NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Name of the Cluster of Educational Programmes according to the Fields of Study of the Classifier:

Fashion, Interior and Industrial Design cluster:

Fashion Design (BA)
Fashion Design (MA)
Textile Design (BA)
Textile Design (MA)
Industrial Design (BA)
Industrial Design (MA)

Name of Higher Educational Institution

LEPL - Tbilisi State Academy of Arts

Evaluation Date(s)
28-29 September

Report Submission Date

20.12.2023

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL - Apollon Kutateladze Tbilisi State Academy of Arts
Identification Code of Institution	203851545
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Maria Stranekova, MODŚpe Paris Central Europe France and Tomas Bata University Zlin, Czech republic
Member (Name, Surname, HEI/Organization, Country)	Lela Kiknavelidze, LEPL - Akaki Tsereteli State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Tamar Chimakadze, Batumi Art Teaching University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Tamta Lekishvili, East European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Aleksandre Kalandadze, LEPL - Ivane Javakhishvili Tbilisi State University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6
Name of the educational programme	Fashion Design	Textile Design	Industrial Design	Fashion Design	Textile Design	Industrial Design
Level of higher education	Bachelor	Bachelor	Bachelor	Master	Master	Master
Qualification to be awarded	Bachelor of Fine Arts in Fashion design	Bachelor of Fine Arts in Textile Design	Bachelor of Fine Arts in Industrial Design	Master of Fine Arts in Fashion design	Master of Fine Arts in Textile Design	Master of Fine Arts in Industrial Design
Name and code of the detailed field	0212 Fashion, Interior and Industrial Design	0212 Fashion, Interior and Industrial Design	0212 Fashion, Interior and Industrial Design	0212 Fashion, Interior and Industrial Design	0212 Fashion, Interior and Industrial Design	0212 Fashion, Interior and Industrial Design
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]						
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240	240	240	120	120	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited, 10.21.2011 N 152	Accredited, 10.21.2011 N 151	Accredited, 10.21.2011 N 156	Accredited, 08.09.2012 N 322	Accredited, 8.09.2012 N 320	Accredited, 08.09.2012 N 330

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

II. Accreditation Report Executive Summary

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

A detailed overview of the educational programs grouped in the cluster written in SER and the site visit proved that the cluster has a very long and important history dating back almost 60 years and continuously developing according to the impact of global changing, society and local needs of the labor market. The cluster has strong roots in Arts, authorized by government, grouped in broad fields as 02 Arts and Humanities, 021 Arts”' and Cluster I |as narrow fields { - "0212 Fashion, Interior and Industrial Design". Detailed field name and code according to ISCED – F – 2013 are/ 212.1.2 Industrial design, 212.1.3 for Fashion and 212.14 for Textile design. The last dates of accreditation of educational programs was in 2005, 2012, 2018. ECTS credit amount is standard, for a Bachelor degree is 240, for a Master 120.

The cluster, as part of the significant Art Academy of Georgia plays a very important role in development of the artistic, cultural values, but also has huge potential to increase the development of the creative industry sector in the local area. Within the cluster in (BA, MA) level is clearly visible the fact of incorporating the new methods and also the teaching of business disciplines and modern technologies. These include marketing, product development, production, entrepreneurship fundamentals, digital programs, advertising, and other relevant subjects. This comes from understanding the fact that design has become the centerpiece of a new cultural and worldview shift, making it one of the most prestigious and rapidly developing professions in the business world.

The other main common features of educational programs in Fashion Design, Industrial Design and Textile Design are relevant, very logic and transparent, offers students the chance to reach the local and global market by achieving optimal results in the teaching by learning process which requires a synergistic blend of theoretical and practical elements, as well as a balance between research and creative aspects. The programs aim to train highly competitive designers who meet modern international standards. Emphasizing objectives such as competencies aligned with the demands of the labor market, skills in conceptualizing and creating consumer products, and developing a diverse skill set that combines traditional techniques with modern technologies is a very solid base enriched by additional skills- enabling graduates to effectively incorporate technical and technological aspects and business management decisions.

- **Overview of the Accreditation Site Visit**

The accreditation experts’ panel visited the Academy, its components and supporting departments and units from 28 to 29 September 2023, activity facilitated by the National Centre for Educational Quality Enhancement. The aim of the site visit was to verify the information provided by the Academy, in the self-evaluation report and explore other matters which might have been insufficiently presented in the documentation by means of interviews with the representatives of the programmes under evaluation. In this context, the panel of experts met over 15 sessions with the Academy’s leadership, self-evaluation team, the heads of departments for the bachelor and master programmes, the heads of the programmes under evaluation, the academic and supporting staff,

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

students of the bachelor and master programmes, alumni of the two evaluated programmes, the representative of the employers and the Quality Assurance Office. In addition, the expert panel visited the academic, training, and other facilities (conference rooms, classrooms, the library, laboratories, museums, workshops…) The expert panel interacted with the target audience by asking questions, requesting clarification, or observing the conditions of life and study at the Academy. Concluding the visit, the chair debriefed the representatives of the Academy on key preliminary findings. The Academy and National Centre for Educational Quality Enhancement organised the site visit in excellent conditions, all needs and questions of the expert panel being fully satisfied or answered.

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

Fashion Design (BA):

1 standard: Complies with requirements

2 standard: Complies with requirements

3 standard: Complies with requirements

4 standard: Complies with requirements

5 standard: Complies with requirements

Textile Design (BA):

1 standard: Complies with requirements

2 standard: Complies with requirements

3 standard: Complies with requirements

4 standard: Complies with requirements

5 standard: Complies with requirements

Industrial Design (BA):

1 standard: Complies with requirements

2 standard: Complies with requirements

3 standard: Complies with requirements

4 standard: Complies with requirements

5 standard: Complies with requirements

Fashion Design (MA):

1 standard: Complies with requirements

2 standard: Complies with requirements

3 standard: Complies with requirements

4 standard: Complies with requirements

5 standard: Complies with requirements

Textile Design (MA):

1 standard: Complies with requirements

2 standard: Complies with requirements

3 standard: Complies with requirements

4 standard: Complies with requirements

5 standard: Complies with requirements

Industrial Design (MA):

1 standard: Complies with requirements

2 standard: Complies with requirements

3 standard: Complies with requirements

4 standard: Complies with requirements

5 standard: Complies with requirements

- **Recommendations**

Cluster:

- Write down target scores for each outcome for all six programs;
- If there is no evaluation component, add 0 evaluation points;
- It is recommended for the TSAA to draft a document of methodology for determining the number of supervisors and MA programme students to ensure the relevant ratio or incorporate the following methodology in the already existing "Mechanism for planning the student Contingent, Methodology and Target Benchmarks" document.
- It is recommended for the TSAA to draft a separate document that consolidates all obligations (rights and duties) of students and MA thesis supervisors or incorporates such norms into existing documents (for instance in the document regulating graduate Studies in TSAA, such as Charter of Master's programme).
- It is recommended that program staff be actively engaged in all stages of program quality assurance.

Programme 3 (Textile Design, BA)

- It is recommended for the TSAA to draft Rules on Preparation and Defense of Bachelor's thesis with integrated detailed student's evaluation criterias and standards of academic style.

Programme 4 (Textile Design, MA)

- It is recommended for the TSAA to draft Rules on Preparation and Defense of Master's thesis with integrated detailed student's evaluation criterias and standards of academic style;
- Qualified supervisor should develop new standards for the final thesis to respect contemporary trends in the textile field.

Programme 5 (Industrial Design, BA)

- It is recommended for the TSAA to draft Rules on Preparation and Defense of Bachelor's thesis with integrated detailed student's evaluation criterias and standards of academic style.

Programme 6 (Industrial Design, MA)

- It is recommended for the TSAA to draft Rules on Preparation and Defense of Master's thesis with integrated detailed student's evaluation criterias and standards of academic style.

- **Suggestions for the Programme Development**

Cluster:

- In the syllabi, the criteria for midterm and final exam evaluations, 1-3 points and 4-6 points, should preferably be changed to 1-2 points, 3-4 points and 5-6 points. It is preferable to have a single Biji in this case for a more valid rating;
- It is desirable to include disciplines in the educational process that take into account the specificities of production, in terms of the functional qualities of design products, which, in addition to practical skills in the field, contribute to the development of thinking, interdisciplinary approaches, while the practice of teaching in foreign schools in the field of design is also focused on theory/practice, interdisciplinary complex approaches, taking into account creative thinking, experimental activities, etc;
- It is desirable to actively add practical disciplines to the educational process with construction and modern technological approaches in design (in the form of elective disciplines), which will help students acquire versatile basic knowledge, to form an intellectual and cultural thesaurus;
- It is desirable to add a CV function to the portfolio design (participation in projects, competitions, exhibitions);
- Strengthen creative leadership position building a creative center or lab/ hub/ space/ supported by state or private body with the newest technology equipment;
- It is desirable that the results (works) of the students of the cluster programmes reflect a variety of contemporary methods of design, which develop not only creative thinking but also ways of searching for problem-solving;
- We suggest that TSAA starts searching for visual art work and AI plagiarism detection systems in order to ensure academic integrity and respect for copyright on all programmes.

- We suggest that to deliver timely decisions on the student complaints (appeals), it would be better to delegate the power to hear a complaint from Faculty Council to another academic or administrative unit or for instance create a small council that will deal with student appeals;
- More involvement of students in modern innovative international conferences and projects is suggested, in case of the programmes grouped in the Cluster;
- The balance between academic and invited staff is 50/50, which ensures programme sustainability.
- It is desirable that HEI provide training of staff in a foreign language (English), which will increase the involvement of teachers in international projects or various events;
- It is desirable, for the purpose of professional development, that academic/scientific personnel become more active in the direction of scientific activities. (monograph, scientific paper published in a refereed journal, etc.);
- It is desirable that HEI strengthen the material-financial support to support the implementation of scientific/research/performing-creative activities by scientific and/or guest personnel.
- It is suggested to expand the programs' budgets in terms of supporting materials for course projects and Master thesis works to a larger scale, either from the central budget or from the industry partnership;
- It is suggested to allocate more financial support to the research and professional development activities of the programs' staff;
- It is suggested to promote the quality culture among all units and among all stakeholders at a larger scale to ensure the effectiveness of existing quality instruments within the Academy.

Programme 3 (Industrial design, MA)

- Absence of the Professor position should be covered, also supervisors holding PhD status.

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

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

After careful study of the document with the argumentative position of HEI , in the name of the evaluation expert group we leave the recommendation in the explanations below.

General Recommendation in the cluster -3.2 substandard recommendation:

It is recommended that TSSA develop a separate document that will combine all the obligations (rights and duties) of students and supervisors of

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

master's thesis, or include such norms in existing documents (for instance in the document regulating graduate studies in TSAA, such as Charter of Master's programme).

In relation to the following recommendation, the expert group would like to further clarify the factual circumstances that led to the inclusion of our recommendation in the general cluster recommendations. In the first place, it ought to be noted that before formulating the recommendation, the expert group familiarized itself with the document – "fashion design master's thesis defense rules and qualifying characterization", cumulatively the contract forms of academic/visiting lecturers, the Charter of MA programme and interview results were used. One of the prerequisites to fully comply with the requirements of 3.2. sub-standard is the existence of a document that regulates the rights and duties of the supervisor and co-supervisor (if any) of MA student, provisions on the process of appointment and substitution (replacement) of the supervisor/co-supervisor and also the process of the supervision/co-supervision, that in a sense, is one of the ways to strengthen the legal status of MA student. On the one hand, the MA students is equipped with a mechanism – to choose and if necessary, refer to the relevant person regarding the substitution (replacement) of the supervisors, if there is a gross violation of the supervisor's obligations, and on the other hand, if obligations are prescribed, the MA student has the opportunity to make an informed decision, which means to make a clear and evident appeal to the non-fulfillment of supervisor's obligations, that are declared by the institution. As a result, defining the scope of the MA student's require creates a greater sense of security, makes the supervision process more efficient, and if problems occur- to implement an immediate response.

It ought to be noted that "fashion design master's thesis defense rules and qualifying characterization" (Appendix 16) essentially determines the student's duties and requirements in relation to the MA thesis itself, and in the light of master's student rights – only the possibility to choose the supervisor/co-supervisor of MA thesis. The Rule's rest parts cover the procedural parts of the selection of the MA thesis title, thesis submission, and the defense of MA thesis, taking into consideration the evaluation criteria. It must be noted that the document does not mention the possibility of changing the supervisor and it only covers the procedures of the supervisor's appointment.

In the forms of the agreement concluded with the academic/visiting lecturers, we see an abstract obligation that "the employee is …. Obligated to supervise the scientific-research and/or artistic/creative work of the students.". HEI's Article I, subsection 1.7, of the Charter of MA programme refers to the appendix, where we can get acquainted with the procedures of appointment and obligations of the MA supervisor. It ought to be noted that clearly defined obligations of the supervisors could not be found in the documentation presented by HEI, including in the document mentioned in the argumentative answer (Appendix 16 "Fashion Design Master's Thesis Defense Rules and qualifying characterization", that was submitted before the site visit). In addition, during the interview, The programme supervisor mentioned that an additional contract is not concluded with the MA thesis supervisor. Accordingly, we can consider all the above-mentioned documents as documents where obligations are prescribed.

It must be noted that the interview with the students showed the group of experts that the institution always expresses its readiness to smoothly implement all the procedures for the execution and defense of the MA thesis. In addition, with the involvement of the quality assurance service, the quality of the MA student's guidance is periodically evaluated, which is reflected in the relevant reports. However, to fully comply with the 3.2. sub-standard and considering the best interests of the students, it is crucial for the student to have an enforceable document, which will also give institution an opportunity, within the frame of the contractual binding, to make reasonable demands to the MA thesis supervisors, at all stages of the thesis preparation and defense.

Taking into account the above-mentioned reasoning, the expert's group cannot share the HEI's argumentative position and has to leave its recommendation in force.

In reference to the recommendation in section 5.1, concerning stakeholders engagement, the experts' group would like to clarify that stakeholder engagement during the initial stages of program development was confirmed. However, the primary concern highlighted in the recommendation pertains to their involvement in the process of ensuring program quality, developing assessment/monitoring tools, and analyzing assessment results. This distinction is why the experts' group cannot endorse the argumentative position on this particular point.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

1. In response to the experts' recommendation stating that the learning outcomes of the training courses do not align with the programme's learning outcomes maps, making it unclear to determine the achievement of the learning outcomes, the HEI representatives have acknowledged and expressed their full willingness to consider the specific recommendation in the future.

2. Regarding the "0"-point recommendation, the group of experts would like to further clarify what we mean by the recommendation, where we note that (for each evaluation, a minimum threshold is defined, although the absence of zero points does not give a complete picture of the evaluation, even if the student does not fulfill the evaluation component provided for by the syllabus The score is 1 (one). In the syllabi presented by the HEI, evaluations start from 1 point. It is recommended to add 0 points to the assessment and explain in which case the student receives 0 points.

The expert group leaves its recommendations unchanged.

3. Recommendation - write down target marks for all six programmes for each result'' - the HEI representatives considered the recommendation and forwarded the target marks drawn up for all six programmes for each result along with the reasoned answer. However, according to paragraph 11 of Article 27/2 of the Accreditation Regulation: When making a decision on the oral

hearing, the document of the accreditation seeker which was drawn up after the accreditation visit is not taken into consideration. Therefore, the expert group leaves the recommendation unchanged.

4. The advice given by the experts - "The evaluation criteria of the midterm and final exam in the syllabus, 1-3 points and 4-6 points, should be changed as follows - 1-2 points, 3-4 points and 5-6 points. For a more valid rating, in this case, it is preferable to have a single-point step between evaluation criteria." In response, the HEI representatives noted that the presence of a three-point step in the evaluation criteria for midterm and final exams is a well-proven practice. This kind of evaluation allows us to evaluate the work flexibly, considering several signs. The presence of this kind of separation between evaluation criteria is especially optimal during the evaluations of artistic/creative training courses, because the work is evaluated by several criteria at the same time: individual creative solution, technical/technological, artistic aspects. Thus, the three-point step in the evaluation criteria is an optimal option, while in the case of a single-point step, the evaluation criteria are too fragmented and the possibility of evaluating them as a whole is limited. - The answer is clear and acceptable for the group of experts.

Suggestions for the programme development in a cluster The expert group believes that the component regarding the inclusion of educational disciplines should remain in the form of suggestion that takes into account the specifics of production. Since, in practice, the programme is mainly oriented and provides methods of teaching creative processes of high-artistic ideas and conceptual solutions, which is welcome, although with this part it is desirable to devote more time to the specifics of production in design, the search for functional ideas and the development of research skills. Actively add practical disciplines with constructive and modern technological approaches in design (in the form of optional disciplines), which will help students acquire versatile basic knowledge. Review the structure of the portfolio and add the CV function (participation in projects, competitions, exhibitions). To create independent foreign language educational creative programs (acquaintance with the content of optional disciplines) permanent contacts with international and local educational institutions. It is desirable to devote more time to the activation of scientific creative activities in undergraduate educational programs, so that works based on Georgian traditional cultural studies become known to the masses, and their high creative potential is also used, and scientific and research activities are strengthened in conferences and refereed journals. The group of experts understands and is aware of the diversity and complexity of this field, new digital technologies are constantly being updated and developed in the direction of the fashion industry and of course development in this direction is desirable.

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

Evaluation approaches for the accreditation experts:

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

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

Standard/Component	**Assessment approaches:**
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual

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

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

4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

As evidence from SER, enclosed documents and site-visit can be stated, that generally the compliance of each educational program within the cluster with the requirements of the specified component of the standard is thoroughly written, analyzed, and evaluated. *consistent with the mission, objectives and strategy of the HEI . The information about programen* is public and accessible via web page. There is a potential need to have a new web site or social media platform for the cluster.

The assessment includes a detailed description, analysis, and evaluation of how each educational program aligns with the specified component of the standards. The main objectives are clearly stated in SER and have been proved by evidence/ seen at site visit from the student outcomes and final works, which shown in most of them high creative and designing aspects.

The overall objectives of the cluster's training programs are well designed and developed according to the bachelor and master program levels. BA offers fundamental knowledge across various areas. The master's programs within the cluster share also common objectives / geared towards training specialist designers with advanced research skills. The focus of the master's programs includes design activities that incorporate experimental research, utilization of both traditional and modern technologies and techniques, theoretical and artistic disciplines, and digital technologies that correspond to contemporary tendencies and needs of the local and the international labor market.

The cluster offers vide space for potential collaboration within the other programmes, and other faculties, which already works in individual scale, /Fashion and textile is crucial for development in the field, but there should be more collaboration within even more diverse programs of artistic or engineering faculties. Design is a modern international [language[so The cluster is also the best platform for internationalization at various levels.

Educational, also mainly artistic and practical / exhibitions, competitions, residencies… Students have given their consent to collaborate more with international schools, Erasmus programs, exchange programs and so on. In both ways, which requires a higher level of English language in both teachers and students and the courses taught in English.

Description and Analysis - Programme 1 (Fashion Design, BA)[6]

The primary objectives of BA Fashion programs are dynamic and well structured according to the needs of the very specific and complex subject as fashion designers need to be aware of, at the same time all the competencies are aligned with standards of the national qualification framework. Fashion Design, BA training highly skilled designers who possess an individual style that meets almost international benchmarks thanks to establishing an innovative design-teaching approach centered around project-based instruction and fostering a new pedagogical culture that emphasizes mentorship. This has been clearly seen at the site/ visit - the teachers and lectures trying simultaneously to develop essential professional skills, fostering creative thinking, and studying modern labor market trends and business technologies. Practical experience is essential, the programme obviously supports participation in international educational projects and enhances teamwork skills and affiliation to environmental and ecological norms, which is nowadays the biggest issue.

Description and Analysis - Programme 2 (Textile Design, BA)[7]

This programme is the oldest /established in 1959 / and basically the more traditional, which makes this programme slightly distinguished and has been evident even from students' works at site visit. The primary objective is to train highly skilled textile designers who possess a comprehensive understanding of the fundamental principles underlying the creation of both artistic works and utilitarian textiles, whether produced as single pieces or in series. The expertise in new technologies and artistic-design thinking has been evident, but there is more possibility to expand. {for.ex. lacking new digitized waving machines and so on. They are equipped to conduct research on both the technological and technical aspects of textile production, while also incorporating creative design concepts and multidimensional approach,so

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

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

the program ensures that graduates possess a high level of competitiveness and an expanded employment spectrum within the realm of design or contemporary art.

Description and Analysis - Programme 3 (Industrial Design, BA)[8]

The primary objective of education is two fold: to align with the demands of Georgia's industrial-consumer market and adapt accordingly, while simultaneously cultivating professionals who meet international standards.(this has been approved for example meetings with students, who possess excellent skills to communicate in English). To achieve this fact, very significant changes have been made to the program with adding five new disciplines. Theoretical knowledge and development of practical skills in the current digitalized era is the must, so it is crucial to keep equipping the programme almost yearly with the newest necessary foundation to excel in various industrial-technical and exclusive-technical design domains - mainly updating computer softwares.

Description and Analysis - Programme 4 (Fashion Design, MA)[9]

Evaluating the compliance of the educational programme with the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit offers even higher standards as normal. Facilities, teaching staff and the practical work seen proved very professional level. The master's theses shown at site visit reached a very high level, some works even the level of excellence, truly fulfilling the aims of the MA Fashion design objectives to provide high-quality training to produce qualified specialists in fashion design. Programs constantly foster various creative skills of fashion and business also thanks to the individualizing teaching methods, activating cognitive competence by deepening self-awareness and self-mastery.

Description and Analysis - Programme 5 (Textile Design, MA)[10]

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

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

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

The objective is to prepare highly qualified textile designers who are adept researchers in the field, possessing expertise in both new technologies and artistic-design thinking. The objectives written in SER for MA level are almost the same as in the bachelor programme, aligning more with the current realities, to find real employment for students in art or more designer driven fields such tourism, entrepreneurship, or interior design. By emphasizing this multidimensional approach, the program ensures that graduates are highly competitive and have an expanded employment spectrum in the field of modern design. This is very well designed, but was not clearly visible at site visit, also from the master projects so the suggestion is actually adhered to these objectives.

Description and Analysis - Programme 6 (Industrial Design, MA)[11]

Programme objectives of the programme clearly illustrate the contribution to the development of the field of industrial design. The aims are described and established likewise the standards for the industrial design subjects, which is to elevate the professional education characterized by the deepening and enhancement of knowledge from both a scientific-research-analytical and a creative-ideological-conceptual perspective. Program considers local labor market demands, trends and needs of the international labor market. { this has been proved via collaboration with international brands in Meeting with invited staff . Recent situation of lower opportunities to work in the big industrial sectors stimulated the program to further endeavors to refine practical-creative skills and enhance proficiency in technical-technological matters, including the utilization of cutting-edge digital technologies, in order to align with real-world market conditions to the fullest extent possible.

Evidences/Indicators

SER , site visit of facilities and interviews;

TSAA mission and Strategic plan for TSAA development;

Objectives of the cluster's programs;

Portfolio (student works);

Academy website www.art.edu.ge.

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

Suggestions - non-binding advice for the programme development

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

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

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

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

Programme 1 (Fashion Design,BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Textile Design, BA)

Recommendation(s):

Suggestion(s):

Evaluation [12]

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion design , BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion design , MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

1.2 Programme Learning Outcomes

[12] Evaluation is performed for each programme separately.

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

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

Cluster and individual evaluation

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

The learning outcomes of the educational programmes grouped in the design cluster with its content describe the knowledge, skills, responsibility, and autonomy that the student receives upon completion of the bachelor's and master's programmes. It is measurable, creatively achievable and realistic; The learning outcomes of the educational programmes (BA, MA) fully correspond to the goals of the programmes included in the cluster, the requirements of the qualification descriptor of the corresponding level of the "National Qualification Framework", the content of the study area is determined by the "classifier of fields of study" (0212 Fashion, Interior and Industrial Design), "Design, industrial design, fashion design, textile design," with sector benchmarks of higher education. Those involved in the implementation of the programme ensure that the learning outcomes are introduced to the stakeholders, the learning outcomes of the educational programmes grouped in the cluster are developed with the involvement of teachers, students, graduates and employers, and the programme outcomes include the labour market demands and the employment rates of the programme graduates. The learning outcomes of educational programmes consider the specificity of the field and provide the opportunity to continue study to the next level. Cluster programmes have a learning outcomes map that describes how each learning outcome is achieved through the programme components. In addition, the learning outcomes map describes the form of assessment of each learning outcome, the time of data collection and the level set for each learning outcome. The learning outcomes of educational programmes at different levels grouped in a cluster are focused on the sector benchmarks of higher education in design, industrial design, fashion design, textile design, "III. learning outcomes", where the learning outcomes of the programme are clearly defined in the curriculum and the importance of including modern methods, which are logically related to the goals of the programme and the peculiarities of the field of study. Which is consistent in terms of the complexity and content of the field of study and develops in the evaluation in accordance with the relevant stages and the specificities of the study. The learning outcomes of the programme are planned regularly every year, using direct and indirect evaluation methods. Those involved in the programme implementation ensure the transparency of the learning outcomes.

Description and Analysis - Programme 1 (Fashion Design, BA)

The learning outcomes of the "Fashion Design" BA educational programme correspond to the objectives and content defined by the programme, the outcomes correspond to the requirements of the 6th level descriptor of the national qualification framework. The outcomes of the undergraduate educational programme in the field of "Fashion Design" ensure the employment of graduates in the position of costume designer in private enterprises, as well as in existing enterprises of footwear and leather goods. The programme, in accordance with the qualification levels, is focused on the learning outcome, which considers the peculiarities of technical and technological processes, including the analysis of the labour market, the opinions of students and graduates, as well as recommendations for employers, which refer to the consolidation of practical skills in training courses in order to increase the share of technical and practical competences. The learning outcomes of the "Fashion Design" bachelor's programme are focused on the sector benchmarks of higher education in design, industrial design, fashion design, textile design, "III. Learning outcomes", where the learning outcomes of the programme and the importance of incorporating contemporary methods are clearly formulated in the curriculum, which are logically related to the objectives of the programme and the particularities of the field of study. It relies on sector characteristics developed based on the qualifications framework, and for example, ways of solving problems (creative, non-standard), etc. It is desirable that in fashion design, along with the creative and conceptual part of the bachelor's degree, more time be devoted to the search for functional ideas in design and the development of research skills, the activation of the design process with research and creative and experimental approaches, the activation of artistic and scientific creative activities in conferences and peer-reviewed journals.

Description and Analysis - Programme 2 (Textile Design, BA):

The learning outcomes of the BA programme of "Textile Design" are logically related to the objectives of the programme and the peculiarities of the field of study. It complies with the programme objectives, the requirements of the National Qualifications Framework level 6 qualification descriptor, the content of the field of study, which is defined by the detailed description of the field of study and corresponds to the classifier of the field of study (0212 Fashion, Interior and Industrial Design).

All stakeholders (faculty, students, professional designers and others) were involved in the development of the learning outcomes of the programme. The learning outcomes of the programme are logically related to the objectives of the programme and the specificity of the study field. Programme outcomes are focused on labour market requirements, development of creative inquiry and design creative thinking. Programme learning outcomes describe the knowledge, skills, and/or responsibility and autonomy that correspond to the requirements of the professional employment fields of the graduates of the programme and provide the opportunity to continue learning at the next level of education. At the end of the training course of the programme, the student acquires highly artistic and creative thinking skills of the design process and the means of developing knowledge. It is desirable to devote more time (than now) to the development of research and creative skills, and integrated skills of scientific research.

Description and Analysis - Programme 3 (Industrial Design, BA):

The learning outcomes of the "Industrial Design" BA programme are logically related to the objectives of the programme and the specificities of the field of study, correspond to the objectives of the programme, the requirements of the qualification descriptor of level 6 of the national qualification framework, the content of the field of study, which is determined by the detailed description of the field of study and corresponds to the classifier of the field of study (0212 fashion, interior and industrial design).

All stakeholders (faculty, students, professional designers) were involved in the development of the learning outcomes of the programme. The learning outcomes of the programme are focused on the labour market demands, the development of creative search and design creative thinking, but it is desirable to devote more time (than is currently allocated) to the activation of research components, which means solving visual-aesthetic and functional tasks in the process of creating a design.

Description and Analysis - Programme 4 (Fashion Design, MA):

The learning outcomes of the "Fashion Design" master's educational programme correspond to the objectives and content defined by the programme. The learning outcomes of the programme reflect the knowledge, skills and responsibilities defined by the National Qualification Framework Level 7 descriptor and the field of study classifier "Fashion, Interior and Industrial Design" in the detailed field and are defined by "Design, Industrial Design, Fashion Design and Textile Design" higher education sector characteristics. Information on the career development of graduates (in the case of an active programme) corresponds to the learning outcomes of the educational programme and ensures the employment of graduates mainly in costume design, clothing and footwear industries (men's and women's lines), but it is also important to increase the consolidation of research practical skills and technological competencies corresponding to the level of the educational programme and active involvement of disciplines that are focused on transferable results, which contributes to the development of integrated skills.

Description and Analysis - Programme 5 (Textile Design, MA):

The learning outcomes of the "Textile Design" master's educational programme correspond to the objectives and content defined by the programme. The learning outcomes of the programme reflect the knowledge, skills and responsibilities defined by the National Qualification Framework Level 7 descriptor and the field of study classifier "Fashion, Interior and Industrial Design" in the detailed field and are defined by "Design, Industrial Design, Fashion Design and Textile Design" higher education sector characteristics. The learning outcomes of the educational programme develop the rich national traditions of the field, consider the international technological requirements of the speciality and ensure the preparation of high-ranking graduate specialists. The educational programme develops designer thinking and professional culture in artistic textiles. However, in order to perfect the programme, it is necessary to consider increasing competence in the field of relevant contemporary technologies.

Description and Analysis - Programme 6 (Industrial Design, MA):

The learning outcomes of the "Industrial Design" master's educational programme correspond to the objectives and content defined by the programme. The learning outcomes of the programme reflect the knowledge, skills and responsibilities defined by the National Qualification Framework Level 7 descriptor and the field of study classifier "Fashion, Interior and Industrial Design" in the detailed field and are defined by "Design, Industrial Design, Fashion Design and Textile Design" higher education sector characteristics. The learning outcomes of the educational programme, due to their diversity, ensure the employment of graduates in various segments, it includes the document confirming the participation of stakeholders in the compilation of the learning outcomes of the programme; Information on the career development of graduates, support of the local Industrial Designers Association group (in case of an active programme); Besides the consolidation of practical design skills,it is important to increase the share of computer technology competence and the active involvement of disciplines focused on transferable results, which contribute to the development of integrated skills.

Evidences/Indicators

- Fashion Design Bachelor's Degree Programme and Syllabus;
- Fashion Design Master's Degree Programme and Syllabus;
- Textile Design Bachelor's Degree Programme and Syllabus;
- Textile Design Master's Degree Programme and Syllabus;
- Industrial Design Bachelor's Degree Programme and Syllabus;
- Industrial Design Master's Degree Programme and Syllabus;
- Curriculum Map, monitor programme learning outcomes and achievement of target benchmarks;
- Self-evaluation report of the cluster of educational programmes;
- Sector benchmark statement of higher education programme in design, industrial design, fashion design, textile design.

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

General suggestions of the cluster:

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

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Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

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

Learning outcomes are assessed consistently, taking into account the specifics of the field.

As methods of evaluation of the educational programs grouped in the cluster, the indicator tool of development dynamics is used such as presentation, portfolio, exposition, exhibition/show, interview, report, etc.
Assessment of the personnel is based on the following principles: Validity, reliability, transparency, fairness, objectivity. Changes in the forms and methods of evaluation. Direct forms of learning assessment include mid-term assessment and final exam defined by the syllabus. A minimum threshold is defined for each assessment, however, the absence of zero points does not give a complete picture of the assessment. Even if there is no evaluation component provided by the syllabus, the score is 1 (one).
The so-called indirect evaluations of the learning outcomes are presented. The results of the graduate evaluation and self-employment survey and their analysis, the results of the survey of the academic staff/
teachers/guest professors involved in the implementation of the program, the academic performance indicator of the students, the external evaluation of the program.
The primary mechanism for assessing students' academic performance is the monitoring of their achievements. This mechanism helps determine the quality of teaching within the educational programme and separate training courses, the level of students' preparation, the adequacy of the used assessment methods and the compliance with the learning outcomes of the educational programme are determined.
The monitoring process includes the primary data collection step, the academic performance data analysis step, and the presentation/discussion of the analysis results.
Each learning outcome of the programme is evaluated at the end of the programme, and evaluation mechanisms determine the extent to which the program's objectives have been achieved. Programme objectives and learning outcomes are aligned through a learning outcomes map, which shows which courses, activities, or research components that contribute to student learning outcomes.

Two curriculum maps have been developed and presented for each program: Map 1.-Learning outcomes of the educational programme and Map 2.-Map of study courses, learning outcomes and learning outcomes of the programme (curriculum map - familiarization, deepening, reinforcement). The learning outcomes of the presented training courses do not match the learning outcomes map of the program, which makes it unclear to determine the achievement of the learning outcomes.
HEI conducts an analysis of learning outcomes and academic performance, the purpose of which is to check how effective the teaching process is in a specific discipline. Additionally, the university has presented the analysis of the changes made in the programme resulting from the evaluation of the study

results, based on the results of the interview it is clear that the obtained results are analyzed, the results are compared with the target marks and, in order to improve the program, the following activities are implemented. which is used to improve the program. However, the maps of learning outcomes presented in the programme do not include a complete programme evaluation mechanism, in particular, the programs do not have target marks for each learning outcome, therefore it is not possible to compare the results of the evaluation of learning outcomes with the target marks. (For each learning outcome of the program, a target benchmark should be established, which reflects the level of achievement of each learning outcome by the student. This benchmark may be different for each programme due to the specifics of the specialty/field.
Submitted documents and interview results indicate that programme academic/scientific and guest staff are familiar with learning outcomes assessment methods, programme implementation staff are involved in developing programme learning outcomes, and receive support for enhancing their skills in outcomes measurement and analysis. The HEI ensures to introduce the analysis of the learning outcomes evaluation to all interested parties.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)[13]

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Evidences/Indicators

- Bachelor-Master Educational Program;
- Assessment of learning outcomes, academic performance assessment;
- mechanisms and results analysis;
- Learning outcome of the educational program;
- Forms and criteria of evaluation;
- Syllabi of the academic courses;

[13] **In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.
In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

- Educational programme maps;
- Report of changes made in the programme as a result of learning outcomes evaluation.

General recommendations of the cluster:

- Write down target scores for each outcome for all six programs;
- If there is no evaluation component, add 0 evaluation points.

General suggestions of the cluster:

In the syllabi, the criteria for midterm and final exam evaluations, 1-3 points and 4-6 points, should preferably be changed to 1-2 points, 3-4 points and 5-6 points. It is preferable to have a single Biji in this case for a more valid rating.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

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Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	☐	■	☐	☐
Programme 2 (Textile Design, BA)	☐	■	☐	☐
Programme 3 (Industrial Design, BA)	☐	■	☐	☐
Programme 4 (Fashion Design, MA)	☐	■	☐	☐

Programme 5 (Textile Design, MA)	☐	■	☐	☐
Programme 6 (Industrial Design, MA)	☐	■	☐	☐

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.

Cluster and individual evaluation

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

The programme is precisely designed and fulfills almost all the standards. Structure and content is consistent and logical, authorized in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System and also respect the rules established by the Academy's Academic Council of Apollon Kutateladze Tbilisi State Academy of Arts. The TSAA follows a four-stage methodology for planning, development, and implementation of educational programs. Also react to the 5 year Program Development Plan and Stakeholder Communication and Evaluation of the Implementation Process conducted through a Self-Evaluation Report of the Cluster of Educational Programs Strategies. The structure of the programs and the courses ensure that students' diverse interests and requirements are met. The program content is designed to consider the competencies of enrolled students and ensure the achievement of planned learning outcomes. The curriculum incorporates a logical and sequential arrangement of teaching, practical, and research components. The focus during the development of cluster curricula was on building bachelor's and master's programs that are consistent with each other. The master's program is logically builds upon the knowledge and skills acquired in the bachelor's program, allowing students to deepen their understanding of the field, strengthen existing skills, and acquire new ones.

To the fact mentioned above, there is an open question to consider whether it is possible to continue at the master's level also from other BA disciplines, for example from various artistic disciplines or others - even more technical or theoretical. It would be interesting to open this possibility to students to continue at the master's even without previous basic experience, since the MA level should be mainly designed to be open to experiment and consider new research findings, modern scientific achievements where the interdisciplinarity is more than welcome.

Generally The Fashion Design, Industrial Design, and Textile Design programs are structured to foster the development of creative intuition, style,

and technical/technological skills. They also encompass economic, industrial, technological, and aesthetic knowledge relevant to contemporary challenges. The programs emphasize practical tasks and provide opportunities for independent practical activities using performance and communication technologies. Additionally, the curriculum includes a combination of design creativity and business disciplines, such as business education and assortment development/production of design products. This integration supports the utilization of effective solutions and the creative process. Despite this mentioned facts , would be interesting to include disciplines in the educational process that take into account the specificities of production, in terms of the functional qualities of design products, which, in addition to practical skills in the field, contribute to the development of thinking, interdisciplinary approaches, while the practice of teaching in foreign schools in the field of design is also focused on theory/practice, interdisciplinary complex approaches, taking into account creative thinking, experimental activities, etc.

The web page at Tbilisi State Academy ensures the publicity and availability of the information on the program, this structure is clear but can be enriched by wider image documentation and exhibit only the professional pictures.

Description and Analysis - Programme 1 (Fashion Design, BA)

BA Fashion Design, Awarded Qualification: Bachelor of Fine Arts in Fashion Design / BA is very well designed with an interdisciplinary approach, encompassing not only specialized disciplines but also general humanities and marketing sciences. Each subject takes into account the specificities of the specialization, including specialized subjects and practical components. The content of the programs places a strong emphasis on creative experimental exploration within the educational process, fostering innovative thinking and effective communication and business skills. Programme can *be considered* as a good practice for other academies/ schools] in the local environment. This successful redesigning of the program also revived these features: balance between traditional and conceptual approach, implementation of new technologies, Interdisciplinary nature of Teaching and Interactive Design Practice and study on understanding market dynamics and trends, equipping students with the ability to navigate and respond to market demands effectively. The ECTS system has 240 credits of which : Specialty disciplines 140 credits, Basic subject 18 credits, University 36 credits , Optional disciplines 46. Credits Volume of 1 credit is 25 hours. One academic year - 2 semesters, credit volume 60 (ECTS). The program also reacts to the individual student's workload, the number of credits per year may be less or more than 60 credits, but not more than 75 credits which is positive.

Description and Analysis - Programme 2 (Textile Design, BA)

The program is focused on educating designers (specialists) who will be able to successfully work in the field of textile design with the general theoretical and practical knowledge acquired within the program. Also, the program includes a basic course in visual arts. The structure of the program is coherent with the current situation in the field in the local area, but is very important to remind the fact of the relevant student practice, especially in the area of current new technologies, in the field of manufacturing and industrial textile production. The programme should consider more new research findings and modern scientific achievements.

Awarded qualification: Bachelor of Fine Arts in Textile Design / BFA is received after successfully completing the full bachelor's course and the bachelor must meet all requirements stipulated by the educational program. Study duration: 4 years (8 semesters) Program size - 240 credits (ECTS) *-the same as above in - should I take it off?* Specialty disciplines - 140 credits • Basic subject - 18 credits • University - 36 credits • Optional disciplines - 46 credits Volume of 1 credit - 25 hours. One academic year - 2 semesters, credit volume - 60 (ECTS) Depending on the student's individual workload, the number of credits per year may be less or more than 60 credits, but not more than 75 credits. 1 semester includes - a combination of study weeks and a session period, including 15 study weeks, session weeks - 16th, 17th, 18th During 1 semester - one midterm exam. After the end of the study semester - final exam. 2 weeks for final exams and 1 week for additional exams.

The Research Laboratory of Blue Table-Cloths offers more visibility to the subject of textile. The HEI ensures the publicity and availability of the information via the web mainly in Georgian language. More information and pictures documentation can attract more potential foreign collaborations.

Description and Analysis - Programme 3 (Industrial Design, BA)

From evidence of the enclosed materials and the site-visit, content of the programme BA Industrial seems purposefully designed, consistent, obviously depending on the specificity of the field of study and follows the actual situation in employment on the domestic and international labor market. Also for this fact the level of the programme envisages key issues of internationalization. Programme is developed as a collaborative process, engaging academic, visiting staff, students, graduates, employers. Comply with the requirements.

Description and Analysis - Programme 4 (Fashion Design, MA)

Consistently updated master program of Fashion design is consistent, designed according to HEI’s methodology for planning, designing and developing of

educational programmes. The content and the structure follows foreign educational trends in the field, providing students with wide opportunities for employment. In comparison to all MA works accompanied to assessment, the MA Fashion Design programme considers the most new research findings and modern scientific achievements. The credits follow the basic structure of Tbilisi State Academy. Two year Master Program is structured for 120 credits, of which Specialization disciplines take 80 credits, University disciplines 9 credits and optional disciplines-31 credits which corresponds to standard and unconditionally complies with requirements.

Description and Analysis - Programme 5 (Textile Design, MA)

0212.14 Textile Design - Master's program has adequate structure, built as other programmes on the basis of the ECTS system. Prerequisites of academic load achieve the goals of the educational program with awarded qualification: Master of Fine Arts in Textile Design / MFA. The workload of the student at the master's level is standard-4 semesters is at least 120 credits, including specialty disciplines - 80 credits, University - 12 credits, optional disciplines - 28 credits. The content and the structure correspond to the learning cycle, ensuring individuality, but the programme should consider more new research findings and modern scientific achievements.

Description and Analysis - Programme 6 (Industrial Design, MA)

The study of enclosed materials from SER and the experience from the site-visit did not find serious deviation from the basic requirements for structure and content of this program, therefore this programme complies with requirements in all standards in order to successfully complete the full master's course and receive a diploma. Study duration is 2 years (4 semesters) Volume of the program: the workload of the student at the master's level during 4 semesters is at least 120 credits, including: specialty - 80 Basic - 15 University - 25 Volume of 1 credit - 25 hours. The structure of semester includes - a combination of study weeks and the session period, including - 20 weeks, of which classroom studies is 15 study weeks.

There is an option for the future development of the programme (because mainly the "designers' language is English) that it would be desirable-of course according to possibilities - modify the introduction as compulsory professional experience foreign practice which will be mandatory for students of this particular programme.

Evidences/Indicators

- Cluster undergraduate program;
- Cluster Master's Program;
- TSAA website http:/www.art.edu.ge;
- interviews with participants at the site-visit.

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

General suggestion of the cluster:

It is desirable to include disciplines in the educational process that take into account the specificities of production, in terms of the functional qualities of design products, which, in addition to practical skills in the field, contribute to the development of thinking, interdisciplinary approaches, while the practice of teaching in foreign schools in the field of design is also focused on theory/practice, interdisciplinary complex approaches, taking into account creative thinking, experimental activities, etc.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐

Programme 6 (Industrial Design, MA)	■	□	□	□

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.

➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Cluster and individual evaluation

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

The self-evaluation report of the cluster of educational programmes, the accompanying documentation and the information obtained as a result of the accreditation visit take into account the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the detailed field of study determined by the field of study classifier (0212 - Fashion, Interior and Industrial Design), and higher education field features "Design, industrial design, fashion design, textile design". The content and outcomes of the major part of the training courses correspond to the corresponding levels of higher education. In particular, the main part of the learning outcomes of the mandatory component of each programme corresponds to the objectives and content of the programmes (learning maps prepared by the programme confirm the relationship between the training courses and the content of educational programmes). Each curriculum programme of educational programmes grouped in a cluster contains information on an academic subject. Namely: Course title, number of credits according to contact/non-contact hours, name/surname of curriculum developer, objective, content, format, learning outcomes, evaluation system and criteria, teaching/learning methods, learning resources and literature. Practical disciplines are actively represented in cluster programmes, and the number of contact hours in the educational process is also in accordance. However, the practical disciplines whose credits have been increased in the mentioned programme, as it was mentioned during the interview, were recommended by employers to be considered in the new programme, require strengthening of the credits of both the training component and technical equipment relevant to the study field. It is desirable to increase the contact hours determined for practical disciplines, considering the specificities of the cluster programmes, course content and learning outcomes, it is desirable to add a practitioner teacher in the direction of construction and technology.

The learning resource is mainly in line with the learning outcomes of the course considering the real achievements of business and ensures the compliance of the educational programme with modern requirements. The curriculum of the cluster programmes mainly focuses on the development of skills in the direction of aesthetic and conceptual art of design. It is desirable that the programmes actively present/add market-oriented disciplines so that the graduate student is able to precisely solve the technical tasks of interesting and creative concepts to meet the requirements of international design education and the objectives of the cluster programmes.

Description and Analysis - Programme 1 (Fashion Design, BA)

The content of the training courses provided by the "Fashion Design" programme corresponds to the outcomes of the academic programme. The programme includes university, basic and elective academic disciplines, which allows the student to deepen general educational and specialized competencies. This is confirmed by the learning outcomes map related to the programme. Credits are distributed in study courses as follows: Basic disciplines -18 credits, university disciplines - 36 credits, elective disciplines -46 credits, including specialty authorship disciplines. The student has the opportunity to choose a specialization study course, which will be led by specially invited active practitioners in the field of fashion from the private and public sectors, taking into account the specificities of the programme. The programme includes updated training courses, however necessary literature and other educational creative and business fields specified in the programs, including authorship programs. Specialization Disciplines- 140 credits, industrial practice is provided in the V-VI semesters of the academic year. The literature and other educational materials specified in the programme need to be updated and/or supplemented with modern methodological literature and links. (In addition to traditional technologies, it is desirable to add an information base on the latest achievements of the field). The curriculum of the programme mainly focuses on the development of skills in the direction of conceptual art in costume design, also, the student should be allowed to work on educational creative projects in the direction of other visions and styles in costume design to study the basics of market relations and marketing. It is desirable that the discipline "Fabric Application Collage" be taught in the first year, market-oriented disciplines should be actively represented in the programme to meet the requirements of international design education and the goals of the programme itself.

Description and Analysis - Programme 2 (Textile Design, BA)

The content of the training courses provided by the "Textile Design" programme corresponds to the outcomes of the programme and ensures the preparation of a qualified specialist - a bachelor of textile design with broad field knowledge and competences, which is focused on practical activities and continuing studies at the next level of higher education. The syllabi indicate contact and independent work hours, however, it is advisable to review the amount of contact time, as result-oriented practical activity requires maximum time (5 credits allocated for practical disciplines provide such an opportunity). In order to ensure the evaluation of the learning outcomes defined by the study course, the curriculum defines the relevant components and criteria to evaluate students'

knowledge. A curriculum map represents the relationship between curriculum-defined learning outcomes and study courses. It corresponds to the content of the course and considers the learning outcomes. "Textile Design" bachelor's programme student has the right to pass 240 credits determined by the programme, specialization disciplines -140 credits, basic courses 18 credits, university courses - 36 credits, and elective disciplines -46 credits, this is confirmed by the learning outcomes map attached to the programme. It is in full compliance with the learning outcomes, the textile design study course is an educational course with rich tradition and experience, which is confirmed by the programme's long-term existence and the high-level works of graduates, although it is desirable that the works based on Georgian traditional cultural studies become known to the wider masses, and high creative potential should also be used and strengthened in the direction of artistic, scientific and research activities.

Description and Analysis - Programme 3 (Industrial Design, BA)

The content of the training courses provided by the "Industrial Design" programme corresponds to the outcomes of the academic programme. The programme includes university, basic and elective academic disciplines, which allows students to deepen general educational and specialized competencies. It is confirmed by the learning outcomes map related to the programme. The programme "Industrial Design" includes - 240 credits (ECTS), among which the credits are distributed as follows: 36 credits - university disciplines, 18 credits - basic disciplines, 140 credits - specialization disciplines, 46 credits - elective courses. Considering the specificities of the programme, the direction of industrial design includes a full range of industrial-technical and exclusive profile designs including design of all types of household, industrial, transportation, leisure, entertainment, environmental improvement, sports and various types of special equipment. The programme includes updated training courses, although other learning resources specified in the programmes should be revised (some topics of the courses need to update or supplement the literature). Composition, projecting, modeling, digital modeling, ergonomics (in addition to traditional technologies, it is desirable to add information based on the latest achievements). Construction and Technology, the curriculum of the programme mainly focuses on the development of artistic-aesthetic skills of design, also, the student should be given the opportunity to study the fundamentals of market marketing relations. Market-oriented disciplines should be actively represented in the programme to meet the demands of international design education.

Description and Analysis - Programme 4

The content and outcomes provided by the Master's programme "Fashion Design" correspond to the content of the training course. The programme includes up-to-date training courses. Lectures, practical classes, seminars, laboratory work, etc. are designed to align with the content and learning outcomes of each course. The volume of the educational programme is 120 ECTS credits, from which specialization disciplines - 80 credits, and university disciplines -9 credits. Elective disciplines, work on a thesis - 31 credits; Basic construction, knowledge of fashion design processes, and a creative portfolio are essential requirements for admission to the Fashion Design Master's Programme. It is important (it is desirable that market disciplines are actively introduced/added to the programme to meet the requirements of international design education and the objectives of the programme itself through optional disciplines. Mandatory and other educational materials indicated in the syllabi

align with the learning outcomes of the course. Programme staff have created and stocked the library with a core literature package for the courses, preferably supplemented with local and international advances in the latest approaches to fashion design.

Description and Analysis - Programme 5 (Textile Design, MA)

The learning outcomes provided by the Master's educational programme "Textile Design" correspond to the content of the training course. The programme includes updated training courses. Lectures, practical classes, seminars, laboratory work, etc. are designed in alignment with the content and learning outcomes of each course. The volume of the educational programme is 120 ECTS credits, from which Specialization disciplines - 85 credits, elective courses and modules - 12 credits. University disciplines - 30 credits; For the requirements of international design education and the formation of a new type of designer, it is necessary to develop new approaches and training programmes in alignment with the experience of international design education to meet the goals of the programme itself. Mandatory and other educational materials specified in the further development of Georgian design education and designer in alignment with the learning outcomes of the course. Programme staff have created and stocked the library with a core literature package for the courses, along with the latest literature on local and international developments. The programme is developed for the educational process of the State Art Academy and focuses on deepening and perfecting students' professional skills and creative thinking. The goal of the programme is to train highly qualified textile designers, and researchers in this field, both from the point of view of new technologies and artistic-design thinking, who possess both the research skills of technological and technical characteristics of textile production, as well as its creative design concepts.

Description and Analysis - Programme 6 (Industrial Design, MA)

The learning outcomes provided by the Master's educational programme "Industrial Design" correspond to the content of the training course. The programme includes updated training courses. Lectures, practical classes, seminars, laboratory work, etc. are designed in alignment with the content and learning outcomes of each course. The volume of the educational programme is 120 ECTS credits, from which Specialization disciplines - 80 credits, credit. Master's thesis work - 30 credits; Industrial Design. In accordance with the qualification requirements, the master's programme is optimally synthesized and in accordance with the university requirements, it provides a programme that strengthens the flexibility and practical component of the programme, and the student should be allowed to study market relations (it is desirable that market disciplines are actively introduced/added to the programme. In accordance with the requirements of Master's international design education, optimally synthesized and balanced according to priorities, in order to meet the objectives of the programme itself. (This can be done by adding elective disciplines). Mandatory and other educational materials specified in the syllabi align with the learning outcomes of the study course. The programme staff has created a basic literature package, which should preferably be filled in order to expand the range of employment based on local and international project achievements and new industrial technologies.

Evidences/Indicators

- Syllabus;
- Educational programme;
- Results of the interview.

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

General suggestions of the cluster:

- It is desirable to actively add practical disciplines to the educational process with construction and modern technological approaches in design (in the form of elective disciplines), which will help students acquire versatile basic knowledge, to form an intellectual and cultural thesaurus;

- It is desirable to add a CV function to the portfolio design (participation in projects, competitions, exhibitions);

- Creation of independent educational programmes (acquaintance with the composition of optional disciplines);

- It is appropriate to indicate world achievements in the field of new digital technologies, the fashion industry, etc.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

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
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

Admission prerequisites imply the specifics of the programme, ensure the involvement of people with necessary knowledge, skills and competences to overcome the programme. The prerequisites and procedures of the programme are

in line with the current legislation. The prerequisites of the programme are logically related to the content of the programme, learning outcome, cycle of the study, the qualification to be granted and the language of instruction. The intake of the students to the programme is in compliance with the methodology of student body planning, that had been elaborated in fall semester of 2017-2018. Also, in the spring semester of 2019-2020, some adjustments had been made in the methodology, related to e-learning (distance learning). One of the mechanisms to determine the effectiveness of the methodology of student quota planning is the comparison of student enrollment with the pre-announced admission quota in per new academic year. The effectiveness of the methodology is also evaluated and its compliance with the target benchmarks, and its strengths and weaknesses are determined.
The prerequisites and procedures of the programme are fair, public and available for all interested on the web page of the university: www.art.edu.ge Hotline is available.

Description and Analysis - Programme 1 (Fashion Design, BA)

The prerequisites for the admission to the program are logically interlinked with the content, learning outcome, cycle, qualification and language of instruction of the programme.

A person with complete general education will be admitted to the educational programme based on the results of the Unified National Examinations

in Georgian language and literature and foreign language (To get a grant, the subjects to be passed according to priority: 1. Georgian language and literature; 2. Foreign Language 3. Math/History/Art. The person who has passed the TSSA creative tour will be admitted to the educational programme. The information about the creative tour are available to the entrants

not less than 1 month prior. (the Charter of the Creative Tour is presented).

Enrollment in the programme without the Unified National Examinations is carried out within the deadlines defined by the Georgian legislation. Namely, I for foreign citizens or persons without citizenship who have acquired the general secondary education or its equivalent in a foreign country; II. For Georgian citizens, who have acquired the general secondary education or its equivalent in a foreign country and have studied abroad for the last two years of the general secondary education; For persons, who are studying/have studied and received credits abroad at the higher educational institution recognized in accordance with the legislation of the respective country.

- Are in compliance with the standard requirements.

Description and Analysis - Programme 2 (Textile Design, BA)

The prerequisites for the admission to the programme are logically interlinked with the content, learning outcome, cycle, qualification and language of instruction of the programme.

A person with complete general education will be admitted to the educational programme based on the results of the Unified National Examinations

in Georgian language and literature and foreign language (To get a grant, the subjects to be passed according to priority: 1. Georgian language and literature; 2. Foreign Language 3. Math/History/Art. The person who has passed the TSSA creative tour will be admitted to the educational programme. The information on the creative tour is available no less than two months earlier before the passing the tour. The Charter of the Creative Tour is on the web page of the TSSA: https://drive.google.com/file/d/14s8V8Pe_kHNyr9r7JjhgApk6i0kfybwy/view

Enrollment in the programme without the Unified National Examinations is carried out within the deadlines defined by the Georgian legislation. Namely, I. For foreign citizens or persons without citizenship who have acquired the general secondary education or its equivalent in a foreign country; II. For Georgian citizens, who have acquired the general secondary education or its equivalent in a foreign country and have studied abroad for the last two years of the general secondary education; III.

For persons, who are studying/have studied and received credits abroad at the higher educational institution recognized in accordance with the legislation of the respective country

- Are in compliance with the standard requirements.

Description and Analysis - Programme 3 (Industrial Design, BA)

The prerequisites for the admission to the programme are logically interlinked with the content, learning outcome, cycle, qualification and language of instruction of the programme.

A person with a complete general education will be admitted to the educational programme based on the results of the Unified National Examinations in the Georgian language and literature and in a foreign language (to obtain a grant, subjects to be passed according to priority: 1. Georgian language and literature; 2. Foreign Language 3. Math/History/Art. Entrants who have passed the creative tour will be admitted to the educational programme. The information about the creative tour are available to the entrants

not less than 1 month prior. The Charter of the Creative Tour is available on the web page - https://drive.google.com/file/d/14s8V8Pe_kHNyr9r7JjhgApk6i0kfybwy/view

Enrollment in the programme without the Unified National Examinations is carried out within the deadlines defined by the Georgian legislation. Namely, I. For foreign citizens or persons without citizenship who have acquired the general secondary education or its equivalent in a foreign country; II. For Georgian

citizens, who have acquired the general secondary education or its equivalent in a foreign country and have studied abroad for the last two years of the general secondary education; c) Foreign citizens, who are studying / have studied and received credits / qualifications in a foreign country at the higher educational institution recognized in accordance with the legislation of the respective country.

Description and Analysis - Programme 4 (Fashion Design, MA)

The prerequisites for the admission to the programme are logically interlinked with the content, learning outcome, cycle, qualification and language of instruction of the programme.

The enrollment to the programme is done on the basis of the Unified National Examinations or the Legislation of Georgia. Additionally, before the National Examinations, an entrant takes a creative tour. The information on the enrollment to the programme is public and accessible to all interested on the web page of the University: www.art.edu.ge Hotline is available.

TSAA/Fashion Design Portal is active.

https://www.facebook.com/profile.php?id=100063508359138

Necessary requirements for admission to the master's programme:

1. Basic Construction Knowledge (proving creative portfolio and/or certifications)

2. General idea about current processes in the field of fashion design (interview) 3. Creative portfolio (Illustration of fashion, stages of development of free composition, attachment as desired.) Are in compliance with the standard requirements.

Description and Analysis - Programme 5 (Textile Design, MA)

The prerequisites for the admission to the programme are logically interlinked with the content, learning outcome, cycle, qualification and language of instruction of the programme.

To enroll in the program, it is necessary to pass the foreign language and special composition exams at the Art Academy. The prerequisites to be enrolled in the master's programme are: Creative portfolio (sketches on a free theme in color, graphics, etc.) Candidates with a Bachelor of Arts degree with a major in visual arts will be admitted to the exams without prerequisites. Others with a bachelor's degree take an examination in drawing as a prerequisite for admission to the examinations.

In order to be admitted to the main exams, these persons are required to receive a positive score in drawing (more than 50, under the conditions of 100-point evaluation).

Information about enrollment in the programme is transparent, public and available to all interested persons through the university's website www.art.edu.ge. Hotline is available. Are in compliance with the standard requirements.

Description and Analysis - Programme 6 (Industrial Design, MA)

The prerequisites for the admission to the programme are logically interlinked with the content, learning outcome, cycle, qualification and language of instruction of the programme. To enroll in the programme, it is necessary to pass the foreign language and special composition exams at the Academy of Arts. People with a Bachelor of Arts degree in visual arts will be admitted to the exams without the prerequisites.

- Others with a bachelor's degree take an examination in drawing as a prerequisite for admission to the examinations.

In order to be admitted to the main exams, these persons are required to get a positive score in drawing (more than 50, in 100-point

evaluation system). The information on the enrollment is fair, public and available to all interested

via the webpage www.art.edu.ge Hotline is available. Are in compliance with the standard requirements.

Evidences/Indicators

- Bachelor's and Master's Programme;
- The web page of the University;
- Methodology for student body planning.

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

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

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

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

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

Cluster and individual evaluation

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

The data from SER, and observation from meeting with academic staff, invited representatives from various organizations and students declared positive fact, that the stage of development of practical, research, and transferable skills in both levels of the cluster programs follows a trend of gradual growth, ensuring the comprehensive development of practical-theoretical/research and transferable skills. For all programs it is essential to constantly develop

creative, technical-technological, and analytical skills within their own fields, which are planned in accordance with learning outcomes of each program. This is proved by The list of agreements/memorandums signed with employers or centers of practice. Fashion design programmes is the most active in organizing specially prepared educational-creative programs and projects for students with the support of various organizations , signed memorandums, residences, workshops, international activities. As an example for Industrial design is the contract with Association of Industrial Designers of Georgia and international project conducted with funding from UNESCO for Textile design.

Despite these facts, there is still space for improvement in this area, the representatives of each program are aware of this fact, but these issues also depend on general development of the creative industry sector, financial support for culture at the state level.

To strengthen the position of a leader in the country and encourage the school to become a center of creativity / scientific technological innovation and creative ideas, to make patents to support the start / up of launching creative industries in the country. /building your own creative space/ with the latest technologies and so on.

If necessary, description and analysis according to the education programmes

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Evidences/Indicators:

- BA Program Structure and Syllabus;
- MA Program Structure and Syllabus;
- TSA website www.art.edu.ge;
- Student projects;
- Annexes of memorandums;
- Site-visit.

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

General suggestions of the cluster:

Strengthen creative leadership position building a creative center or lab/ hub/ space/ supported by state or private body with the newest technology equipment.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative /performing and transferable Skills	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

The structure of educational programmes determines the possibility of acquiring theoretical knowledge and practical skills and the formation of general and industrial competences, in particular, the training courses provide such teaching methods as the demonstration method, individual work and portfolio, and preparation of reports for presentations and conferences.

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

training courses include laboratory and practical work, which is monitored weekly through specific assignments, group work and practical work.
In addition, the programme provides teaching and practical training in various enterprises. During the teaching period, the following methods are considered, developed according to the sectoral characteristics of "Design, Industrial design, Fashion Design, Textile Design" in higher education:

Verbal method, practical method, e-learning method, demonstration method, laboratory method, discussion/debate, heuristic methods. In order to conduct a high-quality educational process and control the faculty, the practice of bilateral visits to classes was activated. Programme staff periodically participate in trainings related to teaching/learning methods conducted by both the university and quality assurance departments. To achieve the goals set by the programme, various methods are used in the educational process, including some in which it is desirable to develop research objects not only in terms of aesthetic design but also using the entire set of methods specified in the programme, in particular, in the results of student work, the importance of heuristic research methods should be emphasized, which allows the student to expand his creatively practical learning and integrated methods.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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Evidences/Indicators

- Fashion Design Bachelor's Degree Programme and Syllabus;
- Fashion Design Master's Degree Programme and Syllabus;
- Textile Design Bachelor's Degree programme and syllabus;
- Textile Design Master's Degree programme and syllabus;
- Industrial Design Bachelor's Degree programme and syllabus;
- Industrial Design Master's Degree programme and syllabus;
- Self-evaluation report of the cluster of educational programmes;
- Sector benchmark of higher education programme in design, industrial design, fashion design, textile design
- Web-page of the University:

- Work of students;
- Students' portfolio.

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

General suggestions of the cluster:

The teaching methods provided by the curriculum of the programme, of course, contribute to the assimilation of training courses, however, it is desirable to actively use heuristic teaching methods, not only in the creative process of design, but also in the part of practical design approaches;

It is desirable to consider experimental research projects in teaching methods, which follow modern design approaches. which undoubtedly contribute to the complex study and assimilation of a specific practical situation;

During the self-evaluation of the cluster programmes, it is desirable to specifically indicate the content of the trainings related to the training/education methods of the staff implementing the programme;

It is desirable that the results (works) of the students of the cluster programmes reflect a variety of contemporary methods of design, which develop not only creative thinking but also ways of searching for problem-solving.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

The evaluation of the level of achievement of the student's learning results on Fashion, Industrial and Textile BA and MA programmes is based on the evaluation system determined by the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the rules for calculating credits for higher educational programs" and follows the European Credit Transfer and Accumulation System (ECTS).

The evaluation system provides for: Five types of positive evaluation:

(A) Excellent – 91-100 points
(B) Very good – 81-90 points
(C) Good – 71-80 points
(D) Satisfactory – 61-70 points
(E) Sufficient – 51-60 points

Two types of negative evaluation:
(FX) did not pass - 41-50 points of maximum evaluation, which means that the student needs more work to pass the examination and is given the right to retake (one time) an exam via independent work;
(F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to retake the course/subject.

Assessment of student achievement is transparent, accessible, and compliant with Georgian legislation. The purpose of assessing student knowledge is to

quantify student achievement levels and student compliance with expected learning outcomes for programme components (specified in clustered programmes). The assessment of a student's level of learning outcomes is carried out according to a 100-point system. The assessment of the level of student learning outcomes includes an intermediate assessment (maximum 40 points) and a final assessment (maximum 60 points), the sum of these assessments is the final assessment (100 score). There is a minimum passing grade of 51 points and a maximum rating of 100 points. Once a student receives a positive evaluation at the end of the study course, the student is granted a credit. Every study course in the provided programmes have assessment components and learning methods that take into consideration the unique nature of the subject, align with its learning outcomes, and offer an evaluation of how well the objectives of the courses have been reached. The head of the study course establishes the assessment criteria that are documented in full in the study course syllabus and guarantees the transparency and credibility of the evaluation system.

According to the regulations of the educational processes at TSAA, students who have missed 50% or more of the contact hours in a particular subject will not be permitted to take the final exam. A student is not permitted to take the supplementary exam if they receive less than 41 points on the final exam. The study subject syllabus includes grading guidelines and standards for every component that is in line with the learning outcomes. Each syllabus includes detailed information about the forms and components of the assessments. The structure and evaluation standards for the midterm and final exams for each course are also covered in full in the syllabi of all clustered programmes. Furthermore, the undergraduate and graduate qualifying thesis evaluation standards are given in the Programme and in a separate document for BA and MA Fashion Design programmes. The students can obtain information regarding the components and grading system. The particular standards for evaluating a student's knowledge are set out in detail in each subject's syllabus. Teachers provide students with information regarding the syllabus, evaluation criteria, and study methods before the start of the course.

Through the electronic management system of the educational process (electronic journal) in force at the university, during registration for educational courses, from the very beginning students have an opportunity to get acquainted with programme syllabi, information about schedules, study course lecturer, and key components of the assessment system. Throughout the course, students can monitor their current assessments from the electronic system of the educational process and have timely feedback on the results obtained. The study course lecturer records the results obtained for each assessment component in the electronic journal. Students receive feedback on learning outcomes as well as

on improving their academic achievements. The faculty, with the coordination of QA service, regularly analyzes student evaluation results, identifies gaps and responds appropriately. Furthermore, Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement also from study course lecturers.

Appealing of student's assessment results is ensured. Information regarding appeal mechanisms is known in advance. If the student needs to appeal the final results of midterm or final exams, the student has a right to appeal to the faculty council. The faculty council, with the involvement of another evaluator, assesses whether the midterm or final exam evaluation was indeed conducted properly. If the council decides to override the first evaluation and makes changes to the final score of the student. Although TSAA has an appeal mechanism, **we suggest that to deliver timely decisions on the complaints, it would be better to delegate the power to hear a complaint to another academic or administrative unit or for instance create a small council that will deal with student appeals.** An excessive amount of time is needed for the meeting of the Faculty Council, and the appropriate quorum is established for decision-making, therefore the appeal process might not be timely in some cases.

Academic and research ethics, academic integrity, plagiarism prevention, detection, and response mechanisms are used in student assessments. The TSAA has an anti-plagiarism program "StrikePlagiarism" which identifies information extracted from other sources. Moreover, TSAA has second contractor Plagiat.pl Sp z o.o that provides plagiarism detection system. The systems allow TSAA to evaluate/screen texts and indicate their location on the web. The anti-plagiarism system detects identical passages in the analyzed document, located in different databases and Internet resources. University students are familiar with academic and research ethics (as TSSA has separate ethics codes), plagiarism specifics, and mechanisms for plagiarism detection. Even though we were able to verify the documented information on-site, we do have some concerns regarding visual art plagiarism detection. Apparently "StrikePlagiarism" does not provide visual art works plagiarism detection. Detection of visual art work plagiarism remains a challenge not only for TSAA and other Georgian Universities but also for the whole world. The existing systems are not reliable and the introduction of AI in different industries raised concerns regarding AI plagiarism cases as well. The only option to detect visual art work plagiarism is if the study course lecturer finds the work similar to other existing works by comparing each other. **We suggest that TSAA starts searching for visual art work and AI plagiarism detection systems in order to ensure academic integrity and respect for copyright.** The process will not be an easy task, however, making a decision towards it now is a first step forward to achieving the above-mentioned values.

Another aspect of MA thesis defense that caught our attention was that the thesis evaluation system and procedures were only mentioned in the Industrial and Textile MA programme document, except for MA Fashion Design programme which, in addition, had a separate drafted document. Although the accreditation expert group requested Rules on Preparation and Defense of Master's Thesis before the Commission on-site for Industrial and Textile design MA programmes, we were only provided with excerpts from MA programme document, copied in a separate Microsoft Office Word document. The necessity of having separate regulations on preparation and defense of MA or Ba thesis is that the student has clear, transparent, credible, and open information about every single stage of thesis preparation and its evaluation criteria. Such a document is a mechanism for a student to ensure his/her compliance with existing requirements of thesis defense. Furthermore, the student can foresee the expectations of the commission beforehand and reflect them in his/her thesis from the beginning or make in-time amendments to the work. We would like to emphasize that the Charter of the Master's programme does have several provisions regulating thesis defense, but it provides insufficient information. Therefore, **we recommend that TSAA drafts Rules on Preparation and Defense of Master's and Bachelor's Thesis for Industrial and Textile Design programmes**. In addition, **we recommend to integrate Master's thesis evaluation criterias and standards of academic style in the same document.**

Evidences/Indicators

- Interview results (students/graduates);
- Interview results (programme implementing staff, TSAA administration);
- Document- Assessment of learning outcomes, academic performance assessment mechanisms and the results analysis (Approved by TSSA Academic Council, Minutes of the meeting N 43,17.03.2022);
- Document - Questionnaire for evaluation of the study course by the students (Approved by TSSA Academic Council, Minutes of the meeting N 43,17.03.2022);
- Document - Questionnaire of the graduates of Tbilisi State Academy of Art (Approved by TSSA Academic Council on June 24, 2010, Minutes of the meeting # 006);
- Study course syllabi;
- StrikePlagiarism contract form;
- Plagiat.pl Sp z o.o. contract form;
- Document - Ethics Code;
- Document - Fashion Design (BA) programme;
- Document - Fashion Design (MA) programme;
- Document - Industrial Design (BA) programme;
- Document - Industrial Design (MA) programme;
- Document - Textile Design (BA) programme;
- Document - Textile Design (MA) programme;
- Document- Charter of the Master's programme;

- Document- Charter of the Bachelor's programme;
- Electronic student assessment portal - electronic journal;
- TSAA website.

General recommendations of the cluster:

General suggestions of the cluster:

- We suggest that TSAA starts searching for visual art work and AI plagiarism detection systems in order to ensure academic integrity and respect for copyright on all programmes.

- We suggest that to deliver timely decisions on the student complaints (appeals), it would be better to delegate the power to hear a complaint from Faculty Council to another academic or administrative unit or for instance create a small council that will deal with student appeals.

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

Programme 1 (Fashion Design, BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Fashion Design, MA)

Recommendation(s):

Suggestion(s):

Programme 3 (Textile Design, BA)

Recommendation(s):

It is recommended for the TSAA to draft Rules on Preparation and Defense of Bachelor's thesis with integrated detailed student's evaluation criterias and standards of academic style.

Suggestion(s):

Programme 4 (Textile Design, MA)

Recommendation(s):

It is recommended for the TSAA to draft Rules on Preparation and Defense of Master's thesis with integrated detailed student's evaluation criterias and standards of academic style.

Suggestion(s):

Programme 5 (Industrial Design, BA)

Recommendation(s):

It is recommended for the TSAA to draft Rules on Preparation and Defense of Bachelor's thesis with integrated detailed student's evaluation criterias and standards of academic style.

Programme 6 (Industrial Design, MA)

Recommendation(s):

It is recommended for the TSAA to draft Rules on Preparation and Defense of Master's thesis with integrated detailed student's evaluation criterias and standards of academic style.

Suggestion(s):

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Fashion Design, MA)	■	☐	☐	☐
Programme 3 (Textile Design, BA)	☐	■	☐	☐
Programme 4 (Textile Design, MA)	☐	■	☐	☐
Programme 5 (Industrial Design, BA)	☐	■	☐	☐
Programme 6 (Industrial Design, MA)	☐	■	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐

Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

Considering the pre and post-submitted documents, the interview results from the structural HEI's units, the faculty representatives, and the respected students/graduates, the accreditation expert group was able to evaluate the presented programmes and discuss their compliance with the 3rd standard. Tbilisi State Academy of Art considers students as the main priority and accordingly creates an environment that is completely adjusted to them. The expert group would like to start its first assessment from the consultation and support services regarding the planning of the learning process and improvement of academic achievements of the Tbilisi State Academy of Art students. The expert group could identify that the source of counseling and support is the faculty administration itself, mainly the support comes from the faculty Dean's office, with the involvement of the Dean and programme supervisors. Moreover, the academic and invited staff implementing the program are also actively involved in the counseling activities. The students have an opportunity to consult the faculty regarding the learning process prior to the active phase of the academic year. During the consultation, they receive information concerning the courses, lecturers, timetables, financial matters, and other crucial information in order to start their academic year without any obstacles. The consultations indeed are timely and professional as none of the students appealed to the services being given. The students can consult the people involved in the counseling and supporting services during working hours (from 10:00 AM to 17:00 PM), however, the university is open to instruct any student in need even in

non-working hours (via email, official social media accounts, phone communication, etc.). **It should be noted that the HEI has no official information on the consultation timetable of academic/invited staff implementing the programme, as they see it merely as a formality.** However, the university informs all students that the teaching staff is always open to any consultation being needed during working hours. The practice also shows that the personnel consults students during non-working hours as well and encourages students not to hesitate and to contact them anytime they wish (especially when the students have urgent issues). Academic and visiting staff members regularly review the academic achievements of their students and guide them to their further improvement. In this regard, students have an opportunity to consult their teachers and get detailed information on their academic performance. Furthermore, the University's QA service uses inner quality assurance mechanisms to evaluate the learning outcomes of the students and according to the analysis provides feedback on how to further improve student's achievements, if needed.

Tbilisi State Academy of Art provides career consultation services via the Career Service Centre. The Students Career Service Centre aims to support students in achieving their academic goals by supplying them with information about vacancies, internship opportunities, university, government or international scholarships, conferences and workshops, etc. The Centre indeed supports students in starting a professional career through organizing targeted events, workshops, and employment forums. The Centre conducts individual consultations every Thursday from 3:00 PM to 5:00 PM. The employment/internship announcements are made on the official HEI's website and all students are aware of it. Furthermore, students also receive information from their faculty administration if the vacancy/internship is linked to their student's study programmes directly.

From the very beginning, Tbilisi State Academy of Art integrates its students into the internal university environment. During the interview session with the students, the group of experts clearly saw how welcoming the Academy was to the students and provided any assistance to further stimulate their integration processes. Moreover, the administration and student representatives provided information regarding international students who honed their skills inside the Academy walls. The most admiring aspect of it was that some even visited the Academy more than once.

Considering the programme specifics, students are offered to participate in local and international projects, creative-performing activities, and student mobility programs. The framework of the provided programmes give students an

opportunity to study abroad in the frame of the ERASMUS+ program and bilateral agreements. The accreditation expert group saw evidence that TSAA has bright and talented students and their English proficiency makes them eligible to freely participate in international programs. Despite already having international relations with many foreign Universities, the Academy strives to enlarge its connections and offer more international mobility programmes.

Evidences/Indicators

- Interview results (students/graduates);
- Interview results (programme implementing staff, TSAA administration);
- Semester workload of the cluster;
- Academic and visiting staff contract forms;
- Implemented and planned student initiatives/projects;
- Document- Assessment of learning outcomes, academic performance assessment mechanisms and the results analysis (Approved by TSSA Academic Council, Minutes of the meeting N 43,17.03.2022);
- Document - Questionnaire for evaluation of the study course by the students (Approved by TSSA Academic Council, Minutes of the meeting N 43,17.03.2022);
- Document - Questionnaire of the graduates of Tbilisi State Academy of Art (Approved by TSSA Academic Council on June 24, 2010, Minutes of the meeting # 006);
- Document – Annex N3. Student Projects.;
- Document - Scientific information platforms;
- Document – I-claster-mobility;
- Document – I-claster-international-projects-report;
- Document – TSAA-international-partners-2;
- Document – TSAA-Internationalization-strategy-2023;
- TSAA website.

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

General suggestions of the cluster:

More involvement of students in modern innovative international conferences and projects is suggested, in case of the programmes grouped in the Cluster.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Fashion Design, MA)	■	☐	☐	☐
Programme 3 (Textile Design, BA)	■	☐	☐	☐
Programme 4 (Textile Design, MA)	■	☐	☐	☐
Programme 5 (Industrial Design, BA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

The master thesis defense component is included as one of the main learning outcome assessments in Fashion, Industrial, and Textile design MA programmes. During the site visit and after reading through the documentation provided to the accreditation expert group, we had an opportunity to assess whether TSAA provided proper support to Master's students to perform the scientific research component. The accreditation expert group got acquainted with provided MA programmes in the cluster and analyzed the MA thesis components specifics in depth. The programme supervisors from cluster MA programmes provided detailed information concerning their MA thesis specifics, in particular the appointment process of MA supervisors, the approval of MA topics from the Faculty Council, the frequency of the consultations being received by the students, the learning

outcome assessment criteria and mechanisms and other relevant aspects connected to MA thesis defense. It should be noted that the main source of information regarding MA thesis components, besides the provided documents, came from MA programme supervisors and Academic staff. The accreditation expert's group was unable to verify the implementation of MA thesis regulations and the feedback sent to TSAA from their graduates as no MA graduates were being presented during the graduate's panel. However, the group was able to obtain information from BA programme students whose programmes did include BA thesis defense. After analyzing the BA and MA thesis defense regulations, we can say that regulations are similar with the consideration of study level specifics. Therefore, the accreditation expert group makes an assumption from the BA graduates that thesis supervision is indeed done with decent attention and taking into account the student's needs. In addition, the BA programme's graduates stated that they do provide feedback concerning their supervision and it was verified by reviewing the relevant Quality evaluation mechanisms.

The students have an opportunity to view the supervisor's information beforehand, in particular their research interests and publications. The faculty provides additional information regarding supervisors to any interested student.

At this point, TSAA ensures that the number of MA thesis supervisors is relevant to the number of active students. However, **we recommend that the university drafts a document of methodology for determining the number of supervisors and MA students**, even though the number of active students is not that much high on the postgraduate programmes, but at least the Academy should expect more student intake in the future and be prepared to provide students with relevant number of supervisors. University already has a mechanism for planning the student contingent, Methodology and Target Benchmarks, however, it does not have a methodology to determine the number of MA student/supervisor.

The accreditation expert's group would like to continue the assessment of the standard with the elaboration of the documents that define the rights and duties of the MA supervisors and students. It should be noted that we were provided with different types of contracts for Academic and Visiting staff but no evidence of a separate document was found that defined clear and precise information about the MA supervisor's obligations. The provided contracts included one article concerning supervision duties, however, the article is ambiguous and general. Therefore, **it is recommended that the TSAA drafts a separate document that consolidates all obligations of students and MA thesis supervisors or incorporates such norms into existing documents (for instance in the document regulating Postgraduate Studies in TSAA, such as Charter of**

Master's programme). The MA programme supervisors stated that no additional contract is being drafted regarding the MA thesis supervision. For that reason, it is necessary that TSAA ensures the proper and precise distribution of the rights and duties of all involved actors.

Data related to the supervision of master's/doctoral students **Programme 2 (Fashion Design, MA)**[14]	
Number of master's/doctoral theses supervisors	**3**
//Number of doctoral thesis supervisors	**-**
Number of master's students	**5**
//Number of doctoral students	**-**
Ratio - supervisors of master's theses/master's students	**0.60**
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students **Programme 4 (Textile Design, MA)**	
Number of master's/doctoral theses supervisors	**5**
//Number of doctoral thesis supervisors	**-**
Number of master's students	**3**
//Number of doctoral students	**-**
Ratio - supervisors of master's theses/master's students	**1.67**
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students **Programme 6 (Industrial Design, MA)**	
Number of master's/doctoral theses supervisors	**2**
//Number of doctoral thesis supervisors	**-**

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

Number of master's students	**1**
//Number of doctoral students	**-**
Ratio - supervisors of master's theses/master's students	**2.0**
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

- Interview results (students/graduates);
- Interview results (programme implementing staff, TSAA administration);
- Academic and Invited staff contract forms;
- Document- Charter of the Master's programme;
- Document - Fashion Design (BA) programme;
- Document - Fashion Design (MA) programme;
- Document - Industrial Design (BA) programme;
- Document - Industrial Design (MA) programme;
- Document - Textile Design (BA) programme;
- Document - Textile Design (MA) programme;
- Document – Qualification requirements for bachelor's (diploma) and master's theses and the rule of defending the thesis (for Textile Design Ma programme) – additionally requested document;
- Document – Qualification requirements for bachelor's (diploma) and master's theses and the rule of defending the thesis (for Industrial Design Ma programme) – additionally requested document;
- Document – Fashion Design Master's Thesis qualifying Requirements and Thesis Defense Rules (Appendix No. Master's qualification thesis);
- Document - Mechanism for Planning the Student Contingent, Methodology and Target Benchmarks;
- TSAA website.

General recommendations of the cluster:

- It is recommended for the TSAA to draft a document of methodology for determining the number of supervisors and MA programme students to ensure the relevant ratio or incorporate the following methodology in the already existing "Mechanism for planning the student Contingent, Methodology and Target Benchmarks" document.
- It is recommended for the TSAA to draft a separate document that consolidates all obligations (rights and duties) of students and MA thesis supervisors or incorporates such norms into existing documents (for instance in the document regulating graduate studies in TSAA, such as Charter of Master's programme).

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

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

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Fashion Design, MA)	☐	■	☐	☐
Programme 4 (Textile Design, MA)	☐	■	☐	☐
Programme 6 (Industrial Design, MA)	☐	■	☐	☐
Programme (name, level)	☐	☐	☐	☐
Programme (name, level)	☐	☐	☐	☐
Programme (name, level)	☐	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

4. Providing Teaching Resources

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

4.1 Human Resources

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

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned

duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

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

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

Cluster and individual evaluation

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

The development of the bachelor/master educational programme in the direction of fashion design, industrial design and textile design is carried out by personnel with relevant qualifications, including practitioners of the field, representatives of the business sector of the field, invited mentors, academic staff, heads of departments, the head of the quality service of the faculty, who ensure the programme Based on the following principles and values: Professionalism, fairness, equal opportunities, innovativeness and initiative, transparency and openness, teamwork, ethical standards.

HEI has presented a personnel policy document, the purpose of which is to determine the management mechanisms of the personnel employed in the academy. To promote the professional development of the personnel employed in the academy, increase motivation, promotion of career growth, informing and participation of all the stakeholders;

In order to select professors, the competition is announced both inside and outside the educational institution. In case of announcing an internal competition, only the data of those employees who have been working in the academy for at least 6 months, meet the qualification requirements and successfully pass the competition will be considered for the existing vacancy. (The candidate is selected to fill the vacancy based on the relevant competition or testing).

The competition is announced outside the school through the website administered by the Public Service Bureau on the electronic portal hr.gov.ge.

The qualification of invited personnel or teachers is proven by the knowledge, experience and competence required for development of the learning outcomes of the programme.

Heads of training programs actively take care of attracting young staff (teachers), the Academy considers taking care of staff development as one of the effective means of motivating employees and strengthening the competitiveness of the school, and spares no effort to refine and improve the system of training and development of employees. The educational institution has presented a list of trainings for academic staff in the form of a document. which is a necessary condition for the sustainability of the program.

In the educational process, quality is ensured by informing the student about the progress of the educational process, student rights, employment and career

development support. Both the information presented in the evaluation report document and the results of the interview confirm that the Faculty of Design, Industrial Design and Fashion Design are active. Official and targeted Facebook groups of the department, e-mails and personal addresses created by the USD are sent the necessary information (news related to the USD, exchange programs, planned events, etc.) Dean's office of the faculty is in constant contact with students, department heads are in active communication with students.
A face-to-face or hidden method of inquiry (evaluation of issues, discussion, analysis,) functions as a result of action planning for effective results, accordingly changes in business relations, training process, (such as improvement, renewal, expansion, activation ... and etc.)
As the students mentioned in the interview, professors and teachers are actively involved in the educational process (also, during the pandemic, they were in continuous contact with the students, the educational process took place with a close, business relationship between the student and the teacher).
Students are provided with:
With highly qualified academic and invited teachers, diverse presentation format of diploma theses. Meetings with local and international practitioners take place systematically.
Human, material, information and financial resources of educational programmes/educational
programmes grouped in a cluster ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

Description and Analysis - Programme 1 (Fashion Design, BA)

The head of the undergraduate educational programme "Fashion Design" has the necessary knowledge and experience to develop the programme in accordance with the level of the program, the competence is confirmed by relevant education, practical experience and scientific works. Articles published by the head of the programme in various local and international magazines are presented. Conference topics and educational resources. He is the author of the book "Vestimental Fashion", he has participated in international and domestic exhibitions.

In addition, HEI has presented the lists of the academic and guest staff implementing the program, which confirms their active involvement and participation in various creative/performing or practical projects, the works and educational resources published by them in local and foreign publications at different times. They participate in the evaluation and development of the program. Along with the head, 8 associate professors and 14 invited teachers are involved in the implementation of the program, whose competence is confirmed based on the results of the submitted documents and interviews.

Consultation hours allocated for students are provided. The Programme Supervisor permanently participates in the evaluation and improvement of the programme, is involved in the programme implementation, student counseling, and various activities planned within the programme. Programme students are provided with an adequate number of administrative and support staff of the relevant competence by the HEI.

Programme 1 (Fashion Design, BA)[15]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[16]	Including the staff holding PhD degree in the sectoral direction[17]	Among them, the affiliated academic staff
Total number of academic staff	**9**			**9**
- Professor	1			
- Associate Professor	8			
- Assistant-Professor	-			
- Assistant	-			
Invited Staff	14			-
Scientific Staff				-

Description and Analysis - Programme 2 (Textile Design, BA):

The head of the undergraduate educational programme "Textile Design" has the necessary knowledge and experience to develop the programme in accordance with the level of the program, the competence is confirmed by education relevant to the field, practical experience and the creation of various educational resources. The head of the programme has presented various projects, conference topics, published articles, participated in international If in exhibitions carried out within the country.

Also, HEI has presented the lists of the academic and invited personnel implementing the program, which confirms their active involvement and participation in various creative/performative or practical projects, the works

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

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

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

and educational resources published by them in local and foreign publications at different times. They participate in the evaluation and development of the program. 1 professor, 3 associate professors, 1 assistant professor and 4 invited teachers are involved in the implementation of the programme together with the supervisor, whose competence is confirmed based on the results of the submitted documents and interviews.

Consultation hours allocated for students are provided. The heads of the programme and the academic/scientific/guest staff are actively involved in the evaluation and development of the program, in the implementation of the program, in consulting students, in various events planned within the program. Programme students are provided with an adequate number of administrative and support staff of the relevant competence by the HEI.

The Human Resources of the Programme are in Compliance with the Requirements of the Standards.

Programme 2 (Textile Design, BA)[18]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[19]	Including the staff holding PhD degree in the sectoral direction[20]	Among them, the affiliated academic staff
Total number of academic staff	**5**			**5**
- Professor	1	1		
- Associate Professor	3	3		
- Assistant-Professor	1	1		
- Assistant	-			-
Invited Staff	4			-
Scientific Staff				-

Description and Analysis - Programme 3 (Industrial Design (BA)):

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

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

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

The educational bachelor's programme "Industrial Design" is carried out by appropriately qualified academic and invited staff who have the necessary competence to produce the learning outcomes provided for by the program, which is confirmed by their participation in local or international events.

The supervisors of the undergraduate educational programme "Industrial Design" processes the necessary knowledge and experience to develop the programme according to the level of the program. Their competence is demonstrated through relevant field education, practical experience, and scientific works. The HEI has presented the lists of the academic and invited personnel implementing the program, which confirms their active involvement and participation in various creative/performative or practical projects, the works published by them in local and foreign publications at different times and educational resources. They participate in the evaluation and development of the program. Together with them, 2 assistant professors and 6 guest teachers are involved in the implementation, whose competence is confirmed based on the results of the submitted documents and the conducted interview.

Consultation hours allocated for students are provided. The heads of the programme actively participate in the evaluation and development of the program, along with them the academic/scientific/guest staff are actively involved in the implementation of the program, counseling of students, in various events planned within the program. Programme students are provided with an adequate number of administrative and support staff of the relevant competence by the HEI.

The Human Resources of the Programme are in Compliance with the Requirements of the Standards.

Programme 3 (Industrial Design, BA)[21]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[22]	Including the staff holding PhD degree in the sectoral direction[23]	Among them, the affiliated academic staff
Total number of academic staff	**4**			**4**
- Professor	-			
- Associate Professor	2	2		
- Assistant-Professor	2	2		
- Assistant	-			

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

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

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

Invited Staff	6	6		_
Scientific Staff				_

Description and Analysis - Programme 4 (Fashion Design (MA))

The head of the Master's Educational Programme "Fashion Design" has the necessary knowledge and experience to develop the programme in accordance with the level of the program, the competence is confirmed by relevant education, practical experience and scientific works. Articles published by the head of the programme in various local and international magazines are presented. Conference topics and educational resources. He is the author of the book "Vestimental Moda", he has participated in international and domestic exhibitions.

Also, HEI has presented the lists of the academic and guest staff implementing the program, which confirms their active involvement and participation in various creative/performing or practical projects, the works and educational resources published by them in local and foreign publications at different times. They participate in the evaluation and development of the program. Along with the head, 8 associate professors and 14 invited teachers are involved in the implementation of the program, whose competence is confirmed based on the results of the presented documents and interviews.

Consultation hours allocated for students are provided. The heads of the programme and the academic/scientific/invited staff are actively involved in the evaluation and development of the program, in the implementation of the program, in consulting students, in various events planned within the framework of the program. Programme students are provided with an adequate number of administrative and support staff of the relevant competence by the HEI.

The Human Resources of the Programme are in Compliance with the Requirements of the Standards.

Programme 4 (Fashion Design, MA)[24]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[25]	Including the staff holding PhD degree in the sectoral direction[26]	Among them, the affiliated academic staff

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

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

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

Total number of academic staff	**8**			**8**
- Professor	1	1		
- Associate Professor	7			
- Assistant-Professor				
- Assistant	-			
Invited Staff	7			-
Scientific Staff	-			-

Description and Analysis - Programme 5 (Textile Design (MA))

Programme supervisors have the necessary knowledge and experience for developing the programme, their qualification is justified by relevant education, practical experience and/or scientific works; Various projects, conference topics, published articles are presented by the head of the program.

Additionally, the HEI has presented the lists of the academic and guest staff implementing the program, which confirms their active involvement and participation in various creative/performing or practical projects, the works and educational resources published by them in local and foreign publications at different times. They participate in the evaluation and development of the program. 1 professor, 3 associate professors, 1 assistant professor and 4 guest teachers are involved in the implementation of the programme together with the supervisor, whose competence is confirmed based on the results of the submitted documents and interviews.

Consultation hours allocated for students are provided. The Head of the Programme is involved in the implementation of the program, consulting the students, various activities planned within the framework of the program. Programme students are provided with an adequate number of administrative and support staff of the relevant competence by the HEI.

The Human Resources of the Programme are in Compliance with the Requirements of the Standards.

Programme 5 (Textile Design, MA)[27]				
Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated

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

academic, scientific, and invited staff)		sectoral expertise[28]	the sectoral direction[29]	academic staff
Total number of academic staff	**4**			**4**
- Professor	1	1		
- Associate Professor	2	2		
- Assistant-Professor	1	1		
- Assistant	-			-
Invited Staff	5	3		_
Scientific Staff				

Description and Analysis - Programme 6 (Industrial Design (MA))

The leaders of the master's educational programme "Industrial Design" have the necessary knowledge and experience to develop the programme in accordance with the level of the program, their competence is confirmed by relevant education, practical experience and scientific works. HEI has presented the lists of the academic and invited personnel implementing the program, which confirms their active involvement and participation in various creative/performative or practical projects, in local or foreign publications, their published works and educational resources at different times. and conducted based on the results of the interview. They participate in the evaluation and development of the program. 2 assistant professors and 3 invited teachers are involved in the implementation of the program, whose competence is confirmed based on the results of the submitted documents and the interviews.

Consultation hours allocated for students are provided. The heads of the programme and the academic/scientific/guest staff are actively involved in the evaluation and development of the programme and in the implementation of the program, in advising students, in various events planned within the program. Programme students are provided with an adequate number of administrative and support staff of the relevant competence by the HEI.

The Human Resources of the Programme are in Compliance with the Requirements of the Standards.

Programme 6 (Industrial Design, MA)[30]

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

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

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

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[31]	Including the staff holding PhD degree in the sectoral direction[32]	Among them, the affiliated academic staff
Total number of academic staff	**4**			**4**
- Professor	-			-
- Associate Professor	2	2		
- Assistant-Professor	2	2		
- Assistant	-			-
Invited Staff	3	3		_
Scientific Staff	-			-

Evidences/Indicators

- Bachelor's and Master's educational programme "Enterprise Design"; "Fashion Design", "Textile Design";
- Syllabi of the academic courses;
- Personal files of the academic and invited personnel involved in the programme confirm their qualification;
- Workload scheme for academic/scientific/invited staff (including affiliated academic staff, as well as supervisors of Master's Degree/PhD students), which envisages load of a person in other HEIs;
- Information about staff reflected in the Information System of Higher Education Management;
- Functions and personal file of the programme director;
- Job description document of administrative and assisting staff.

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

General suggestions of the cluster:

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

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

The balance between academic and invited staff is 50/50, which ensures programme sustainability.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

From the evidence and studying the materials it was proved that the faculty has developed transparent qualification requirements for the supervisor and co-supervisor, which are in line with the requirements of the Master level supervision and respond to the specifics of the programme and international best practice. All Master's programs have qualified supervisors. The selection is based on the field and topic of the qualification paper, ensuring that an experienced supervisor in the relevant field is assigned to each student and this selection is approved by the Faculty Council. The assigned supervisor plays a crucial role in assisting the student throughout the process of creating their qualification paper. They provide guidance, monitor the progress of the work, and offer consultations to the student. During the thesis defense, the supervisor presents the thesis and provides the Faculty Council with information about the work process and the thesis itself.

Description and Analysis - Programme 1 (Fashion Design, MA)

Programme 1 (Fashion Design, MA)[33]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[34]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**9**	**1**	
- Professor	1	1	
- Associate Professor	8		
- Assistant-Professor			
Invited Staff	4		–
Scientific Staff			–

The MA Fashion design operating properly and meets all requirements to secure qualification of supervisors, due to the specificity and development of the field, the scientific supervisors of each Master is equipped with the latest knowledge, has actively participated in scientific studies and has published a scientific paper in art and creative performing projects, which corresponds to the general theme and direction of the theses.

Description and Analysis - Programme 2 (Textile Design, MA)

Programme 2 (Textile Design, MA)[35]

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

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

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

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[36]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**3**		
- Professor	1		
- Associate Professor	2		
- Assistant-Professor	1		
Invited Staff	3		–
Scientific Staff			–

Teachers at Textile design meet the standards for conducting master's theses, but there is a noticeable lower quality in final works compared to checked master work from Fashion and Industrial design. Respecting fact, that subject is focusing on traditional techniques and traditional perceptions of textile, also more artistic perception than designing , this can be certainly innovated and perceived more contemporary, which means also in the presentations (unproportional workload, absence of final portfolios, digitalization of the process and so on), therefore the qualified supervisor should - edit - develop new standards for final thesis to respect contemporary trends in textile field.

Programme 3 (Industrial Design, MA)[37]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[38]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**2**		
- Professor	-		
- Associate Professor	2		
- Assistant-Professor	2		
Invited Staff	7		–
Scientific Staff			–

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

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

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

Description and Analysis - Programme 3 (Industrial Design, MA)

From checked final outcomes of MA students of Industrial design it is evident that due to the specificity and development of the field, the supervisor of each Master student is equipped with the latest knowledge, and has actively participated in scientific studies and significant designer practice. The only suggestion for the Programme is to ensure that the absence of the Professor position will be covered, also supervisors holding PhD status.

Evidences/Indicators

- Personal files of supervisors and co supervisors of MA and documents confirming the implemented studies;
- Interview results;
- Personnel qualification requirements • Personal files of staff (CV).

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

General suggestions of the cluster:

The HEI should control the

implementation of requirements of each individual programmes, which should be proportional in the volume and quality of master's theses;

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

Programme 1 (Fashion design,MA)

Recommendation(s): -

Suggestion(s): -

Programme 2 (Textile design, MA)

Recommendation(s):

Qualified supervisor should develop new standards for the final thesis to respect contemporary trends in the textile field.

Suggestion(s):

Programme 3 (Industrial design, MA)

Recommendation(s):

Suggestion(s):

Absence of the Professor position should be covered, also supervisors holding PhD status.

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Fashion Design, MA)	■	☐	☐	☐
Programme 2 (Textile Design, MA)	☐	■	☐	☐
Programme 3 (Industrial Design, MA)	■	☐	☐	☐

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.

Cluster and individual evaluation

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

HEI regularly performs and actively uses the results of assessment and satisfaction surveys by those involved in the implementation of the programme and analyzes these results;

In order to protect objectivity, the head of the programme implements continuous assessment of professional and personal competencies of the subordinate employees in the following direction:

- Evaluation of personnel performance outcomes;
- Assessment of professional and personal characteristics of the employee;
- Determining the employee's compatibility with the position held;
- Determining the necessity of raising the employee's qualification or retraining

the most important risks;

- Cultivating the relevance of labor results and remuneration;
- Open and fair management between management and subordinates;
- Ensuring style and mutual communication;

- Increasing staff responsibility and executive discipline.

The employee is presented with substantiated information about the results, the degree of his compliance with the position held and the requirements of the given position. Performed by the staff, Job evaluation determines the quality and effectiveness of the professional characteristics of each employee and clearly represents the potential and opportunity for the development of the organization.

Results of the evaluation are envisaged in the mechanisms for promoting and encouraging the personnel. HEI facilitates the participation of academic, scientific staff, including supervisors of Master's Degree and PhD students (involved in the programme) in international projects, researches and conferences; Provides staff development through trainings and seminars, which is confirmed by both submitted documents and interview results. HEI has presented a list of trainings for academic staff in the form of a document.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

-

Evidences/Indicators

- HR policy document;
- Survey forms;
- Labor satisfaction and self-esteem research report.
- Document describing the labor satisfaction and self-esteem research procedure of the administrative contract.
- National document for the internationalization of scientific/creative activities and programs approved by the Academic Council.
- Documentation confirming international cooperation (international partnership network document, bilateral agreements, memoranda, etc.);
- Component evidences/indicators, including the relevant documents and interview results.

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

General suggestions of the cluster:

- It is desirable that HEI provide training of staff in a foreign language (English), which will increase the involvement of teachers in international projects or various events;

- It is desirable, for the purpose of professional development, that academic/scientific personnel become more active in the direction of scientific activities. (monograph, scientific paper published in a refereed journal, etc.);

- It is desirable that HEI strengthen the material-financial support to support the implementation of scientific/research/performing-creative activities by scientific and/or guest personnel.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐

Programme 6 (Industrial Design, MA)	■	□	□	□

4.4. Material Resources

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

Cluster and individual evaluation

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

Educational programmes grouped in a cluster are held in auditoriums and laboratories, where the material-technical base corresponds to the process of artistic and creative planning and implementation of training courses in clothing and footwear, textile and industrial design. During the site visit, it became clear that the equipment needs to be updated, it is necessary to add higher quality, modern equipment according to the subjects. The rooms are equipped with computers, projectors, but the space is mainly intended for the creative processes of design, which should be accompanied by the necessary equipment for material implementation, the number of which should be in accordance with the number of students to be the quality of teaching maintained. Teaching and small laboratories are provided with natural and artificial lighting systems, heating, fire suppressions are placed in a visible place in the building. The building is protected by a security service and monitored by a video surveillance system. In the teaching process, the low quality of materials are used. It is suggested to increase the financial support for the programmes grouped in the fashion cluster. The examination center ensures the implementation of educational programmes grouped in the cluster; the University library and reading rooms; Computer centers are equipped with the latest computers connected to the Internet and appropriate software packages. The information on the scientific databases are available on the University webpage, where students have the opportunity to get the information about the field's current achievements. Students are introduced to library resources, the head of the library regularly conducts introductory meetings, including the educational programmes grouped in the cluster on the use of scientific databases are provided with material and technical resources. The mandatory literature determined by the syllabi and other literature (including those that are on digital drivers) are located in the library, which ensures the achievement of learning outcomes of the educational programme. The University has the central library. The university library provides students with relevant electronic textbooks envisaged by the syllabi of the teaching courses, teaching and scientific literature, also with the book fund database. The newest scientific

periodical editions, digital resources and international online library databases are available for the students. Currently, the Academy has the access to the following bases:

(Note: We do not have a separate contract with this database, unlimited access is provided by the contract between us and the consortium of the integrated network of libraries, within the framework of which the consortium gives us access to everything that is provided for higher education, within the scope of the consortium's capabilities). An agreement has been signed with all these organizations for all employees of the Academy, as well as for students of all levels, access to the bases is possible both from the organization and from any place outside the organization. The Academy representatives can access the databases remotely through their institutional e-mail, for this each user indicates the institutional email with which the Elsevier account is created, a link to access the databases is sent to the email.

Description and Analysis - Programme 1 (Fashion Design, BA)

Fashion Design bachelor's programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes. Students are provided with working materials, and infrastructure and material-technical resources are available without restrictions, namely: Classrooms equipped with necessary equipment, conference rooms, study rooms for academic and administrative staff, library. The Academy has access to international library databases due to the pandemic and distance learning, the university has allowed students to access international library databases outside the university. The Georgian literature and publications included in the programme are available in the library fund. Students are informed about the possibility of current resources and the rules of use; Material, laboratory, information and digital resources are freely available for students and staff, however, to improve the quality of teaching, it is recommended to update the material and technical base with modern equipment that will satisfy the number of students in the group.

Description and Analysis - Programme 2 (Textile Design, BA)

The material-technical base of the University ensures the achievement of the programme objectives and learning outcome. The infrastructure and material-technical resources are available without any restrictions, namely: Classrooms equipped with necessary equipment, conference rooms, study rooms for academic and administrative staff, library; the university has access to databases of international libraries, in connection with the pandemic and distance learning, the university has allowed students to have access to databases of international libraries outside the university. The Georgian literature and handbooks included in the programme are available in the library fund. To improve the quality of teaching, it is suggested to update the teaching material-technical base and to provide students with working materials.

Description and Analysis - Programme 3 (Industrial Design, BA)

The bachelor's programme of industrial design is provided with all necessary infrastructure, information resources in line with the field of study, and technical equipment that are necessary to achieve the learning outcomes of the educational programme. Students are provided with working materials, and infrastructure and material-technical resources are available without restrictions, namely: Classrooms equipped with necessary equipment, conference rooms, study rooms for academic and administrative staff, library, the university has access to databases of international libraries, in connection with the pandemic and distance learning, the university has allowed students to have access to databases of international libraries outside the university. The Georgian literature and publications included in the programme are available in the library fund. To improve the quality of the teaching, it is suggested the material-technical resources to be updated, including its quantitative and qualitative indicators.

Description and Analysis - Programme 4 (Fashion Design, MA)

The material-technical base of the University provides the achievement of the objectives of the master's programme "Fashion Design" and desirable learning outcomes. Students are provided with working materials, and infrastructure and material-technical resources are available without restrictions, namely: Classrooms equipped with necessary equipment, conference rooms, study rooms for academic and administrative staff, library, the university has access to databases of international libraries, in connection with the pandemic and distance learning, the university has allowed students to have access to databases of international libraries outside the university. The Georgian or foreign literature and handbooks included in the programme are available in the library fund. However, to improve the quality of teaching, it is suggested to update the material-technical equipment to design, and increase its quantity.

Description and Analysis - Programme 5 (Textile Design, MA)

The material-technical base of the University provides the achievement of the objectives of the master's programme "Textile Design", and its desirable learning outcomes. students are provided with the working materials, and infrastructure and material-technical resources are available without restrictions. Namely: Classrooms equipped with necessary equipment, conference rooms, study rooms for academic and administrative staff, library; the university has access to databases of international libraries, in connection with the pandemic and distance learning, the university has allowed students to have access to databases of international libraries outside the university. Georgian and foreign literature and handbooks included in the programme are available in the library fund. To improve the quality of teaching, it is suggested to renew the textile design labs and ensure the materials.

Description and Analysis - Programme 6 (Industrial Design, MA)

The material-technical base of the University ensures the achievement of the objectives of the master's programme "industrial design", and its desirable learning outcomes. Students are provided with working materials, and infrastructure and material-technical resources are available without restrictions, namely: Classrooms equipped with necessary equipment, conference rooms, study rooms for academic and administrative staff, library, the university has access to databases of international libraries, in connection with the pandemic and distance learning, the university has allowed students

to have access to databases of international libraries outside the university. The Georgian or foreign literature and handbooks included in the programme are available in the library fund. However, to improve the quality of teaching, it is suggested to renew the labs equipment.

Evidences/Indicators

- Library, material, informational and digital resources;
- Interview results.

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

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

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐

Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

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

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

Cluster and individual evaluation

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

The Self Evaluation Report (SER) of the cluster provides very limited information about the budget allocation to the programs. It should be noted that the Academy does not have a separate budget for its programs; the budget was produced and presented as a cluster, which did not allow for individual consideration of each program. In the documentation provided by the Academy, there are two documents: the Cluster Budget and the General Academy Budget. The budget of the programs grouped in the cluster is a part of the Academy's Central Budget. The expenses outlined in the Cluster Budget encompass salaries for academic and invited personnel, as well as the costs of study materials. The revenue side of the Cluster Budget relies on student tuition fees.

Moreover, the Central Budget of the Institution offers general information about financial support for other activities, such as business trips, office costs, inventories, and other goods and services. As was mentioned during interviews with the Academy administration, support for research and development activities of academic and invited personnel, as well as students, is provided from the Academy's central budget. During interviews with academic and invited staff and students, it was emphasized that while they do receive this support, it needs to be expanded, especially in terms of financial support for students to acquire the materials needed for their course projects and Master's thesis works on a larger scale.

In these interviews, the Academy administration mentioned that the Institution diversifies its sources of income and does not rely solely on a single source, such as commercializing their work or engaging with the industry in their activities. However, these efforts are not yet on a larger scale. Additionally, academic personnel at the Institution participate in various grant projects, primarily provided by the government and municipality, which also support their project work.

Overall, the Academy's budget ensures the essential costs for program maintenance. Still, there might be a need for long-term development and strategy orientation to ensure continuous improvement of the programs in the long run.

Evidences/Indicators

- Self-Evaluation Report of the Cluster;
- The Cluster Budget;
- The Academy Budget;
- Interviews with the representatives of the administration;
- Interviews with the programs' academic and invited staff, with the students of the programs.

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

- **N/A**

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

- It is suggested to expand the programs' budgets in terms of supporting materials for course projects and Master thesis works to a larger scale, either from the central budget or from the industry partnership;
- It is suggested to allocate more financial support to the research and professional development activities of the programs' staff.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

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

Issues related to internal quality assurance at the Apollon Kutateladze Tbilisi State Art Academy are coordinated by the Quality Assurance Service of the Academy in accordance with the Quality Assurance Regulation. The goals of internal quality assurance are to continuously improve educational activities and strengthen the culture of quality. With this focus, the academy has developed several regulations and frameworks related to the elaboration and development of educational programs, as well as the procedure for reviewing educational programs and evaluating program learning outcomes.

Quality assurance operates in accordance with the "plan-do-check-act" (PDCA) cycle and is used as follows:

- Program development and approval.
- Implementation according to the curriculum.
- Monitoring, evaluation, and analysis (surveys of students and academic staff, analysis of students' academic performance, etc.).
- Considering the results and modifying the program.

The Quality Assurance Service and the faculty are involved in the process of continuously monitoring the educational process, primarily through surveys of target groups. Survey forms include assessments of issues such as satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, development needs, and evaluation of academic staff, among others. Based on the results obtained, data is processed, strengths and weaknesses are identified, problems are acknowledged, and solutions are selected. The Academy has presented an analysis of the regular surveys conducted with stakeholders.

Program staff take quality assurance results into account when making program-related decisions. During the interviews the academic and invited program staff name and confirm changes requested by the Quality Assurance Office, which are reflected in their syllabi.

From the self-evaluation report and the interviews conducted by the expert group, the involvement of academic and invited staff in program development is observed. Employers' involvement in the program development process was also confirmed during interviews, as the primary employers of the programs are often the academy's graduates who maintain close contact with the administration and students.

The active role of students and alumni in the self-evaluation process has been observed. During the interviews, they discuss changes in the programs and their contributions to this process.

The contribution and engagement of administrative staff in this process were evident. It is worth noting that stakeholders' engagement is higher at the initial stages of program development and improvement compared to planning the process of program quality assurance, creating assessment instruments, and analyzing assessment results. **It is recommended that program staff be actively engaged in all stages of program quality assurance.**

Despite the representation of stakeholders within the working group for the self-evaluation report, it is desirable that the overall quality culture be shared more broadly within the institution among all units and among all stakeholders. This will ensure the effectiveness of existing quality instruments and their integration as an integral part of the Academy's working process.

Evidences/Indicators

- Programs and Syllabi;
- Self-Evaluation Report;
- Internal Quality Assurance Mechanisms;
- Quality Assurance Regulation;
- Survey Results;
- Interview Results.

General recommendations of the cluster:

It is recommended that program staff be actively engaged in all stages of program quality assurance (especially in the planning process of program quality assurance, creating assessment instruments, and analyzing assessment results).

General suggestions of the cluster:

It is suggested to promote the quality culture among all units and among all stakeholders at a larger scale to ensure the effectiveness of existing quality instruments within the Academy.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	☐	■	☐	☐
Programme 2 (Textile Design, BA)	☐	■	☐	☐
Programme 3 (Industrial Design, BA)	☐	■	☐	☐
Programme 4 (Fashion Design, MA)	☐	■	☐	☐
Programme 5 (Textile Design, MA)	☐	■	☐	☐
Programme 6 (Industrial Design, MA)	☐	■	☐	☐

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

Tbilisi State Art Academy actively uses external assessment tools for program accreditation in the process of developing higher educational programs. The Academy closely cooperates with the National Center for Educational Quality Enhancement of Georgia. The Academy has updated the programs according to the renewed National Qualification Framework and the carried out number of changes to modify the programs contents in accordance with the Field-characteristics. In addition to the external evaluation carried out during authorization/accreditation, the university collaborates with local and international stakeholders and experts in the field to evaluate the program. Furthermore, the Academy maintains close contact with scientific research

institutes in the field, museums, galleries, artistic professional unions/associations, and others. Taking into account the specific nature of the programs, the Academy invites them to introduce the programs and receive evaluations.

Additionally, the Academy has used the reviews of the field experts. Expert reviews are very comprehensive and some of the recommendations are taken into account in the recent programs. At the same time, the faculty of Design closely collaborates with the University of Salzburg, Austria and as mentioned during the interviews, they often utilize the developmental peer review process with the purpose of improving programs and the research environment.

Evidences/Indicators

- Self-evaluation report;
- Educational Programs and Syllabi;
- University web page;
- External Evaluations – reports of the experts;
- Interview Results.

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

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

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 5.2 External Quality Evaluation	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

Information and rules on monitoring and periodic evaluation of the educational program are placed in the program regulations, in particular, according to the mentioned document, the procedures for initiating, approving, modifying, and periodic evaluations of the program are defined.

Each faculty maintains its own quality assurance unit or representative, who, in collaboration with the Faculty Board, holds responsibility for the program's defined outcomes. Consequently, the assessment of program outcomes is conducted periodically through both direct and indirect methods.

Direct methods for evaluating results involve the assessment of students' academic performance.

Indirect methods for evaluating results encompass the examination of the perspectives of all stakeholders involved in the program, which include: a) students, b) academic/invited staff engaged in program implementation, c) employers, and d) graduates of the program. The program employs the following instruments for assessing program learning outcomes:

Questionnaires: a) Evaluation of educational courses and/or processes by students by using the electronic database.

b) Assessment of student satisfaction.

Students evaluate each academic course at the end of each course. Master students evaluate the implementation of the scientific-research component, as well as scientific supervision. This has been also confirmed during the interviews.

The programs are regularly compared with similar programs of foreign universities in order to bring the program in compliance with international standards.

Also, after the end of the academic year, academic/invited staff involved in the implementation of the programs and the heads of the programs present a report on the progress of the program or training course. The reports are analyzed by the Faculty quality assurance representative and the Faculty board, and can be proceeded to the central quality assurance office if required.

Evidences/Indicators

- Self-evaluation report;
- Educational Programs and syllabi;
- Regulations of Quality Assurance
- Survey results and reports;
- Interview results;

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

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

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	☐	☐	☐
Programme 2 (Textile Design, BA)	■	☐	☐	☐
Programme 3 (Industrial Design, BA)	■	☐	☐	☐
Programme 4 (Fashion Design, MA)	■	☐	☐	☐
Programme 5 (Textile Design, MA)	■	☐	☐	☐
Programme 6 (Industrial Design, MA)	■	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution: LEPL - Tbilisi State Academy of Arts

Name of Higher Educational Programmes, Levels:

Fashion Design (BA)
Fashion Design (MA)
Textile Design (BA)
Textile Design (MA)
Industrial Design (BA)
Industrial Design (MA)

Compliance of the programmes with the standards

Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Fashion Design, BA)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Textile Design, BA)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 (Industrial Design, BA)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 (Fashion Design, MA)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 5 (Textile Design, MA)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 6 (Industrial Design, MA)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Maria Stranekova

Of the member(s) of the Accreditation Experts Panel

Aleksandre Kalandadze

Tamta Lekishvili

Lela Kiknavelidze 

Tamar Chimakadze