Europe and the whole western world are facing enormous challenges in the context of the ongoing climate catastrophe, the loss of biodiversity, and other wicked problems. Significant changes of attitude and behaviour are required especially concerning a different consumer behaviour and various forms of degrowth. For Georgia, it could be a major opportunity to find a sustainable way of national development, starting from a different point of development, with less harm already done. This would require a lot of strategic and also political work, not aiming for a future narrative that is connected to the current non-sustainable status of all European countries, but sketching out a situation of society towards which said European countries need to transform into.

It might turn out that for Georgia the way towards this kind of situation is shorter and less connected to difficult degrowth issues than for many European countries. Of course, this is not an easy task at all, but maybe a real opportunity to move from a position of a follower country into a position of a leading country, instead of for a very long time not being able to fully catch up.

As a university where technological competence and creative design minds connect, GTU and the International Design School could take a lead in starting such discussions, putting together international analysis and regional/national knowledge in order to inspire a feasible strategy of sustainable development adequate for the situation in Georgia.

Back on a formal level, the objectives of the English language undergraduate and master's programme are clearly defined, realistic and achievable. The objectives of each programme correspond to the qualification descriptor of level 6 resp. level 7 of the National Qualifications Framework, to the content of the detailed study area defined by the classifier of field of study (0212 - Fashion, Interior and Industrial Design), to the sectoral benchmarks of "Design, Industrial Design, Fashion Design, Textile Design", and to the mission and strategic development plan of the GTU and its International Design School.

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<sup>2</sup> [www.uninetz.at](http://www.uninetz.at)

The programme descriptions are public and available both to interested persons and to the general public on the website of the International School of Design of Georgia Technical University <https://gtu.ge/ids-en>.



### ***Bachelor programme of Design***

According to the curriculum, the programme objectives of the bachelor programme are:

- To prepare a competitive, practical work-oriented designer with competencies that are in compliance with international and local requirements, and who will have: a high sense of civic consciousness, creative activity, and spatial thinking; the knowledge of basics of design, its essence, regularities of development, key principles and methods of design, modern technologies, rules, and legislative demands;
- To develop student decision-making skills, ability to share best practices in the field of design, skills of professional communication in English, critical analysis of problems related to the field and drawing the proper conclusions; who will have general and sectorial competencies that ensure competitiveness in the design services market.

Concerning the intended level of knowledge, 'basics of design' seems to be set a bit low, given the programme duration of 8 semesters (240 ECTS credits) and the level of most other elements of the programme objectives (e.g. 'high sense of civic consciousness'; 'ability to share best practices'; competencies that ensure competitiveness').

### ***Master programme of Design***

According to the curriculum, the programme objectives of the master programme are:

- To prepare a designer with deep, systematic knowledge of the field of design, equipped with critical thinking and professional skills, competitive for the labor market, focused on the development of creative ideas and effective decision-making, who will have a solid foundation for the development of innovative and original ideas;
- The graduate should develop the ability to search for new, original ways of designing solutions to complex problems in an unfamiliar, multidisciplinary environment and/or independently carry out research, critical analysis, arguments of own conclusions, and the ability to present research results in compliance with ethical standards.

Given the described multidisciplinary environment, it seems worthwhile to further reflect on the mix of disciplinary and interdisciplinary competencies that students should acquire. Interdisciplinarity, for now, is only addressed indirectly, as a prerequisite to think out of the box. We want to encourage GTU to tap into the international discourse on inter- and transdisciplinarity, as closely connected to understanding societal needs and working on new sustainable solutions and broader perspectives; and to draw its own conclusions on how to introduce and strengthen approaches in this regard.

### **Evidences/Indicators**

- Mission, Vision and Values of Technical University of Georgia;
- LEPL Georgian Technical University Development Strategic Plan 2018-2024.
- English-language educational BA programme "Design";
- English-language educational BA programme "Design";
- Website of the International School of Design <https://gtu.ge/ids-en/>;
- Analysis of labor market;

- Comments of field specialists (experts) on the program;
- Regulations of the International School of Design <https://gtu.ge/ids-en/pdf/ids-en-Regulation.pdf>.

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Despite of the challenges, take further courageous steps to balance economic needs and societal responsibility, in accordance to what is already expressed in GTU's mission, strategy and the objectives of the educational programmes;

Discuss the opportunities for GTU and the International Design School to start a discourse between university and society, in order to identify innovative potentials of contributing to sustainable development on regional and national level, instead of only reproducing ongoing developments in many European countries.

**Recommendations and Suggestions according to the programmes:**

**Bachelor programme of Design**

**Recommendation(s):** None.

**Suggestion(s):** Make sure that all parts of the programme objectives address the same level of ambition, especially regarding the part 'basics of design'.

**Master programme of Design**

**Recommendation(s):** None.

**Suggestion(s):** Integrate interdisciplinary (and transdisciplinary) approaches into the programme objectives, as a means of tackling global challenges and sustainable developments.

**Evaluation <sup>3</sup>**

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>3</sup> Evaluation is performed for each programme separately.

## 1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
  - Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.
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### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

In contrast to the programme objectives, the clear awareness of achieving a balance – between answering consumer and market demands, on the one hand, and acting ethically responsible facing the grand societal challenges, on the other – has not yet fully arrived at the level of the programme learning outcomes (see detailed description below).

The learning outcomes of the educational programmes grouped in the cluster describe the knowledge, skills and attitudes of the students at the end of the BA and MA programmes. With above-mentioned exception, the learning outcomes are fully consistent with the objectives of the programmes included in the cluster. They correspond to the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, to the content of the detailed study area defined by the classifier of field of study (0212 - Fashion, Interior and Industrial Design), to the sectoral benchmarks of "Design, Industrial Design, Fashion Design, Textile Design", and they are based on the development trends of the field and on international practices. Also, the learning outcomes have been built on the experience accumulated by the International School of Design and in the context of the educational programmes grouped in the cluster.

The programmes will provide students with the knowledge and skills necessary for the profession, which will help create successful future careers. Learning outcomes/competencies (general and sectoral) in the programme are clearly and logically established. The learning outcomes of educational programmes are measurable, achievable and realistic, taking into account the specifics of the field and provide the opportunity to continue learning at the next level.

By interviewing employers and graduates, their involvement in determining the learning outcomes by giving recommendations and suggestions based on their experience was clearly visible. By their opinion, the changes made to the programmes made them more effective and relevant. The awareness for the importance of active interaction with consumers and clients is an especially prominent asset of both programmes grouped in the cluster, affirming the connectedness of GTU with its surroundings.

It should be noted that both programmes are the updated and revised versions of the current programmes. A comprehensive description of the structural changes is given in the self-evaluation report, also elaborating on the introduction of studio courses as the main element. During the interviews we could verify that despite the changes, students have sufficient opportunity to move to the renewed programmes and acquire its learning outcomes without losing credits they have already

acquired: There is a sufficient overlap of mandatory courses together with a range of 30 ECTS of free electives. Should problems arise nonetheless, the institution declared itself willing to create opportunities for these students to acquire the necessary additional credits without extra fees.

### ***Bachelor programme of Design***

For the bachelor programme, consumer and market demands are thoroughly addressed and answered by appropriate learning outcomes. The issue of societal responsibility can only be found as a part of learning outcome nr. 8, in the form of 'in compliance with the requirements of professional ethics.' Learning outcome nr.2 addresses 'public needs' – but in a context that seems to indicate a more consumerist sense rather than the need for a holistic and responsibly driven future development of society.

In order to fully live up to the programme objectives, it would be highly recommended to identify learning outcomes that are suitable to develop an attitude and the related competencies for the graduates to actively tackle issues of sustainable development.

### ***Master programme of Design***

For the master programme, the situation is similar; we again only find a reference to 'professional ethics' (nr. 8), whereas issues of the market and of interaction with consumers are very well covered.

Especially learning outcome nr. 6 would provide an obvious opportunity to also find an 'optimal ratio' between economic necessities and societal responsibility.

Given that there are very relevant training courses on the mentioned issues already included in the programme, the recommended adaptations seem to be more on the technical level of the programme learning outcomes themselves, not so much on the real teaching and learning situation.

In chapter 1.2 of the cluster self-evaluation report both in the Georgian and in the English versions, there is a technical error: Instead of the 7th level, the 6th level is indicated for the master program, and 240 ECTS credits are indicated instead of 120.

### **Evidences/Indicators**

- English-language undergraduate educational programme of Design;
- English-language graduate educational programme of Design;
- subject benchmark statement of higher education programme in design, industrial design, fashion design, textile design;
- documents on employment market research and analysis of employers' demands;
- results of the interview with the head of the programme, the head of quality assurance service of International School of Design, graduates and employers.

## Recommendations and Suggestions according to the programmes:

### Bachelor programme of Design

**Recommendation(s):** None.

**Suggestion(s):** In order to create full accordance to the programme objectives, amend the programme learning outcomes by addressing the designers' awareness and including the necessary competencies for the 'increasingly pressing questions in the human-made as well as the natural environment' as they are exemplary discussed in the self-evaluation report.

### Master programme of Design

**Recommendation(s):** None.

**Suggestion(s):** In order to create an even better accordance to the programme objectives, expand the programme learning outcomes by better addressing the awareness and by including all the necessary competencies for the 'increasingly pressing questions in the human-made as well as the natural environment' as they are exemplary mentioned in the self-evaluation report and already shown in a range of course syllabi.

### Evaluation

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

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

A mechanism for evaluating learning outcomes has been developed within the framework of both Design programmes based on the "Rules for Planning, Development, Evaluation and Development of the Educational Programme at the Technical University of Georgia" approved by Resolution No. 01-05-04/261 of the Academic Council of GTU dated September 23, 2019.

Assessment of learning outcomes is done consistently and transparently, with a periodicity specific for the field. The programmes present a map of the compatibility of goals and learning outcomes. The programme curriculum map shows the alignment of the course learning outcome(s) with the programme learning outcome(s) and show to what level the programme's learning outcome(s) are being developed/achieved (introductory, deepening, mastering). The system and periodicity of the evaluation of learning results take into account the specificity of the field and include adequate forms and methods of evaluation, which allow determining the achievement of the learning results of the educational programme by students.

The use of the mechanism and the implementation of evaluations, the analysis of the academic performance of students (direct method of evaluation of learning outcomes) and the results of the evaluation of learning outcomes are monitored and compared with the target benchmarks. For each learning outcome of the programme, a target benchmark has been established that reflects the expectation that students will achieve the learning outcomes. Each learning outcome expresses a specific skill and knowledge that the student should acquire at the end of the program. Acquiring and developing the mentioned knowledge and skills is carried out through a combination of specific academic courses. In order to make learning outcomes measurable, Performance Indicators (PI) are used, formulating a specific skill or knowledge, the demonstration of which clearly shows that the students have achieved a specific learning outcome. Several Performance Indicators (PI) are established for each learning outcome, which can be measured through academic courses. Various direct assessment tools can be used for Performance Indicators evaluation, including: final or mid-term exam of the academic course, test, homework, etc. In the first stage, several Performance Indicators are established for each learning outcome of the program. At the next stage, linking the indicators to the academic courses whose learning outcomes ensure the acquisition of this specific skill or knowledge.

Accordingly, an approach allows to measure and evaluate how successfully the students were able to achieve the learning outcomes defined by the program. Data collection takes place twice during the academic year (during fall and spring semesters). Also, the permitted deviation percentage is defined – 20% from each target benchmark – and the measures that should be taken in case of failure to reach the target benchmarks.

GTU employs evaluation of learning outcomes of the programme using an indirect method, which involves the student's self-evaluation and evaluation by the graduates and employers. A survey form has been developed through which graduates and employers evaluate the learning outcomes they have achieved within the programme. The university operates an annual online survey mechanism of graduates and employers. The compliance of the programme results with the established target marks is determined based on the analysis of the results of this survey.

The academic/scientific and invited staff of the programme are familiar with the methods of assessment of learning outcomes; however, some of them do not have sufficient information about how the mechanism of evaluation of learning outcomes works. It is desirable that programme

implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes.

GTU provides information on the evaluation analysis of the programmes' learning outcomes to interested parties.

**Evidences/Indicators**

- bachelor and master's educational programme "Design";
- Programme Self-Evaluation Report;
- Map of the compatibility of goals and learning outcomes;
- Programme curriculum map;
- Document about Assessment and Development of Learning Outcomes;
- Expert Panel's meeting with the head of the programme, academic and invited staff, representatives of QA, and with students, graduates and employers

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Make sure that programme implementation staff receive support and training in order to develop skills in designing, measuring and analyzing learning outcomes.

**Evaluation**

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

#### 1.4. Structure and Content of Educational Programme

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

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

The educational programmes of "Design" grouped in the cluster are compiled in accordance with the rules of planning, elaboration, evaluation and development of the educational programme in force at the Technical University of Georgia, which is confirmed by the documentation attached to the programme package.

The programmes are built in accordance with the rules established by the legislation of Georgia, taking full account of the relevant detailed field description determined by the order of the Minister of Education, Science, Culture and Sports of April 10, 2019 "On approval of the national qualifications framework and classifier of study areas" No. 69/N and in accordance with the ECTS system of European credits transfer. 1 credit equals to 25 hours, involving contact and independent work hours. The distribution of programme credits is explained in the curricula. The academic year consists of 2 semesters and includes 30 academic weeks. Each semester consists of 15 academic weeks, plus the weeks provided for midterm and final exams. The semester number of credits 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 in the syllabi of the courses.

As a result of analyzing the structure, content, target benchmarks and performance indicators of the undergraduate educational programme "Design", as well as through the interviews with the head of the program, implementing staff and employers, it has become evident that the content, range and structure of the programme correspond to the level of education and the qualifications to be awarded. They ensure the achievement of the learning outcomes provided for in the program. The sequence of educational components included in the programme is logically arranged.

Based on the presented self-evaluation document and the results of different interviews, we could verify that the process of developing the programme indeed was carried out with the involvement of various interested parties who actively expressed their support for the changes made.

The experts cannot praise the introduction of studio courses as a core part of both study programmes enough, being assigned a considerable and well-justified amount of ECTS credits. These courses allow students to develop their individual design practice, bringing together competencies acquired from other courses and integrating them into exemplary project work under competent supervision.

Furthermore, the institution seems very flexible concerning the treatment of individual requests. For example, one graduate mentioned that she was supported in realizing her master thesis on clothing



design instead on interior or industrial design. The experts not only appreciate this flexibility in individually extending technological possibilities, they also encourage the International Design School to further enhance its fields of practical work, be it by adding additional means of production, or be it by creating links to other relevant design areas within GTU – not only for individual cases, but on a structural basis.

Due to the fact that the programmes grouped in the cluster are updated and re-elaborated versions of the current programmes and their structures have undergone serious amendments, it is advisable that the programme package would be accompanied by a document describing the structural changes, which would identify the extent of the changes and would clearly give information about recognized and different credits in the process of mobility of students to the new program.

### ***Bachelor programme of Design***

The ratio between contact hours and credits differs significantly for different study courses. Although a uniform principle of assigning contact hours corresponding to credits would simplify programme administration, the institution chose a more specific approach. Some examples: for training courses: "Art in the field" - 5 credits=45 hours; "Drawing for design" - 5 credits =105 hours; "Rapid visualization" 4 credits=90 hours etc.). During the interview with the head of the program, it was explained that the number of allocated credits (number of contact and independent hours) corresponds to the content of the courses and learning outcomes. The ratio between contact and independent hours is adequate, and the course specifics are considered. Although the varying number of contact hours makes the administration of the programme less flexible, the institution expressed its willingness and capability to rationally manage the learning process without significantly increasing the cost of the program.

Another special aspect of the programme structure are the so-called "crash"-courses that help students to prepare for specialization. The studio is divided into 3 parts (interior design, product design and visual communication), with a 5-week teaching period each. As a result of each stage of the "crash" course, the students create a design project and present all three works in the form of a portfolio at the final exam. The course allows students to focus on elective courses of their interest in the following academic years.

It is important that the credits of the practice component in the programme have been increased at the request of students, which was confirmed during interviews with students and graduates. And on the suggestion of the employers, the updated programme includes a greater share of computer-graphic programs, which was also confirmed at the interviews.

The structure of the programme is built logically and training courses based on modern methods of developing spatial design skills are interestingly introduced. As experience proves that in the teaching process it is effective to make a small review of traditional methods before studying modern methods, students should familiarize themselves with traditional methods of engineering graphics to be able to more effectively analyze and practice modern digital capabilities. Therefore, it would be advisable to

include a course (at least 2-3 credits) of studying elements of engineering graphics (line drawing with elements of linear geometry). During interviews with programme staff, it was stated that elements of drawing are taught in a number of subjects, but our analysis of the syllabi did not confirm this claim.

The programme is interesting and further induces interest, which is confirmed by the document "Information about quantitative data of the educational program" (Appendix 1). As a number of educational programmes at GTU are designed on the principle of 180+60 credits, 60 credits being allocated to the additional (Minor) programme or optional blocks/study courses, it would be advisable for the programme managers to think about developing an additional (minor) programme based on the current major program, which would be offered to students of other bachelor's programmes.

### *Master programme of Design*

The master programme is accessible for all holders of prior bachelor degrees, after they pass a special entrance exam. Such broad accessibility poses obvious challenges, as students cannot be expected to be on the same minimum level of competence in all fields. Yet it turned out in the interviews that students from other disciplines are perceived as an important enrichment for the whole group.

The experts appreciate this situation and believe that GTU could even do more in this regard, so that the different prior competencies can be even better integrated into the daily practice of studying. As an example, employers talked about the need of legal competencies in their interview, and at the same time, there is a student with a bachelor's degree of law. It might be beneficial to involve the student group actively in such discussions, making them more aware of the potential of their already existing capabilities as a group.

30 ECTS credits of the master programme are assigned to the research component of the program. After completing the master thesis, students also defend it in front of a committee. The thesis includes research work aimed at developing the master's student's ability to make independent theoretical and practical judgments and conclusions. A master thesis shall be an outcome of independent research work. Submission, public defence and assessment of the completed qualification work is evaluated once, within a 100-point system. The evaluation rules and procedures are determined by the "Rule for Evaluation of the Research Component of the Master's Educational Program" approved by the Academic Council of the University on June 26, 2012 by Resolution No. 704.

The issue of maintaining academic integrity during the completion of the master thesis is regulated by the legal acts of GTU, including the "Procedure for checking plagiarism of the thesis performed at the Technical University of Georgia".

In accordance to GTU's regulations, the master thesis is very much framed as a piece of scientific written work, yet without a clear relation to practical work of the graduates. After establishing the studio courses as a main structural integrative element of both the bachelor and the master programme, it would only be a consequent next step to also rethink the requirements for the master thesis. On international level, master research work done through a combination of practical

components (e.g. a prototype) and theoretical grounding and reflection is not only a broadly-accepted but a very common way of concluding a master programme of Design. Although we already found elements of such kind of practice during our visit, the regulations still focus on the scientific part only.

In addition, the experts recommend to increase clarity about how to design a master's project, in terms of research questions asked, adequate methods defined, a working process planned and carried out, conclusions drawn and a critical reflection of the work carried out in the end.

It would seem adequate to better prepare the students for this final phase of their studies by offering an introductory course regarding the master thesis and the research framework, not only as a means of equipping the students with the necessary understanding and skills, but also as a potential focus point for the responsible supervisors, to foster exchange and common understanding.

Finally, the experts appreciate the increase of credits of the practical component that has been implemented at the request of the students. On the suggestion of the employers (representatives of internship units), the updated programme includes a greater share of spatial design programs – a fact that has also been confirmed during the interviews.

#### **Evidences/Indicators**

- Curriculum of educational programs;
- syllabi of educational programs;
- Information about the Educational Programme Quantitative Data;
- Resolution No. 704 of June 26, 2012 by the Academic Council of the Technical University of Georgia: "Rule for evaluating the research component of the master's educational program";
- "The procedure for checking the plagiarism in the work performed at the Technical University of Georgia";
- Results of interviews with the head of the programme, the head of the quality assurance office, students, alumni and employers.

**General recommendations of the cluster:** None.

**General suggestion of the cluster:** Create a document describing the structural changes for the students of the prior version of the programme, identifying the extent of the changes and providing information about recognized and different credits in the process of mobility of students to the new program;

Enhance the field of possibilities of practical / technological work, be it by adding additional means of production, or be it by creating links to other relevant areas within GTU (e.g. fashion / textile design).

## Recommendations and suggestions according to the programmes:

### Bachelor programme of Design

**Recommendation(s):** None.

**Suggestion(s):** Include a study course (with minimal possible credits) covering the elements of engineering graphics.

Develop an additional (minor) programme based on the current major programme, and offer it to students of other Bachelor programs.

### Master programme of Design

**Recommendation(s):** None.

**Suggestion(s):** In accordance to the programme learning outcomes and the course structure, rework the definition of the master thesis including a practical part that is equal to the theoretical part;

Offer an introductory study course that prepares students with the necessary knowledge and skills to plan and carry out a master thesis in an autonomous way;

Explore ways of explicitly integrating competencies of bachelor graduates from other disciplinary fields as a valuable potential for the whole student group.

## Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Both educational programmes are composed of courses with content relevant to the main field of study and the programme learning outcomes, with some minor exceptions for the bachelor programme mentioned below. The syllabi are comprehensive and address all necessary aspects of teaching, learning and evaluation. The distribution of ECTS credits and contact hours, as well as the methods for students' evaluation seem logic and adequate.

Concerning the relation to the programme learning outcomes as shown in the map of learning outcomes and courses, the rigour of this activity could be further increased, especially for the bachelor programme. It is neither plausible nor even necessary that most of the courses would contribute to so many different learning outcomes.

#### ***Bachelor programme of Design***

Although the overall programme structure with its integrative studio structure is perfectly in line with the programme learning outcomes, there are some courses which do not seem to be consequently derived from the programme learning outcomes. Especially with linear algebra and calculus it remains unclear why this high amount of mathematical expertise is needed and how these courses contribute to learning outcomes 3 and 4 as stated. This is not about ignoring the relevance of mathematical and logical thinking in general, but it might be beneficial to design an alternative course in this field that is more specifically connected to the programme learning outcomes – maybe also comprising some statistical methods.

There are other examples for which we would also recommend to only mention the learning outcomes in the mapping of courses and learning outcomes that are indeed fully covered. Two examples for a low matching between courses (according to their syllabi) and learning outcomes:

- ‘Introduction to Graphics Studio’ does not seem to contribute to LO 2 (identifying public needs, interests of consumers, ...)
- Courses on various technologies (e.g. Freehand Drawing, Graphic Editors, Computer Programming, 3D Visualization) do not seem to contribute to LO 3 (the skill of determining which technologies to choose for a design product, considering their aesthetic and operational properties...)

### *Master programme of Design*

Also the master programme seems to be rather ambitious in terms of how much the single courses contribute to achieving the learning outcomes. Yet, after reviewing the course syllabi, it turns out plausible to us that the specific course setups indeed allow the students to acquire the mentioned learning outcomes. The ways of intertwining lectures and autonomous student work is adequate to the level of a master programme and productively challenges the students to broaden their perspectives and integrate what they have already learnt. This is, again, especially true for the studio courses, but not only for them.

### **Evidences/Indicators**

- Educational programmes of Design
- syllabi of courses
- map of objectives and learning outcomes of the programmes
- mechanisms of evaluating the learning outcomes of the programme
- interviews with self-evaluation team

### **Recommendations and suggestions according to the programmes:**

#### **Bachelor programme of Design**

**Recommendation(s):** Critically verify the mapping of courses and programme learning outcomes and remove some of the references in case they are not completely adequate for the respective courses.

**Suggestion(s):** None.

### **Evaluation**

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions

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

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

Admission to the programmes is regulated in accordance with the Law of Georgia "On Higher Education", the university statute, and the rules defined by the program. In the self-evaluation report, GTU expresses its understanding that the goal of the admission procedures is to “ensure the inclusion of persons with appropriate knowledge and skills in the programme to achieve the learning outcomes of the program.” (SER p. 31)

Prerequisites and procedures for admission to the programme are accessible via the faculty’s website. There were some inclarities due to the ongoing renovation of GTU’s website, but we believe that this is only temporary.

#### *Bachelor programme of Design*

Applicants for the bachelor programme need to hold a state certificate confirming the completed general education or a document equivalent to it. In addition, they need to

- pass an interview with the GTU special commission, for which he/she needs to verbally prove the motivation for studying the bachelor programme of Design;
- submit his/her own graphic works (freehand and technical drawing)
- provide a certificate confirming an English level of at least B2

Enrolment is possible without passing the Unified National Exams, according to the rules established by the legislation of Georgia.

Focusing on – without doubt highly relevant – technical aspects only seems rather narrow, an impression that has also been confirmed during the interviews. Although the intended matching between the creative tour and the programme learning outcomes is not fully achieved right now, the institution does not see an alternative at the moment: technical skills need to be checked, given the mainly insufficient level of secondary education in this regard, and an additional part of the exam would overburden the staff. The experts understand the problematic situation, but still see a potential lack of fairness due to the focus on technological competence at the price of neglecting creative capabilities. We therefore encourage GTU to tackle this situation as soon as possible.

### ***Master programme of Design***

The programme is accessible for all holders of a bachelor degree, regardless of the discipline, if they can convincingly prove their motivation to a special commission, and also provide graphic works (paintings / drawings / computer design) in proper quality.

After this first round of interviews, applicants need to pass a specialization exam, creating a design work using authorized software (Autodesk, Graphisoft, Adobe) in front of the exam commission.

Although the exam format is a bit different from the situation on bachelor's level, the problem of not really addressing the creative potential of the applicants exists in a similar way on master's level as well.

### **Evidences/Indicators**

- Curriculum of educational programs;
- Self-evaluation report;
- GTU website;
- Results of interviews with the head of the programme, the head of the quality assurance office, students, alumni and employers.



## Recommendations and suggestions according to the programmes:

### Bachelor programme of Design

**Recommendation(s):** Bring better in line the criteria for the creative tour and the programme learning outcomes.

**Suggestion(s):** None.

### Master programme of Design

**Recommendation(s):** None.

**Suggestion(s):** Consider further emphasizing creative aspects in addition to technological (computer programme) competence in the context of the specialization exam and adapt the tasks and evaluation methods accordingly.

## Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

GTU has a rich practice of developing students' practical, scientific/research/creative/performing and transferable skills.

The English-language educational programmes of Design grouped in the cluster ensure the development of practical skills for students, according to learning outcomes and levels. Due to the specificity of the field, a great number of study courses in the programme already aim at developing practical skills.

According to the sectoral benchmarks for Design, higher education programmes in the field of design are diverse in content and include teaching with various combinations of design, art, relevant technologies and related fields. Studio projects in different fields of design are not considered not as singular issues or problems, but as part of a system – thus combining research, creative thinking, and practice. In such an environment, students can individually develop the required practical and general/transferable skills. In addition, extracurricular activities are aimed at further developing students' creative and research skills.

The documents attached to the programme curricula and the analysis of the website of the "International School of Design" confirm that the students of the school are constantly involved in international or local projects, in extra-curricular educational practices, in various types of targeted trainings, in real project-planning activities, in creative exhibitions, competitions, annual conferences, local and international creative workshops, master classes, exhibitions held within the framework of "Student Days", etc.

A practice component is provided within the framework of the educational programs. It is organized and planned in accordance with the programme learning outcomes, so that student can further develop their already acquired competencies in a practical environment.

The supervisor of the internship is responsible for the implementation of the internship, s/he ensures that the internship is carried out completely. The host institution additionally assigns a mentor for supervision of the students at the institution. During the practice, the mentor informs the student about the bylaws of the host institution, the student follows safety and ethics norms, performs specific work, and keeps a training diary in accordance with the practice calendar plan and the mentor's instructions.

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 importance and to hold joint events, competitions and exhibitions with students of related field programmes of other universities of the country from time to time, in order to share experience and expand the scope of collaborative activities.

Students receive information, consultation and assistance from GTU administrative staff and the academic personnel of the department to determine his/her profile, to plan the study process and to further improve his/her achievements.

## Evidences/Indicators

- undergraduate English-language educational programme "Design";
- graduate English-language educational programme "Design";
- professional practice syllabi;
- interviews with the head of the program, students, employers and alumni;
- agreements and memorandums signed by the International School of Design with the organizations where internship takes place;
- GTU website <http://gtu.ge>;
- website of International School of Design <http://gtu.ge/ids-en/>;
- rules for conducting and evaluating GTU student practice [https://gtu.ge/Study-Dep/Files/Pdf/pragtika\\_18\\_SD.pdf](https://gtu.ge/Study-Dep/Files/Pdf/pragtika_18_SD.pdf).

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Give overarching student events an even greater importance and organize joint events, contests and exhibitions together with students of related field programs, also of other universities from time to time, in order to share experience and to expand the scope of cooperative activities.

## Evaluation

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

### 2.3. Teaching and Learning Methods

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

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

The structure and organization of the educational programmes grouped in a cluster ensure the possibility of acquiring theoretical knowledge and practical skills and the formation of general and sectoral competences, which is achieved by offering an active learning process – in which the newly established studio courses play an innovative and significant role. Study courses include different active learning methods such as autonomous project design work, individual work and portfolio, homework, preparation of works for presentations and conferences. In addition, the programme includes a practice component in collaboration with a range of different enterprises.

During the interviews with the staff implementing the program, it was confirmed that the learning methods were mainly chosen based on the objectives of the study course and the learning outcomes. The personnel consider it necessary for students to become active participants in processes that allow them to become more and more autonomous and to also develop transferable skills. During the interviews, it has also become clear that supervisors of master's theses focus on the fact that during the selection of methods, attention should be paid to problem-based and research-based learning, which will develop students' ability to plan and implement independently. If necessary, the staff is ready to select an individual plan and teaching-learning methods for people with special needs.

The programmes focus on the combination of theoretical and specialized practical knowledge, for which different learning and teaching methods are used. The following teaching and learning methods are used within the academic courses: Lecture, seminar, practical work, practice, consultation, independent work, course work/project; Discussion/debate, cooperative learning, group work, problem-based learning (PBL), heuristic, case study, brain storming, role-playing and situational games, demonstration, inductive, deductive, analysis, synthesis, verbal i.e. Oral, written, explanatory, action-oriented learning, project development and presentation. Group studies help students develop independent thinking and its articulation, and communication skills.

The presented programmes fully consider the recommendations for the use of teaching-learning methods, according to the sectoral benchmarks of "design, industrial design, fashion design, textile design" for higher education. An analysis of the programme syllabi confirms that the staff implementing the relevant study courses in the field pay special attention to the use of modern heuristic design methods.

In order to monitor the quality of the teaching process, the faculty has not yet fully introduced peer-observation as a method. From the point of view of the expert team, this method would fit very well into the discourse-oriented culture of the teaching staff, and it would not only help to maintain the sense of responsibility of the staff implementing the study course at a constant high level, but also to expand the professional skills of the staff participating in the monitoring and to share their experience. It is advisable to draw up an appropriate protocol after attending the class of a colleague, indicating the study course, topic, activities performed at the lesson, positive aspects and areas for improvement moments, which will be verified by both parties participating in the monitoring. Such a practice would contribute to the further development of the programme and mutual sharing of best practices.

### ***Bachelor programme in Design***

The course "Introduction to Graphics Studio" lists "activities relevant to teaching-learning methods": Discussion/debate, etc. written work..." The course only includes 45 hours of practical work; The list of "Evaluation methods and criteria" does not ask for evaluation of written work. Based on this, the mentioned list should be adjusted with actually applicable activities.

The curriculum of the educational programme includes problem-based learning (PBL) in the teaching process. But while the objectives of a number of courses are designed to develop the ability to solve complex and unpredictable problems, e.g. in "Industry practice" (...to develop cognitive and practical professional skills specific to this field, to solve complex and unforeseen problems), "Interdisciplinary project" (allows for rapid changes of knowledge - based on economics, using problem-based learning (PBL)) in the list of activities corresponding to teaching-learning methods "Problem-based learning (PBL)" is not included.

### ***Master programme in Design***

The curriculum of the educational programme includes problem-based learning (PBL) in the teaching process. But while the objectives of a number of courses are designed to develop the ability to solve complex and unpredictable problems, e.g. in "Internship" (...to develop cognitive and practical skills specific to the field of design to solve complex and unpredictable problems), "Consumer-centered studio" (improve individual and collaborative design-based problem solving skills) in the list of activities corresponding to teaching-learning methods "Problem-based learning (PBL)" is not included.

In the study course - "English language for business communication", "problem-based learning (PBL)" is indicated as a teaching method, while the content of the course does not mention problem-based issues.

### **Evidences/Indicators**

- Educational Programmes (Teaching-Learning Methods);
- syllabi of the academic courses;
- maps of educational programme learning outcomes.

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Introduce the practice of peer observation and its proper documentation, which will help not only to maintain the sense of responsibility of the personnel implementing the training course at a high level, but also to expand the professional skills of the personnel participating in the monitoring and to share experience;

Make sure that the summarized teaching and learning methods mentioned in the syllabi accurately match the actual activities described for the course units and update the syllabi where necessary.

### Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme in Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme in Design	<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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

GTU has implemented a relevant evaluation system which is easily accessible for students, being laid out in each syllabus. The evaluation system is in accordance with the GTU regulations. Students are also provided with the possibility of an additional exam, if they can't pass the course at first attempt. GTU has implemented an evaluation scale with 7 steps (5 of them positive) in full accordance with the order N3 of MES of Georgia:

- (A)-Excellent - 91-100 assessment points;
- (B)-very good - 81-90 evaluation points;
- (C)-good – 71-80 evaluation points;
- (D)-satisfactory - 61-70 evaluation points;
- (E)-sufficient - 51-60 assessment points.

Negative evaluations are:

- (FX)-failed – 41-50 assessment points, which means that the student needs more work to pass and is allowed to take an additional test once with independent work;
- (F)-failed – 40 evaluation points and less, which means that the work done by the student is not enough and he has to study the subject again.

The maximum grade of the intermediate assessment is no more than 60, and the maximum grade of the final exam is no less than 40. Following all above, we can mention that all formal criteria for assessment are existing and are relevant. Students understand the assessment structures and mechanisms for both programs, and they are satisfied with them. They are further aware of how to appeal against an assessment, if necessary.

The procedures for appeal are adequate. For each appeal, an appeal council is created in order to discuss student's work and set final result.

In addition to the above-mentioned direct evaluation system, GTU has an indirect assessment mechanism in place. The evaluation commission of the educational programmes of the faculty, together with the quality assurance service, performs the analysis of the learning results of the training courses. Based on the analysis of all available information, it develops appropriate recommendations about changes to be implemented in the respective program.

Concerning the assessment of the master thesis, there seem to be some GTU regulations in play that do not match the real-life situation that seems adequate for the assessment of mater theses, being a committee of teachers with supervising rights, discussing the work together within the committee and coming to an agreement on the final assessment.

On p. 39 of the self-evaluation report, a complex secret balloting system is described that not only involves an examination commission but also an evaluation counting commission that has to oversee the secret balloting. Even the quality of the paper to be used is described (A4, 80g/m2 density). In our interviews, the supervisors of master theses have not been aware of such a practice, so we recommend to adjust these regulations accordingly.

#### **Evidences/Indicators**

- educational programmes of Design
- interviews
- syllabi of both programmes
- elctronical system for monitoring students' academic progress: <https://vici.gtu.ge>

#### **Recommendations and suggestions according to the programmes:**

##### **Master programme of Design**

**Recommendation(s):** Adapt the regulations for the assessment of a master thesis, so that they are in line with the applied practice of an evaluation committee that openly discusses the thesis and jointly decides the assessment.

**Suggestion(s):** None.

## Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

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



### 3. Student Achievements, Individual Work with Them

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

#### 3.1 Student Consulting and Support Services

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

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

Importantly, the satisfaction of students is clearly visible in both programs. In the interviews, the students confirmed to receive broad individual attention and support. They are provided with permanent consulting capabilities, they are familiar with procedural issues, and they have the ability to protect their rights both at faculty and central level.

GTU significantly funds student services: According to the provided report, the total funding was determined at 1,235,811 GEL in 2022. Student support is mainly manifested in the provision of faculty scholarships and the establishment of benefits related to the payment of tuition fees.

The department of student services, culture and sports functions at university level. They are actively involved in the organization and financing of extra-curricular activities, constantly take care of promoting sports and culture, establishing a healthy lifestyle among students and young people, ensuring the identification of talented students and their participation in world and national activities on behalf of GTU.

Students and graduates confirmed that they were constantly involved in the process of updating the study programmes. They were able to name specific examples for changes implemented in consequence to their suggestions.

The International Design Schools maintains partnerships with employers who significantly contribute to the practical development of students and their respective skills. Despite the availability and diversity of opportunities and services, it should be noted that the issue of further improvement of internationalization was also identified. We received feedback from students that exchange programmes are not easily accessible due to the specifics of the programs.

Within the framework of the accreditation process, the electronic communication platform VICI was also noted, in which specific information for students is inserted, however, it was revealed that although students receive announcements in the form of electronic messages, they themselves need to submit any kind of note in a material form. We recommend to amend this and allow students to use electronic services in full.

## Evidences/Indicators

- GTU Chancellor's Report 2022
- Interviews
- Electronic system for monitoring the academic performance of students of GTU  
<https://vici.gtu.ge>
- Web-page of GTU

**General recommendations of the cluster:** On the online platform VICI, allow students to submit any kinds of messages in electronic form

**General suggestions of the cluster:** Further improve the internationalization component by increasing the number of exchange programmes and the number of mobile students

## Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Bachelor programme of Design</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master programme of Design</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

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

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

### *Master programme of Design*

The university has established clear rules of working on the master's thesis. The programme is supported by qualified thesis supervisors who are fully involved in the process. The master's supervisor is a professor, associate professor, assistant professor, visiting professor, visiting associate professor, visiting assistant professor of the relevant academic department of GTU, as well as the chief or senior scientific employee of scientific institutes integrated with GTU. The master's supervisor may be an employee of another (partner) institution with a doctor's academic degree, if there is a signed agreement (memorandum) on mutual cooperation between GTU and this institution. Within the framework of the master's thesis, students receive individual consultations, they are not limited in choosing topics. When working on a master's thesis, the moment of antiplagiarism is taken into

account, and the university supports this with a special electronic system, where an automated analysis of written works is carried out. The university collaborates with a number of enterprises offering internship opportunities (confirmed by MOUs), which also play an important role in the process of inspiring and preparing a master's thesis.

Concerning the content of the master thesis itself, see the comments and suggestions made for substandard 1.4.

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 1 (name, level)<sup>4</sup></b>	
Number of master's/doctoral theses supervisors	<b>9</b>
//Number of doctoral thesis supervisors	-
Number of master's students	<b>18</b>
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	<b>1/2</b>
Ratio - supervisors of doctoral theses/doctoral students	-

#### Evidences/Indicators

- Documents confirming the qualification of supervisors of master's students
- Regulations of the Technical University of Georgia on Master's Degree
- Interviews

#### Evaluation

<b>Component 3.2. Master's and Doctoral Student Supervision</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Master programme of Design</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

<b>3. Student Achievements, Individual Work with them</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Bachelor programme of Design</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master programme of Design</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>4</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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## 4. Providing Teaching Resources

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

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### 4.1 Human Resources

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

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

The educational programmes grouped in the cluster are implemented by academic and invited personnel with appropriate qualifications, which is confirmed by the documentation attached to the programme package. The academic staff is selected under the open competition rule, in accordance with "The Law of Georgia on Higher Education" and the Statute of the Georgian Technical University.

Their qualifications are in compliance with the legislation and standards defined by the internal regulations of HEI. Both academic and invited personnel have relevant competence in the field, proven by their publications and creative projects within the last 5 years, also by their high-level international activity. This assessment was further confirmed by interviews with the heads of the university and faculty quality assurance office and academic staff.

The number and workload of the academic and invited personnel implementing the programmes ensure the conduct of the educational and scientific-research process defined by the educational program. By reviewing their personal data, it is confirmed that they have the necessary competence to convey the programme learning outcomes.

The ratio between the total number of academic and invited personnel and their correspondence with the number of students on the programme ensures the sustainability of the program.

The HEI has clearly defined the qualification requirements of academic/scientific/invited/administrative/support staff, considering their job descriptions, functions and existing legislation; Labor agreements concluded with the personnel implementing the program.

The scope of the work to be performed by the employee, as well as their rights and duties, are determined by the mentioned contract and other legal-normative acts. The labor contract and the internal regulations of the university clearly describe the employer's rights and duties, the employee's salary allowance, the working day regime, the conditions for going on 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. Established procedures are transparent and information about each of its stages is open, accessible and easy to understand for interested parties.

The high rate of international cooperation of the implementing staff further guarantees the competent conducting of studies, at a highly professional level and according to international standards. We saw a high interest of the staff for the further viability of the programme and their strong motivation concerning the profound education of students – which was clearly confirmed in the interviews with students and graduates.

The head of the two programmes has the necessary knowledge and possesses rich experience for the development and implementation of the program, which is confirmed by his curriculum vitae, comprising many years of scientific-practical, creative, pedagogical and international work, documente by scientific publications, creative projects, textbooks and lecture courses necessary for the implementation of the program.

The head of the programmes actively cooperates with employers and graduates in accordance with the requirements of the field in order to further develop the program, which was confirmed at the interviews with employers, heads of internship organizations and graduates.

### ***Bachelor programme of Design***

The English-language undergraduate educational programme "Design" is implemented by highly qualified academic and invited staff who have the necessary competence regarding the programme learning outcomes, which is confirmed by their personal data.

The number and workload of academic and invited staff ensures managing of the learning process defined by the educational programmes and also, proper performance of scientific-research activities and other functions entrusted to them. The balance between academic and visiting staff ensures the sustainability of the program, which is regulated by the "Rule of determining the number of academic and visiting staff of GTU". Quantitative indicators of the personnel implementing the programme are given in the table:

<b>Bachelor programme of Design</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>5</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>6</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>20</b>	<b>20</b>	<b>12</b>	<b>14</b>
- Professor	9	9	7	9
- Associate Professor	4	4	1	4
- Assistant-Professor	1	1	-	1
- Assistant			-	
<b>Invited Staff</b>	<b>6</b>	<b>6</b>	<b>4</b>	
<b>Scientific Staff</b>				

Thus, the human resources of the programme fully comply with the standard.

#### ***Master programme of Design***

The English-language MA educational programme "Design" is implemented by highly qualified academic and invited staff who have the necessary competence regarding the programme learning outcomes, which is confirmed by their personal data.

The number and workload of academic and invited staff ensures managing of the learning process defined by the educational programmes and also, proper performance of scientific-research activities and other functions entrusted to them. The balance between academic and visiting staff ensures the sustainability of the program, which is regulated by the "Rule of determining the number of academic and visiting staff of GTU". Quantitative indicators of the personnel implementing the programme are given in the table:

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<sup>5</sup> Staff implementing the relevant components of the main field of study

<sup>6</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>Master programme of Design</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>7</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>8</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>14</b>	<b>14</b>	<b>8</b>	<b>9</b>
- Professor	6	6	5	6
- Associate Professor	3	3	–	3
- Assistant-Professor	–	–	-	–
- Assistant	–	–	-	–
<b>Invited Staff</b>	5	5	3	–
<b>Scientific Staff</b>				

Thus, the human resources of the programme fully comply with the standard.

#### **Evidences/Indicators**

- "Announcement of an open competition for academic positions at the Technical University of Georgia";
- scientific and creative achievements of academic personnel;
- Statute of the International School of Design;
- On the status of the head of the educational programme at GTU (Resolution of the Academic Council of GTU No. 01-05-04/163, 08.11.2021);
- CVs, qualification documents, list of scientific works and projects in the personal file of the academic and invited personnel implementing the program;
- certificates confirming the participation of the academic personnel in training;
- documentation confirming international cooperation;
- workload scheme of Academic, Scientific and Invited Staff;
- The rule for planning, elaboration, evaluation and development of educational programme at Georgian Technical University
- methodology of determining the number of personnel;
- results of interviews with the heads of the programs, administration, staff, students, alumni, and employers.

<sup>7</sup> Staff implementing the relevant components of the main field of study

<sup>8</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

## Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

### *Master programme of Design*

Master programme of Design			
Number of supervisors of Master's/Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>9</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	9	4	9
- Professor	4	3	4
- Associate Professor	3		3
- Assistant-Professor			
Invited Staff	2	1	–
Scientific Staff			–

The development of the academic staff employed at the International Design School of the Technical University of Georgia is carried out on the basis of the general university strategy, which is given in the "Human Resources Management Policy and Strategy of the Technical University of Georgia". The University creates an environment where both academic and invited staff are given the opportunity to reveal their maximum potential in the research, teaching and creative process.

The analysis of the available information of the personnel employed within the framework of the MA programme showed that the dynamics of their scientific-research and creative activities is increasing, which is confirmed by the analysis of the portfolios presented by them. With no doubt, a competent supervision of students' master theses is guaranteed.

<sup>9</sup> These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.



The selection/appointment of the supervisors for the master students is determined by the regulations of the Technical University of Georgia on the master's degree: Professors, associate professors, assistant professors, invited staff members/pedagogues, emeritus, chief or senior scientific workers (with a doctorate degree) of a scientific institute/ center integrated with GTU can be appointed as supervisors.

The supervisors, in agreement with the students, establish a personal work plan, where the name of the master's thesis, the list of compulsory and optional subjects, activities to be carried out for the scientific-research component have to be specified. The supervisor accompanies the completion of the master's thesis and the students' preparation for the defense. Concerning the character and format of the master theses, see comments and suggestions to substandard 1.4.

The demand of the programme and its high reputation is indicated by the fact that most of the master's students are graduates of the bachelor's programme of another faculty and they confirmed their high satisfaction during our interviews.

The self-evaluation report of the programme contains a list of master's theses, but a technical error was made, at the beginning of the text part, the name of the programme instead of "Design" is written "Hotel Service Management", which should be corrected.

#### Evidences/Indicators

- Statute of the International School of Design;
- "Regulations of the Technical University of Georgia on Master's Degree" (with four appendices);
- personal information and qualification documents of the academic personnel implementing the program;
- Functions of the Master's thesis supervisor;
- Methodology for determining the number of academic, scientific and invited staff of the programme;
- Report on meetings with students and graduates

#### Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

GTU has established an impressive range of opportunities for professional staff development. Its overarching strategy aims at three relevant aspects, namely:

- quality-oriented educational activities
- quality oriented scientific research activities
- promoting internationalization

In our interviews we learnt that the staff of the International Design School was well aware of a broad range of supportive offers for all university personnel, although we also felt a certain ambiguity concerning the relevance of these offers for the specific needs of the International Design School.

The staff of the International Design School benefits a lot from the institutional support concerning the scientific (and of course also the artistic resp. design-specific) career support, mainly aimed at international exchange and conference contributions or participations. We encourage the institution to keep up and, if possible, intensify its international activities, as they are highly relevant on many levels: not only are they supporting individual competence and careers, they also encourage members of staff to follow up on international best practice and become engaged on institutional level to contribute to further developing strategies and approaches.

GTU teaching and learning support seems to happen on a more general level, with very broad and up-to-date components, also in the context of e-learning, online collaboration and the necessary critical reflection on the ongoing developments. Yet, some of these activities do not seem to be directly relevant for the field of design education. In order to increase participation of staff members in charge of both programmes grouped in the cluster, we therefore encourage GTU to establish a few specialized (not necessarily many) offers explicitly framed for the necessities of design education: for example, on teaching small groups of students, on integrating competences from diverse disciplines, on international models of artistic researches, etc.

As the available time did not allow to confirm by a direct question to the head of the programmes, we have to rely on the self-evaluation report, which does not mention specific support for heads of programme. Although the International Design School already showed a lot of capability for change, it still would be desirable from a university point of view, to offer attractive and tailor-made learning opportunities for heads of programme, as they are valuable drivers of future development and innovation – be it in terms of external knowledge to acquire, be it in terms of intensified internal networking and mutual reflection.

## Evidences/Indicators

- Order of the rector of GTU No. 01-09-10/273 "On faculty commissions for evaluation of educational programs" dated by 19.11.2019:  
<https://gtu.ge/quality/Files/Pdf/brdzaneba%20da%20reglamenti.pdf>
- Resolution No. 531 of the Academic Council of GTU "On the evaluation system and response of academic staff of GTU" dated by September 27, 2011  
<https://gtu.ge/quality/Files/Pdf/531%20shfaseba.pdf>
- scientific and creativity report of the staff (2018-2021) (Appendix 16);
- Scientific achievements of academic staff <http://my.gtu.ge>;
- International mobility of academic and administrative staff: experience and challenges in higher educational institutions of Georgia:  
<http://erasmusplus.org.ge/files/publications/Research%20Projects/GEO/ICM%20Staff%20Mobility%20Study%202019.pdf>
- Documentation confirming international cooperation (Appendix 9);
- Analysis of academic and visiting staff satisfaction survey (Appendix 14);
- Measures implemented for the development of academic and visiting personnel <https://gtu.ge>;
- Rules for evaluating educational and scientific-research work of GTU" - Resolution No. 450<sup>1</sup> of the Academic Council of GTU dated by May 6, 2011 <https://gtu.ge/quality/Files/Pdf/450cesi.pdf>

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Keep up and, if possible, intensify international activities, as they are key for beneficial staff development and knowledge transfer between Georgian institutions and international developments of relevance;

Establish a few specialized (not necessarily many) offers in the field of teaching and learning methods, explicitly framed for the necessities of design education;

Offer some attractive and tailor-made further training opportunities for heads of programme.

## Evaluation

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

#### 4.4. Material Resources

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

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

For study programmes in the field of Design, especially for one with a clear focus on studio work, facilities for production and experimentation are of essential importance.

In this regard, it was an unpleasant surprising that no such facilities were mentioned in the self-evaluation report at all. Luckily it turned out that on the contrary, there are several facilities available for the students, on the one hand directly integrated in the core building where the International Design School is located, and on the other hand more distant, but with broader production possibilities for the students.

The closely located facilities include a space for collective drawing, a very small wood workshop, and some basic printing possibilities. Also, a lot of computer workstations are available, for which the demand decreases because of privately owned laptops with similar performance.

Students can use a central wood and wood restoration workshop where they are supported by specialized staff.

Especially noteworthy is a quite advanced 3D production facility, where 3D printers, CNC milling machines, and other advanced tools are available – with some priority for graduating students.

Although security issues are not mentioned as a criterion in any substandard for programme accreditation, it seems responsible to mention an obviously dangerous situation in the entrance corridor of the central wood workshop, namely a circular saw with exposed cabling that seems potentially dangerous not only for students, but also for the operating staff.

Additional workshop facilities for metal processing, ceramics, glass, and others would be desirable to enlarge the possibilities for experimentation, but also the better integration of existing facilities, e.g. in the context of textile design, would be beneficial for both programmes. Although the financial restrictions are an obvious problem, the institution should create a strategic plan addressing the desired development of its internal workshop facilities and cooperations, to facilitate future investments.

GTU's impressive library covers a broad range of historic and modern literature that is continuously updated, not only in print but also on digital storage and thus broadly accessible. A wide range of electronical databases is also available for the students, not only on site but also via internet.

Without being able to checking every single resource, there is no reason to doubt that in the library, all of the literature mentioned in the course syllabi is sufficiently available for the students.

### ***Bachelor programme of Design***

As the material resources are used by bachelor and master students likewise, there are no additional remark for the bachelor programme.

### ***Master programme of Design***

Especially for the students of the master programme, the well-equipped library of GTU offers abundant resources for their master thesis work. Concerning the workshop facilities, the reflections above apply for the bachelor and the master programme likewise.

### **Evidences/Indicators**

- guided tour of relevant buildings and facilities, including workshops and the library
- self-evaluation report
- interviews
- results of the student survey
- central scientific and technical library of GTU: <http://gtu.ge/Library/>
- rules for using the University Library and its branches of the Georgian Technical University [https://gtu.ge/Library/Pdf/sarg\\_wes\\_2020.pdf](https://gtu.ge/Library/Pdf/sarg_wes_2020.pdf)

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Create an overview of all workshop facilities and production/experimentation possibilities for the students, together with information on the respective terms of use;

Check the security situation in all workshops, including the electric cabling of the central wood workshop facility;

Elaborate a development strategy regarding the expansion of workshop facilities and additional technologies, with a mix of own resources and intensified cooperation with external providers.

### **Evaluation**

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<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 programme/faculty/school budget is economically feasible and corresponds to the programme needs.

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

LEPL-Technical University of Georgia (GTU) is a long-term financially stable and sustainable organization.

Funding of the programmes is carried out in accordance with the unified university regulations. The main source of budget are tuition fees paid by students. The funds for the programmes presented in the cluster are defined in the budget of the International Design School, which is approved by the Representative Council of the University. The budget of the programmes is calculated according to the study components and practices of the program. The expenses part of the budget considers remuneration of the personnel involved in the program, equipment, inventory and consumables needed to ensure the study process, maintenance and utility costs of the existing infrastructure, infrastructural costs to be paid for the development of the programme during the year.

The financial analysis shows that the programmes are sustainable, which is confirmed by the presented documents and the interviews conducted with the university administration during the visit.

The programmes grouped in the cluster have a programme budget attached, the sustainability of which is ensured by the admission of students to the program, which in the last 5 years is 253 persons for the bachelor's program. The number of foreign students and external and internal mobility students are added to that, which increases the school's income and together fully ensures the financial sustainability of both programs. The basic standard parameters are described in both programme budgets, which in turn are included in the school budget. Taking into account the estimated costs and revenues, the International Design School has developed an independent annual budget, which is approved by the Representative Council of GTU.

During the interview, the deputy head of the programme, a deputy rector of the university and the head of the financial service spoke about the budget. They confirmed that the number of students studying at the "Design" bachelor and master programmes absolutely ensures the standard expenses of the school and the self-sufficiency of the funds determined for the development of the program. During the interview with the university administration, they declared their readiness to develop programmes and support strategic projects for the university, among which there are programmes implemented by the International Design School, which are in demand among both Georgian and foreign applicants. The growing demand of the society for the products and ideas of design increases the demand for qualified specialists, having a positive impact on the number of people wishing to continue their studies in the programmes grouped in the cluster.

### ***Bachelor programme of Design***

Due to the similarity in the administration and budgeting of the bachelor and the master programme the text above fully applies to both programmes likewise.

### ***Master programme of Design***

Due to the similarity in the administration and budgeting of the bachelor and the master programme the text above fully applies to both programmes likewise.

### **Evidences/Indicators**

- Funding sources for the educational programme;
- GTU Budget <https://gtu.ge/AboutStu/stu-budget.php>;
- The budget of undergraduate English-language educational programme "Design";
- The budget of the Master's English-language educational programme "Design".

### **Evaluation**

Component 4.5 Programme/faculty/school budget and programme financial sustainability	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Bachelor programme of Design</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master programme of Design</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Compliance of the programmes with the standards**

<b>4. Providing Teaching Resources</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Bachelor programme of Design</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master programme of Design</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Teaching Quality Enhancement Opportunities

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

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### 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.

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

Issues related to the internal quality assurance at GTU are coordinated by the University Quality Assurance Service together with representatives of Quality Assurance at faculties on the basis of the "Internal Mechanisms of Quality Assurance of GTU" approved by the Resolution 01-05-04/108 of the Academic Council of the University of April 17, 2018. According to the mentioned document, the Internal Quality Assurance Service of Georgian Technical University carries out the evaluation of the quality of the programmes within the framework of the undergraduate and graduate programme.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) programme development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the programme.

The Quality Assurance Service and the faculties at Georgian Technical University are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as satisfaction with educational programmes, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented programmes was carried out. In order to fully achieve the learning outcomes provided by the programmes, programme managers and academic staff were consulted and given specific recommendations that were taken into account during the programme development process.

The "Faculty Commission" established at the International Design School plays an important role both in the improvement of programmes and in the internal evaluation of quality. Commission members actively participate in the process of reviewing educational programmes and are involved in



the evaluation of the study process and results. They participate in decision-making regarding the establishment of educational objectives and outcomes of the programmes and their modification.

The self-evaluation report and meetings with the Expert Panel show that the University conducts an educational programme's evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for programme development, also on international level, and implements them in the programme.

The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them, which is confirmed by a comprehensive overview as a part of the self-evaluation report and by meetings with stakeholders and relevant reporting protocols.

Various events and training activities are conducted by the Quality Assurance Service to develop the curriculum and improve the teaching process at the University. The Quality Assurance Service presented the list of activities / training events conducted to improve existing programmes at the University.

Although the experts are impressed by the institution's capacity of radically adapting its programmes and developing further, we were surprised that no future areas of improvement were documented in the self-evaluation report at all. We understand the wish of emphasizing the strengths and successes, yet it would have been even more beneficial for the accreditation procedure to be aware of the weak spots and projects for further improvement already identified, instead of digging into them only within the limited frame of our visit.

#### **Evidences/Indicators**

- Bachelor and Master's programme of Design;
- Programme Self-Assessment Report;
- Rules of planning, development, evaluation and development of the educational programme at the Georgian Technical University;
- Internal quality assurance mechanisms of GTU approved by resolution 01-05-04/108 of GTU Academic Council of April 17, 2018;
- Market research;
- Protocols of the school commission for evaluation of educational programmes;
- Expert Panel meeting with academic and invited staff;
- Expert Panel meeting with representatives of quality assurance service;
- Expert Panel meetings with students, graduates and employers of the programmes.

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Show a more transparent attitude in the next self-evaluation and dare to also share unresolved issues you are aware of as areas for future improvement, in order to benefit from the potential of the external evaluators as much as possible.

## Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

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

Georgian Technical University uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programmes. Based on the recommendations and advices received on the previous version of the educational programme of Design and other educational programmes, the University provides development and refinement of the bachelor and master's programme of Design.

The external evaluation of the programme is carried out by employers and independent experts (including international) in the development of programme learning outcomes and programme content and structure. Also the programmes are evaluated by the graduates of the programme in terms of researching the competencies and skills needed for the modern employment market.

The recommendations obtained as a result of the evaluation were taken into account when modifying the programme, together with impressively comprehensive international research on best practice in the field of higher Design education.

### Evidences/Indicators

- Bachelor and Master's programme of Design;
- Programme Self-Assessment report;
- Internal quality assurance mechanisms of GTU approved by resolution 01-05-04/108 of GTU Academic Council of April 17, 2018;
- External experts' assessments;
- Expert Panel meeting with representatives of quality assurance service;
- Expert Panel meetings with graduates and employers of the programs.

## Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

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

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

The Quality Assurance Service of Georgian Technical University has developed mechanisms for monitoring, evaluating and improving educational programmes. The evaluation of the implementation of the educational programmes is mainly done by surveying students, graduates, employers, academic and invited staff and by monitoring the learning process. At the end of each semester, the Quality Assurance Service evaluates courses and lecturers through questionnaires based on student surveys that are administered online. Student satisfaction with the course is analyzed and the results obtained are processed for further refinement of the programme.

The involvement of stakeholders in the process of developing the undergraduate and graduate programmes of Design is confirmed. The institution submitted protocols of meetings with the staff elaborating the programme and employers' assessment of the educational programme, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during meetings with the Expert Panel; they named specific cases of consideration of the recommendations made by them to the programme manager.

According to the programme quality assurance mechanisms, the quality assurance representatives attend lectures / practical training for monitoring, analyzing the students' academic performance and developing relevant recommendations for the improvement of the educational programme or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. At this stage, the programmes do not use developmental peer assessment, which involves academic and invited staff colleagues attending lectures and sharing feedback with each other, in order to improve the quality of teaching. However, the academic and invited staff of the programme noted their willingness to be involved in the process.

The Quality Assurance Service monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. Data from each faculty is reviewed by the Faculty Commission. The evaluation results are used by the university administration to improve educational programmes and the academic process. The university provided the results of the analysis of the academic performance of the students on the bachelor and master's programme to ensure that the mechanism is established and evaluation of programme outcomes is carried out. Based on the analysis of the evaluation results, the programme and/or evaluation system is modified / adapted to ensure its renewal.

It was yet surprising, that some members of the invited staff did neither seem to know about ongoing student surveys nor to receive formal reports on evaluation results concerning their own courses. The experts presume that this are cases with only positive student feedback, and teachers are only approached in case of negative feedback. Although an atmosphere of trust could be felt during all the interviews, where students and teachers benefit from the little number of people involved and usually talk openly about the teaching and learning process, the experts believe that an element of less informal and anonymous feedback is still important, and teachers should not only be informed in case of problems, but also be informed and appreciated in case of only positive student feedback. We do understand the challenge of working with such a more formalized element in a trustful and 'cool' culture of working together, but we encourage GTU to maybe adjust the tool in a way that makes it more accessible and relevant for all parties involved.

One of the quality assurance mechanisms for Georgian Technical University is the systematic assessment of the quality of professional development of the academic and invited staff of the university, which is reflected in their submission of annual or semester reports. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. The mentioned activity is confirmed by meetings of the Expert Panel with the stakeholders and from the CVs of the academic staff. The institution also presented separate information about academic and scientific research activity.

In the process of programme self-evaluation, the programme was benchmarked against similar programmes available at foreign universities, which is confirmed in meetings with the Expert Panel.

The results of all this analysis are not only documented, but led to major shifts and improvements in both educational programmes.

#### **Evidences/Indicators**

- Bachelor and Master's programme of Design;
- Programme Self-Assessment Report;
- Internal quality assurance mechanisms of GTU approved by resolution 01-05-04/108 of GTU Academic Council of April 17, 2018;
- Benchmark document with similar programmes of foreign universities;
- Expert Panel meeting with academic and invited staff;

- Expert Panel meeting with representatives of quality assurance service;
- Expert Panel meetings with students, graduates and employers of the programmes.

**General recommendations of the cluster:** None.

**General suggestions of the cluster:** Make sure that course evaluation results are accessible for all responsible teachers – also in cases with only positive feedback, and also for invited staff; further make sure that there is at least some low-level communication about it.

**Evaluation**

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master programme of Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

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

Attached documentation (if applicable): None.

Name of the higher education institution: Georgian Technical University

Name of Higher Educational Programmes, Levels:

- Bachelor programme of Design (NQF level 6)
- Master programme of Design (NQF level 7)

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Bachelor programme of Design	Compliance with requirements	Compliance with requirements	Substantially compliance with requirements	Compliance with requirements	Compliance with requirements
Master programme of Design	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements

Signatures

Chair of Accreditation Experts Panel

Bernhard Kernegger



Accreditation Expert Panel Members

Luka Beraia

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