NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Sculpture (BA)
Sculpture (MA)

LEPL - Apollon Kutateladze Tbilisi State Art Academy

Evaluation Date
8th September 2023

Report Submission Date
20th December 2023

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL - Tbilisi Apollon Kutateladze State Art Academy Legal entity under public law
Identification Code of Institution	203851545
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Prof. Jörg Obergfell, TUAS Trier, Germany
Member (Name, Surname, HEI/Organization, Country)	Tamar Chkheidze, Tbilisi State Conservatoire
Member (Name, Surname, HEI/Organization, Country)	Tamta Turmanidze, Shota Rustaveli Theatre and Film University
Member (Name, Surname, HEI/Organization, Country)	Ani Kvatadze, BAU International University Batumi
Member (Name, Surname, HEI/Organization, Country)	Soso Gazdeliani – Caucasus International University
Member (Name, Surname, HEI/Organization, Country)	Levan Kharazishvili, Ilia State University

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Sculpture	Sculpture
Level of higher education	First level (Bachelor's degree)	Second level (Master's degree)
Qualification to be awarded	Bachelor of fine arts in sculpture	Master of fine arts in sculpture
Name and code of the detailed field	0213 fine arts	0213 fine arts
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
Number of ECTS credits	240 ECTS	120 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	New

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

II. Accreditation Report Executive Summary

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

The Bachelor and Master programs in sculpture aim to progressively introduce students to the accumulated knowledge and practices of sculpture throughout history, starting from simple concepts and gradually delving into more complex theories. These programs also seek to familiarize students with the specific characteristics of Georgian sculpture, enabling them to contribute to the ongoing development of the sculptural culture in Georgia. Moreover, the programs strive to shape students into contemporary, experimental artists who possess expertise in both traditional and modern technical and technological aspects of sculpture. Both programmes emphasize an understanding of contemporary urban aesthetics and the importance of transforming sculpture into a contemporary three-dimensional artistic object. While the Bachelor and Master programmes have distinct curricula, they are interconnected, offering a systematic progression from foundational knowledge to comprehensive and detailed understanding. Each program's objectives evolve in accordance with the specific stage of the curriculum, ensuring a cohesive and comprehensive learning experience for the students.

Currently, the program has a total enrolment of 32 students, with 26 pursuing their Bachelor's degrees and 6 pursuing their Master's degrees. A significant overhaul of the program took place in 2022, featuring a notable addition of specialized subjects. This expansion aligns the program with contemporary sculptural discourse and aims to equip students with the essential skills to navigate the complexities of the modern art landscape. An integral part of this evolution is enabling students to conceive sculptural concepts and artworks designed for public spaces.

The program features an ambitious agenda including a new site and building. Based on an analysis of urban planning in Tbilisi, it hopes to generate revenue and for its students and graduates contribute to reshaping the urban fabric.

- Overview of the Accreditation Site Visit

The old sculpture studios as well as the new site were visited. The new location with its connection to film studios has a lot of possibilities to create adaptable workspaces for the students including open spaces for largescale projects. With its industrial charm, scale and open plan it should be able to communicate and realise and atmosphere of potential and freedom. The accreditation visit took place from 05.09.2023-08.09.2023. Meetings where held with stakeholders like university administration, Self-Assessment Group, heads of different programs, academic staff, invited staff, students, and employers.

- Brief Overview of Education Programme Compliance with the Standards

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

Programme 1 Sculpture BA substantially complies with the following standards:
1. Educational Programme Objectives, Learning Outcomes
3. Student Achievements, Individual Work with them
4. Providing Teaching Resources
5. Teaching Quality Enhancement Opportunities

Programme 1 Sculpture BA complies with the standard 2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering.

Programme 2 Sculpture MA substantially complies with the following standards:
1. Educational Programme Objectives, Learning Outcomes
3. Student Achievements, Individual Work with them
4. Providing Teaching Resources
5. Teaching Quality Enhancement Opportunities

Programme 2 Sculpture MA complies with the standard 2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering.

The programme features an ambitious agenda with a lot of recent changes in the curriculum. The more traditional parts of the program are well cultivated in the past and there is sound planning for the future in place. To reach the standards mentioned in the SER the following areas of improvement where found. More emphasis could be placed on promoting rigorous academic writing standards and fostering a strong culture of logical structuring in research and dissertations.

Furthermore, the institution could actively work to attract a diverse and youthful personnel who are well-connected to contemporary and international trends. To ensure transparency and accountability in all academic and administrative processes, it is essential to enhance documentation procedures. Formal memoranda should be instituted for important personal contacts and collaborations, establishing a clear trail of communication. Interdisciplinary courses can greatly enhance the academic experience and cater to a broader range of student interests and career aspirations. Faculty should be encouraged to develop and offer such courses.

An issue to address is the lack of literature in the library. To rectify this, additional materials in both Georgian and English should be acquired to cater to the diverse readership. An increase in academic staff numbers is vital to meet the demands of the SER. Student satisfaction can be improved by implementing student-cantered learning approaches. To broaden international exposure and experiences for students, specific exchange programs should be developed, with a particular focus on fields such as sculpture. Additionally, the introduction of vocational programs can cater to a wider range of career aspirations among students, making the institution more attractive and versatile.

Initiatives such as workshop visits, festival participation, and cultural exchanges could be enforced.

- Recommendations

1.1. Programme Objectives
Sculpture, MA

- The MA programme should not only be further deepening of professionalism but also intensifying theoretical reflection.

1.3 Evaluation Mechanism of the Programme Learning Outcomes
Cluster

- It is recommended for QA department to create field specific benchmarks for reaching program learning outcomes and members of QA department should involve program implementation staff in the process.

Sculpture, MA

- It is recommended to include a written dissertation as an integral component of their MA thesis in order to cultivate students' self-reflection, refine their sculptural concepts, and nurture their individual artistic identities, The dissertation in form of an essay or scientific text should reflect on the practical part of the MA thesis.

1.5. Academic Course/Subject
Cluster

- It is recommended to provide more literature about contemporary sculpture including international classics of theory and Art in Public Spaces.

3.1 Student Consulting and Support Services
Cluster

- The Academy of Art should work on student involvement in study exchange, e.g., Erasmus studies, to enhance the internationalization of the program, as well as the motivation of students and diversity in their artistic activities.

3.2 Master's and Doctoral Student Supervision

It is recommended to increase the master's thesis supervisor, so that the students do not face certain difficulties during the selection of supervisors.

4.1 Human Resources
Cluster

- It is recommended to increase the number of academic staff to ensure the program's sustainability.
- It is recommended that the program leader hold an academic position.

4.3 Professional Development of Academic, Scientific and Invited Staff
Cluster

- It is recommended to improve the financing mechanisms of scientific research/creative activities, to change the procedure for staffing the project evaluation commission, and to develop criteria for evaluating creative projects.
- It is recommended to include funds in the program budget to promote the staff's professional development.

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

- Develop a more sustainable budget including the possibility of support for materials.

5.1. Internal Quality Evaluation

It is recommended for QA department with the increased number of academic staff to enhance cluster programs quality and better use the tool of cooperation with them. As a result, it will help QA department to strengthen the quality of cooperation.

5.3. Programme Monitoring and Periodic Review
Cluster

- It is recommended that the thematic scale of the student survey be further increased and diversified, so that it covers not only the evaluation of training courses and lecturers, but also general university issues. At the same time, it should have a periodic appearance and actively analyse the results.

Suggestions

1.3 Evaluation Mechanism of the Programme Learning Outcomes
Cluster

- It is suggested for QA department that University should share international good practice about the program benchmarks and use resource of their partner European Universities.

1.4 Structure and Content of Educational Programme
Sculpture, BA

- Inclusion of a speciality course about Sculpture in Public Space/Intervention.

Sculpture, MA

- Strengthen experimental themes like relation to context, material based learning, etc.
- To foster independence of students even more it could be helpful to award more points to the MA thesis in relation to subjects like drawing and plastic.

1.5. Academic Course/Subject
Sculpture, BA

- It is suggested to define the 6 categories (1. Plastic Visual 2. Basics of composition 3. Composition, 4. Plastics, 5. Plastic improvisation 6. Experimental plastics) more clearly and match them with the courses described in the syllabus.

2.1 Programme Admission Preconditions
Cluster

- The content of the specialty exam for admission to the master's degree should be specified on the Academy's web page.

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

- Conduct more workshops and project-based work, held by invited guest lecturers internationally, interdisciplinary, especially in an architectural context. This is particularly critical for achieving the stated objective of developing three-dimensional designs in urban, landscape, and park spaces and was mentioned as a need by employers and students.

- It is suggested to increase the development and availability of creative-research projects through international grant programs and extend the regional and international collaborative partnerships with educational and art-profile institutions.
- To acquire/improve exhibition skills, cooperation with state or private exhibition galleries for student practice/internship is suggested.
- In the context of urban projects and public sculpture endeavours, it is advisable to encourage interdisciplinary collaborations with architects and urban planners.
- Practice academic writing skills further.

2.3. Teaching and Learning Methods
Cluster

- It's suggested that the alternative teaching methods, activities or practical experiences will also be reflected in the syllabi of specific subjects
- Incorporate more international activities like exchanges, workshops and guest lectures in order to serve and enhance students' linguistic proficiency, familiarize them with professional terminology and broaden their artistic horizons.

3.1 Student Consulting and Support Services
Cluster

- It is suggested to provide better information about elective courses for the students.

3.2. Master's and Doctoral Student Supervision
Cluster

- It is desirable that the written part of the diploma qualification thesis should become more representative.

4.3 Professional Development of Academic, Scientific and Invited Staff
Cluster

- The Art Academy needs to work on increasing international relationship to ensure integrations with contemporary sculpture art outside of Georgia.

4.4. Material Resources

- It is suggested to provide better support in terms of working materials for the students. Students should have access to high-quality materials that can be used multiple times.

- Incorporate students into the planning process for the new facilities and ensure the design includes versatile, flexible spaces that cater to individual project-based work.

5.1. Internal Quality Evaluation
Cluster

- It is suggested that the QA department should monitor that all stakeholders received results of evaluation and improvement plan based on the evaluations.

5.2. External Quality Evaluation
Cluster

- QA department should prepare external evaluation form, which will be filled by field experts under international collaboration with different institutions.

5.3. Programme Monitoring and Periodic Review
Cluster

- It is suggested that the QA department should create comparative analysis of similar programs with crucial information of similarities, differences and programs future developments.

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

- The large-scale size of one Master thesis shows the possibilities of the workshops and support of the teachers.
- A 4th year student was commissioned and realised a public sculpture for the Parliament Square in Tbilisi.
- Elective courses can be provided by international guest lecturers. Lecturers from Iran, Turkey and Azerbaijan were already invited.

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

- Overall the experts recognise the efforts of the HEI to implement the recommendations and acknowledge that important changes already have been made after the site visit. Due to the HEI's

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

response one recommendation was omitted (concerning 1.4). All others were left in place mainly because the changes stated have been made after the experts report.

1.1 Programme Objectives
(Sculpture, MA)
The number proportion of lectures within contact has been increased (document pending). However since this has been implemented after the site visit the recommendation stays in place.

1.3 Evaluation Mechanism of the Programme Learning Outcomes
Cluster

During site visit any field benchmarks were not presented and they were too general for such kind of practical field. Also, the program implementation personnel were not familiar and aware of the procedures of evaluating program learning outcomes based on benchmarks. Therefore the recommendation stays in place.

1.4. Structure and Content of Educational Programmes
(Sculpture, BA)

The logigal sequence of Plastic, Plastic Improvisation and Experimental Plastic is convincingly shown in the reply of the HEI. Therefor the recommendation is omitted.

(Sculpture, MA)
The HEI reacted to the recommendation by implementing and speicifiying more clearly a written essay as part of the master thesis. However since this has been implemented after the site visit the recommendation stays in place.

1.5. Academic Course/Subject
Cluster
The HEI reacted positively to the recommendation and plans to provide more international literature about contemporary sculpture and art in public spaces. However since this has been implemented after the site visit the recommendation stays in place.

3.1 Student Consulting and Support Services
The HEI elaborated specific plans for the participation of students in one sculpture symposium and Erasmus+ activity in form of staff mobility. However no specific plans for exchange agreements with international universities for student exchange were mentioned.

4.1 Human Resources
The HEI recognized the necessity of academic staff and stated that there will be a recruitment competition which includes the head of programme. However the number of academic staff aimed for wasn't mentioned.

5.1. Internal Quality Evaluation
The recommendation was about strengthening the cooperation between academic staff and QA office. Only two field academic personnel is not valid to evaluate cooperation between QA and staff. The HEI is just writing that staff is involved in the QA processes and the argument is too general.

5.3. Programme Monitoring and Periodic Review
The HEI is writing that the evaluation in question is in place. But during site visit only a questionnaire and not the results of the evaluation was sent. New documents are not valid for past evaluation so the recommendation stays in place.

- 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

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

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

In addition to TSAA's rich sculptural heritage and its strong foundation in figurative sculpture and sculptural techniques, the SER underscores the vital role of a comprehensive theoretical understanding of sculpture within the context of art history. Notably, the BA program incorporates distinct courses in Georgian and global art history.

As students' progress to the MA level, the focus shifts towards objectives such as *General Pedagogy* and *Cultural Management*, establishing a logical progression from foundational knowledge to the professional competencies required in the field. These goals are partially publicly available on the website.

Within this framework, objectives related to planning and executing exhibitions, including public relations activities, are duly addressed through courses like *Art Space and Presentation*. Furthermore, students are equipped with teaching skills, encompassing critical thinking, debating abilities, and historical awareness. This is facilitated through a mandatory two-week creative/pedagogical practice during the MA program, complemented by subjects such as philosophy during the BA program.

However, upon a comprehensive examination of the overall curricula for both the BA and MA programs, one may notice a slightly higher emphasis on theoretical courses at the BA level. While it is understandable that the MA program is tailored towards professionalization, it's worth considering the institution's ambition to offer PhD programs. In this context, the development of academic writing skills should be incorporated into the master's studies, potentially in the form of a dissertation as an integral component of the master's thesis.

During the site visit, it became evident that many of the students' works draw inspiration from renowned modern European sculptors, such as Auguste Rodin or Marino Marini. However, explicit references to Georgian sculptural traditions in students' theses were either absent or less prominent. In order to align more to the aim of being part of the international contemporary sculpture scene there should be a bigger variety and focus on international contemporary positions in sculpture.

Sculpture BA

The Sculpture BA program has a dual objective: to cultivate graduates who are not only well-versed in the fundamental principles of sculpture, both theoretically and practically, but also equipped with professional ethics and a growth-oriented mindset to nurture their distinctive artistic vision. A central emphasis lies in developing their compositional skills.

Moreover, students are encouraged to broaden their understanding of the unique aesthetics that have evolved through different historical epochs, enabling them to discern the nuances between modern and traditional sculptural languages. Equipped with this foundation, students are empowered to contextualize their own artistic creations within the broader landscape of historical and contemporary art.

To achieve these goals, the revamped BA program offers a parallel exploration of historical and contemporary themes and skills, affording students the flexibility to choose their focus during their final year of study. The new curriculum expands students' opportunities to select specialisation subjects that align with the demands of the labour market, all while maintaining a student-centred learning experience. The program achieves this providing small learning groups and fostering a positively informal rapport between students and instructors.

Description and Analysis - Programme 2 (Sculpture MA)

Building upon the foundation laid by the BA programme, the MA programme states more focused programmes objectives, emphasizing the development of creative, analytical, sector-specific, and transferable skills. Unlike the BA program, the MA program offers fewer specialized subjects, allowing students greater flexibility to apply their own knowledge and specialization, such as in drawing. However, it is worth noting that a significant portion of the curriculum is still dedicated to figurative sculpture. To better nurture students' abilities in contextual work and contemporary media, it may be beneficial to allocate more credits toward experimental and project-based tasks.

Polemical and verbal skills, including discussion, critical judgment, defence of ideas, and presentation, are trained through group discussions and one-on-one conversations with instructors. Presenting one's work and conceptual ideas verbally is also an integral part of the master thesis. However, there is a notable absence

of courses dedicated to academic writing in the curriculum. This omission is inconsistent with the objective of enhancing students' writing skills.

Evidences/Indicators

- SER
- Interviews: Head of department, Supervisors Thesis, students
- Syllabi
- Programme description
- Website TSAA

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

Suggestions - non-binding advice for the programme development

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

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

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

Programme 1 (Sculpture, BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Sculpture, MA)

Recommendation(s):

> The MA programme should not only be further deepening of professionalism but also intensifying theoretical reflection.
>
>   Suggestion(s):

Evaluation [6]

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 (Sculpture BA)	x	☐	☐	☐
Programme 2 (Sculpture MA)	☐	x	☐	☐

1.2 Programme Learning Outcomes

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

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

Cluster and individual evaluation

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

To better align with the new programme goals, additional specialised subjects have been incorporated. These aim to equip students with a broader set of skills that are increasingly essential in today's evolving job market, whether they pursue careers as self-employed artists or in other employment avenues. While the emphasis on fundamental skills such as drawing practice and sculptural composition remains, it is complemented by comprehensive training in areas such as new technologies, culturology, foreign languages, and general pedagogy. Both programs also allow for a degree of personalization in students' learning outcomes: during the Bachelor's program, this occurs through a choice between traditional and contemporary sculpture, while in the Master's program, students have the option to select elective courses

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[6] Evaluation is performed for each programme separately.

that   align   with   their   individual   interests   and   goals. All important stakeholders were involved in the development of the learning outcomes, e.g. Self-assessment group including employers and ensuring feedback from students is included.

Description and Analysis - Programme 1 (Sculpture BA)

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

In general, the Program Learning Outcomes are well-aligned with the Program Learning Objectives. Graduates have acquired a comprehensive understanding and practical application of fundamental principles and values within the sculpture field, including concepts such as plasticity, texture, colour, scale, and composition, as well as artistic methods, techniques, and technologies. Furthermore, students recognize the significance of visual impact, demonstrate critical evaluation and analytical skills when assessing their own work, and can discern the visual aesthetics of sculptures from different historical periods.

The curriculum also addresses general transferable skills related to project planning, spanning from initial sketches to completed artworks, workplace organization, and the safe utilization of tools, all of which are covered in various courses. Academic staff collaboratively coordinate these subjects during planning meetings at the start of each semester. However, there is some ambiguity regarding whether specific overarching themes or topics are established for each semester to ensure that projects remain current and mutually reinforcing.

Description and Analysis - Programme 2 (Sculpture MA)

Overall, the Sculpture MA Learning Outcomes are a logical progression from the foundation laid in the Sculpture BA program. There is a greater emphasis on fostering student independence, particularly in the creation of sculpture sketches and their translation into large-scale works. Moreover, this program delves deeper into contemporary three-dimensional expressive techniques. Graduates emerge with a comprehensive understanding of both ancient and modern artworks, enabling them to engage in thorough criticism and analysis. They possess the ability to elicit psycho-aesthetic responses in individuals through the skilful use of shape, plasticity, texture, colour, scale, and composition.

Furthermore, graduates are well-prepared to assume roles as educators in the field of sculpture. They actively participate in discussions regarding the fundamental visual aesthetics of sculpture across different historical eras and conduct material research on specific topics. In essence, they become active cultural contributors who represent the values of sculpture in society and contribute to its ongoing development and innovation.

Based on the ECTS value, it is evident that courses in sculpture and drawing play a pivotal role in achieving these outcomes, offering opportunities to nurture students' creative independence, technical skills, and

reflective abilities. While interviews with both students and academic staff have indicated that this development occurs within a dynamic atmosphere of mutual exchange, it is advisable to formalize some of these activities. For instance, requiring students to write tutorial reports after individual discussions with their teachers can help to provide a structured framework for their personal growth and development.

Evidences/Indicators

- o SER
- o Interviews: Employers, Invited staff, students
- o Syllabi
- o Programme description

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 (Sculpture BA)

    Recommendation(s):

    Suggestion(s):

Programme 2 (Sculpture MA)

    Recommendation(s):

    Suggestion(s): ....

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 (Sculpture BA)	X	☐	☐	☐
Programme 2 (Sculpture MA)	X	☐	☐	
Programme 3 (name, level)	☐	☐	☐	☐
Programme 4 (name, level)	☐	☐	☐	☐

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

University in its cluster SER presented program learning outcomes assessment mechanisms both direct and indirect. The student is evaluated according to how well he/she has mastered the course provided by the program. The results of both individual and group work are evaluated. For indirect evaluation University presented: the results of a survey of students participating in the program; the results of a survey of academic staff / invited staff involved in the implementation of the program; The rate of academic achievement of students participating in the program etc.

The program learning outcomes evaluation mechanisms is described in the program learning outcomes evaluation and evaluation of students' academic performance rule. The program has target benchmarks for each learning outcome. The results of the assessment of the learning outcomes are monitored periodically.

Based in interviews with the QA department members, program heads and program implementation staff, expert panel found out that the program learning outcomes evaluation process is very general approach for all cluster programs. Program heads and program implementation staff have very general view about evaluation mechanisms and actual program benchmarks. Also, they cannot explain individual plan reaching learning course outcomes that is crucial for reaching program learning outcomes itself. Also, it should be mentioned that University should create some specific benchmarks for each program. Students' academic performance not fully describe how successfully they are reaching program learning outcomes. University should also share international good practice about the benchmarks and use resource of their partner European Universities.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)[7]

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

Evidences/Indicators

- o Cluster self-evaluation report;
- o Cluster programs;
- o Interview results;
- o Rule of evaluation program learning outcomes and students' academic performance.

General recommendations of the cluster:

It is recommended for QA department to create field specific benchmarks for reaching program learning outcomes and members of QA department should involve program implementation staff in the process.

General suggestions of the cluster:

It is suggested for QA department that University should share international good practice about the program benchmarks and use resource of their partner European Universities.

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
Sculpture BA	☐	X	☐	☐

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[7] **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*).

| Sculpture MA | ☐ | X | ☐ | ☐ |

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

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

The programs included in the cluster are developed, approved, and evaluated in accordance with the rules outlined in the "Development, Approval, and Evaluation of Educational Programs" document of the Apollon Kutateladze Tbilisi State Academy of Arts.

During the preparatory stage different stakeholders contributed to the program development like Professors, invited lecturers, students, alumni and potential employers from the "Association of Architects and Sculptors" who highlighted the need to increase the number of credits for specialized training courses or stressed the importance of active and creative communication between students and academic/guest staff, suggesting joint projects such as exhibitions, symposia, and workshops.

As a result both programmes BA and MA were significantly changed and include more elective courses like foreign language or pedagogical training.

The programme content and structure are in compliance with the qualification to be awarded and ensure the achievement of the programme learning outcomes. Duration of the Bachelor's and Master's programmes are eight and four semesters and include 240 and 120 credits (respectively).

Bachelor's and Master's degree programmes are built sequentially, so that the student completing the Bachelor's degree has the opportunity to consolidate knowledge and acquire new skills except theory courses like art history and academic writing.

The approaches provided in the programme promote teaching in the old, classical method and also include elements of modern arts, which allows students to deepen their knowledge, both in the direction of the classical approach and modern techniques and means, and to combine them, if necessary.

Tbilisi State Academy of Arts is actively working in the direction of internationalization. Exchange programmes can be used by students and academic staff, and workshops and exhibitions are organized where foreign artists participate. During the interview, the students mentioned that they would like to expand the exchange programmes in the direction of Western Europe.

Information about the programmes is available to all interested persons on the University's website however, during the interview, it was revealed that even students cannot see the syllabi yet, because there is no electronic programme where the syllabi can be posted. In the library, both Georgian and foreign literature are available for students, although there is a shortage of Georgian-language literature. The new programme envisages the promotion of the English language, which means the study of the English language in a professional direction. According to interviews, foreign examples were used for the development of programmes however these are not named in the provided documents.

Optional subjects raise questions: as it became clear during the interview, students are deprived of the opportunity to choose optional subjects, they are directly given the list of subjects prescribed by the university, the student cannot choose the desired subject himself.

Description and Analysis - Programme 1 (Sculpture BA)

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

The bachelor's program at TSAA is built on the basis of the ECTS system, placing emphasis on student-centered learning and the academic load required to achieve the educational program's goals. The bachelor's program at TSAA is built on the basis of the ECTS system, placing emphasis on student- centered learning and the academic load required to achieve the educational program's goals.

The program clearly distinguishes 6 subjects of sculpture, which are assigned the number of credits depending on the content and volume of the material.

1. Plastic Visual Arts (6 credits)
2. Basics of composition (3 credits)
3. Composition (24 credits)
4. Plastics (18 credits)
5. Plastic improvisation (18 credits)
6. Experimental plastics (12 credits)

During interviews it was stated that this setup works well for students as it is conducted in a situation of constant active communication between teachers and students. However some of the distinctions in the subjects respectively Plastics, Plastic improvisation, and Experimental plastics are blurry. In the syllabi often the same learning outcomes are specified for these courses.

Description and Analysis - Programme 2 (Sculpture MA)

The programme aims to foster the development of professional sculptors and enabling the acquisition of in-depth and specialized knowledge and skills in the field of sculpture.

The master's educational program comprises 120 credits and is structured as follows:

- Basic subjects: 26 ECTS
- Basic professional mandatory subjects: 46 ECTS
- University theoretical subjects: 12 ECTS
- Master's thesis: 30 ECTS
- Optional subjects: 6 ECTS Totaling 120 ECTS.

The major/major subjects are divided into seven parts, namely: 1. Plastics – 10 ECTS
2. Art space and presentation - 3 ECTS
3. Modernist plastic - 6 ECTS

4. Figurative plasticity -- 15 ECTS
5. Organic and non-organic plastics - 6 ECTS
6. Sculpture in exterior and interior - 7 ECTS
7. Creative pedagogy - 6 ECTS

As mentioned before the MA programme doesn't deepen theoretical knowledge and skills such as academic writing and art history.

During site visit it got clear the the programme is more aligned with traditional sculpture than experimental urban themes.

Evidences/Indicators

- o   Potential Employers Survey
- o   Analysis of labour market and employers needs orand the relevant information.pdf
- o   SER
- o   Website
- o   Interviews
- o   Syllabi

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

Programme 1 (Sculpture, BA)

Recommendation(s):

Suggestion(s):

- Inclusion of a speciality course about Sculpture in Public Space/Intervention.

Programme 2 (Sculpture, MA)

Recommendation(s):

It is recommended to include a written dissertation as an integral component of their MA thesis in order to cultivate students' self-reflection, refine their sculptural concepts, and nurture their individual artistic identities, The dissertation in form of an essay or scientific text should reflect on the practical part of the MA thesis.

Suggestion(s):

- Strengthen experimental themes like relation to context, material based learning, etc.
- To foster independence of students even more it could be helpful to award more points to the MA thesis in relation to subjects like drawing and plastic.

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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 (Sculpture, BA)	X	☐	☐	☐
Programme 2 (Sculpture, MA)	☐	X	☐	☐

1.5. Academic Course/Subject

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

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

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

Cluster and individual evaluation

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

The change of the bachelor's program in Sculpture mainly affected the subjects of specialization and the distribution of credits. In the old program, the total number of credits of the field subjects was 80 credits. In the new program, their number is 140 credits.

Increasing specialization subjects in BA Sculpture program caters towards the objective of the formation of a modern artist sculptor, who will have the knowledge, skills and responsibility to deal with tasks and issues related to modern visual, three-dimensional art.

The change in the master's program mainly affected the specialty subjects and to a lesser extent the distribution of credits. A new subject has been added to replace an old subject. The program became more focused on the study of contemporary three-dimensional artistic aesthetics.

The programmes have been amended to provide more specialization subjects like foreign language, IT skills, creative pedagogy, etc. which is well in line with the stated learning outcomes and programme aims. Students can also attend courses of Fine Arts. However, some categories concerning sculpture courses remain vaguely distinguished and during interviews it was stated that not all possibilities of choices or customising the students personal study path are known to the students thus limiting the scope of student-centred learning.

As the head of the programs mentioned during an interview, it is planned to make the programs more interdisciplinary by adding courses on architecture and design.

The head of the program and students emphasized during the interview, the interests of students were considered in the updated program, for example, based on their proposal, the task of placing a three-dimensional sculpture in a modern urban environment was added.

The literature mentioned in the SER both for BA and MA is very limited. Classics of modern and contemporary international sculpture theory and theory about Art in public spaces are not included.

Description and Analysis - Programme 1 (Sculpture, BA)

The Bachelor's degree program in sculpture allocates a significant portion of credits (140 credits) to mandatory subjects within the specialty. The program encompasses six distinct directions of sculpture, with theoretical and practical subjects evenly distributed in terms of technology and research:

● Plastic Visual Arts (6 credits)

● Basics of Composition (3 credits)

● Composition (24 credits)

● Plastics (18 credits)

● Plastic Improvisation (18 credits)

● Experimental Plastics (12 credits)

The 6 directions of sculpture leave room for interpretation and align well with the learning outcomes like experimentation, context related sculpture, balance between tradition and contemporary subjects. At the same time the distinction between the six directions seems to be slightly arbitrary. Comparing the six directions to the syllabi it is not always clear which course would belong to which direction.

Description and Analysis - Programme 2 (Sculpture, MA)

The subjects of the program are divided into several blocks. Most of them are united in a cycle of professional disciplines, which covers 76 ECTS
1. Art space and presentation (3 ECTS)
2. Modernist plastic (15 ECTS)
3. Organic and inorganic plastics (6 ECTS)
4. Sculpture in exterior and interior (7 ECTS)
5. Creative pedagogy (6 ECTS)
6. Technological innovations (10 ECTS)
7. 30 ECTS are dedicated to Master thesis.

Other block united Basic Disciplines:

1. Plastic (10 ECTS)
2. Drawing (16 ECTS)

12 ECTS are dedicated to the cycle of university theoretical disciplines:

1. General pedagogy
2. Culture management
3. Foreign language

6 ECTS in the MA Sculpture program are for elective courses

As in MA programme and SER is mentioned that the programme aims to form a modern professional experimenter artist-sculptor equipped with creative, analytical, sectoral and transfer skills, who will have a clearly defined individual artistic vision and will be focused on experimental innovations. To achieve the programme outcomes, the sculpture program includes various subjects that focus on the general specialty and faculty-specific modules. One of the subjects included in the program is "Organic and Inorganic Plastics." In this subject, students explore the synthesis of techno-geometric and bio-organic plastics, which aims to develop their ability for independent and creative thinking. Students learn to differentiate between organic forms and techno plastics and gain an analytical understanding of sculpture studies.

The concentrations cover all major dimensions of the field and together with the MA thesis it guarantees the program learning outcomes are achievable. As for measuring learning outcomes on the course level, the academic staff have defined the assessment forms/types that are used both as mid-term and final exams. The expert team made a thorough analysis of the mapping chart presented and confirms that the learning outcomes on the course level are in line with those in the Program level.

Evidences/Indicators

- Interviews
- Comparison of 2012 BA and MA document
- SER
- Syllabi

> **General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)
>
> It is recommended to provide more literature about contemporary sculpture including international classics of theory and Art in Public Spaces.

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

Programme 1 (Sculpture, BA)

Recommendation(s):

  Suggestion(s):

It is suggested to define the 6 categories (1. Plastic Visual 2. Basics of composition 3. Composition, 4. Plastics, 5. Plastic improvisation 6. Experimental plastics) more clearly and match them with the courses described in the syllabus.

Programme 2 (Sculpture, MA)

  Recommendation(s): None

  Suggestion(s): None

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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 (BA Sculpture Level 6)	☐	X	☐	☐
Programme 2 (MA Sculpture Level 7)	☐	X	☐	☐

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 (BA Sculpture)	☐	X	☐	☐
Programme 2 (MA Sculpture)	☐	X	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

TSAA has defined the relevant conditions for admission to the programs of both levels included in the cluster, which take into account the specifics of the program and the skills that are necessary for the applicant to join the program, so that s/he can overcome the program and acquire the relevant knowledge and competence. The prerequisites for admission to the program also take into account the specifics of the field and the requirements of different levels of education.

Information about the rule on admission to the Bachelor's programm presented in the cluster, the admission requirements and procedures of the programme can be find on the university's website: www.art.edu.ge.

The website also contains information about admission to the master's degree programmes, although it does not include a complete description of the specialty exam.

Admission to the programs is possible only in case of passing the unified national exam and the internal creative tour of drawing.

The conditions for enrolling persons without passing the national exam are also defined in the Academy:

I.   For citizens of foreign countries and stateless persons who have received complete general or equivalent education in a foreign country;

II.   For citizens of Georgia who received full general education or its equivalent in a foreign country and studied the last 2 years of full general education in a foreign country;

III.   For persons who study/have studied and received credits in a foreign country in a higher educational institution recognized in accordance with the legislation of that country

The mobility of students from other higher educational institutions is carried out in accordance with the order of the Minister of Education and Science of Georgia dated February 4, 2010 N 10/N and on the basis of normative acts established by the university. Information about enrolment in the program is transparent, public and available to all interested persons through the university's website: www.art.edu.ge.

Description and Analysis - Programme 1 BA Sculpture Level 6

Taking into account the specifics of the field, entrants who have passed the TSSA creative tour and unified national exams will be admitted to the educational program: for the entrants of the bachelor's program of visual arts, Georgian language and foreign language are taken at the unified national exams.

The creative tour has two components, the commission members first get acquainted with the applicant's portfolio, and then the drawing test is held. Information about the creative tour is available to the entrant at least two months before the tour.

Description and Analysis - Programme 2 MA Sculpture Level 7

The applicant must have a bachelor's academic degree, have passed the TSSA. Entrance examination of the educational program of the Faculty of Fine Arts in drawing and foreign language (B2 level).

At the drawing test, entrants draw a standing naked model. The criteria for evaluation of the paper are described in detail in the document published on the website of the Academy.

A novelty was added to the master's exam, in particular, it became necessary to present a portfolio.

Evidences/Indicators

- Bachelor's programme
- Master's programme
- BA entrance exam procedure
- BA entrance exam issues
- BA entrance exam criteria
- MA entrance exam procedure
- MA entrance exam issues
- MA criteria of entrance exams
- TSSA website http:/www.art.edu.ge

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 (BA Sculpture Level 6)	X	☐	☐	☐
Programme 2 (MA Sculpture Level 7)	X	☐	☐	☐

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 development of students' skills inside the curriculum of the program:

The Bachelor's and master's educational programs "Sculpture" focus on developing the student's practical, creative/performing, theoretical, and transferable skills. The program's curriculum uses activities that help students develop the mentioned skills in accordance with the learning outcomes.

The Bachelor Program (4-year /8-semester /240-ECTS) consists of mandatory and compulsory courses and contains the following five blocks:

1. Professional Mandatory Courses: 140 ECTS credits.
2. Basic Skills Subjects: 18 ECTS credits.
3. Optional Special Subjects: 46 ECTS credits.
4. University Theoretical (Elective) Subjects: 36 ECTS credits.
5. Bachelor's Thesis: 10 ECTS credits.

Professional Mandatory Courses are designed to provide students with the fundamental knowledge and skills necessary for specializing in sculpture. Basic Skills Subjects block supports the mandatory subjects of the specialization and focuses on developing the drawing and sculpting skills essential for the field. And in Optional Special courses offer to student supplementary knowledge in artistic and other cultural fields.

University Theoretical (Elective) subject block allows sculpture specialists to gain a general education in desired fields, such as psychology, philosophy, foreign languages, IT, etc. The Bachelor project culminates the material and knowledge acquired during the bachelor's program, demonstrating the relevant skills.

Depending on the field's interdisciplinary nature, the specialty's mandatory subjects are divided into three main directions: 1. Sculpture subjects - 81 ECTS; 2. Drawing - 30 ECTS; 3. University theoretical - 36 ECTS. The program clearly distinguishes six subjects of sculpture, which are assigned a number of credits depending on the content and volume of the material (1. Plastic Visual Arts (6 credits); 2. Basics of composition (3 credits); 3. Composition (24 credits); 4. Plastics (18 credits); 5. Plastic improvisation (18 credits); 6. Experimental plastics (12 credits).

The Professional Mandatory Courses include ten subjects, distributed in I–VIII semesters, and give the students an extensive opportunity to realize theoretical / research knowledge and creativity.

The list of compulsory courses is composed of different subjects and mainly based on training: Depending on the specifics of the field, the syllabi of the training courses describe in detail the activities (activity in the group, The teaching-learning methods presented in the course syllabi facilitate the understanding of course material and foster the development of practical, creative/performing transferable skills. Depending on the nature of a particular course, the program incorporates various teaching forms (mat Studio/workshop, practical lecture, creative project, workshop) and methods (including verbal or oral methods, bookwork, written work, demonstration, explanation, action-oriented teaching, induction, deduction, analysis, and synthesis, as well as practical methods such as case studies, problem-based learning (PBL), cooperative learning, heuristic methods, and brainstorming, discussion, working on the material, participation in Exabition, creative project, presentation, essay, report, etc.), which are focused on developing creative and transferable skills. Elective/optional courses focus on developing theoretical and practical skills.

The master's educational program comprises 120 credits, consists of mandatory and elective courses, and contains the following five blocks:
1. Basic subjects: 26 ECTS;
2. Basic professional mandatory subjects: 46 ECTS;
3. University theoretical subjects: 12 ECTS;
4. master's thesis: 30 ECTS;
5. Optional subjects: 6 ECTS.
The major subjects are divided into seven parts: 1. Plastics – 10 ECTS 2. Artspace and presentation - 3 ECTS 3. Modernist plastic - 6 ECTS 4. Figurative plasticity -- 15 ECTS 5. Organic and non-organic plastics - 6 ECTS 6. Sculpture in exterior and interior - 7 ECTS 7. Creative pedagogy - 6 ECTS. The master's program serves as a logical continuation from the bachelor's level, fostering the development of professional sculptors and enabling the acquisition of in-depth and specialized creative/practical knowledge and skills in sculpture. The aforementioned goals of the master's program are accomplished through the following structure and subjects within the study program.

In general, the practical/creative / performance component of the program is in accordance with the learning outcomes and corresponds to the level of education.

The development of students' skills outside the curriculum of the programmes:

The Academy of Art supports the involvement of students in various activities outside the curriculum. According to the self-evaluation report, the students are involved in several activities outside the curriculum; the main focus is on presenting student works in various competitions (participation in professional competitions and masterclasses). During the site visit, students expressed the lack of international exchange programs, Masterclasses, and Workshops in Sculpture.

The Art Academy has several memorandums with employers and centers of practice: the "Fund Art Caucasus", Zurab Tsereteli Museum of Contemporary Art, the National Museum of Georgia, Georgian Museum of Fine Arts. The purpose of the memorandum is to support students in finding opportunities for internships, employment, and development of professional skills, to create a staff reserve, and to disseminate relevant information, to enable the students of the Academy of Arts. Give an opportunity to:

a) have access to information about career development offered by the employer.

b) have active communication with the future employer and consult regarding vacancies.

c) to become competitive in the labor market, taking into account the rapidly changing demands of society;

A study of documentation revealed several examples of active cooperation with employers and involvement of students outside of the curriculum are joint projects like:

A) A personal exhibition of sculptures by Tamar Toidze, a student of the Faculty of Fine Arts, organized at the CHARDEN ART GALLERY on Gardenia Shevardanadze (June 22, 2021);

b) Contemporary Sculpture Forum, which was held at the Merab Berdzenishvili International Culture Center "Muse" (October 18-19, 2021). The sculpture department participated in the organizational process, as well as in the exhibition and discussion "Educational process, problems and challenges in the field of sculpture" (discussion).

b) Creating portrait busts - Four students of sculpture direction participated in the project initiated by the Tbilisi Tuberculosis Center, in which the Ministry of Culture participates to create portrait busts of the founders of the Tuberculosis Center, Nikoloz Khudadov and Ioseb Abakelia, which are already sculpted and cast in plaster. Four sculpture students participated in the project.

However, The Art Academy should work on student involvement in study exchange, e.g., Erasmus studies, to enhance the internationalization of the program, as well as the motivation of students and diversity in their artistic activities. It is suggested to increase the development and availability of creative-research

projects through international grant programs and extend the regional and international collaborative partnerships with educational and art-profile institutions.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results
- o Self-evaluation report;
- o Programme curriculum and syllabi;
- o Draft of Memorandum between Art Academy and Tbilisi Architect and Sculptor Association;
- o Interview results during 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 suggestions of the cluster:

Conduct more internationally, interdisciplinary workshops and project-based work, held by invited guest lecturers especially in an architectural context.

It is suggested to increase the development and availability of creative-research projects through international grant programs and extend the regional and international collaborative partnerships with educational and art-profile institutions.

To acquire/improve exhibition skills, cooperation with state or private exhibition galleries for student practice/internship is suggested.

In the context of urban projects and public sculpture endeavours, it is advisable to encourage interdisciplinary collaborations with architects and urban planners.

Practice academic writing skills further.

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 (Sculpture, BA)	v	☐	☐	☐
Programme 2 (Sculpture, MA)	v	☐	☐	☐

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

During the 100 years of existence of Apollon Kutateladze Tbilisi State Academy of Arts quite a lot of pedagogical experience has been accumulated, which is expressed in traditional and proven teaching methods. But while speaking with academic and invited staff of the higher education institution, we were convinced that the institution tries not to lag behind world trends and to synthesize traditional and modern methods of teaching different areas of fine arts, which is reflected in the teaching and learning methods of the teaching programs united in the cluster.

There are the following forms of organization of the learning process in TSSA: studio teaching, lecture, practical.

Studio teaching is one of the oldest and traditional forms of sculpture art teaching. However, it should be noted that, on the other hand, in the syllabi, studio teaching is presented by implementing various methods: enquiry, croquis, sketches, etudes, drafts, exposition, group discussion, debate etc.

Practical education includes working in the planner, working with anatomical atlases (plastic anatomy), laboratory work (painting technique and technology), etc. On the other hand, theoretical courses also use various teaching methods, such as:

1. Verbal, or oral.

2. Discussion/debate,

3. Case study

5. Brain storming,

6. Goal setting and achievement

7. Demonstration.

8. Material Search and Analysis

Among the teaching methods, special attention is paid to individual work with the student, when the professor, together with the main tasks of the course, gives the student also individual tasks, discusses the work on sketches, helps in the selection of material and its implementation, which helps the individual development of the student.

But, apart from the methods mentioned above and in the syllabi, TSSA academic and invited staff are actively trying to get much better results by using active teaching methods with students through extracurricular activities.

Among the training methods, students visit various workshops, foundries or quarries, where they can gain experience in the context of working with material. They get acquainted with various modern synthetic materials, gain experience with a 3D printer

The administration of the Academy actively tray to involve the students in art exhibitions.

It will be good if all these alternative teaching methods, activities or practical experiences will also be reflected in the syllabi of specific subjects.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

• Bachelor's program;

• Master's program;

• Program syllabi

• Interview with academic and visiting staff,

• Interview with students

• Interview with employers

General suggestions of the cluster:

It's suggested that the alternative teaching methods, activities or practical experiences will also be reflected in the syllabi of specific subjects

Incorporate more international activities like exchanges, workshops and guest lectures in order to serve and enhance students' linguistic proficiency, familiarize them with professional terminology, and, broaden their artistic horizons.

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 (Sculpture BA level 6)	X	☐	☐	☐
Programme 2 (Sculptue MA level 7)	X	☐	☐	☐

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

At the Apollon Kutateladze State Art Academy of Tbilisi, the assessment of students is carried out according to the established procedures, it is transparent, reliable and in accordance with the legislation. During the implementation of the program and the teaching of study disciplines, the student's performance in each discipline is evaluated by the European Transfer and Accumulation System (ECTS) and the evaluation system according to the "Rules for calculating credits for higher education programs" approved by the Order #3 of the Minister of Education and Science of Georgia on January 5, 2007.

The academy has a 100-point student evaluation system. The maximum positive score is 100, and the minimum is 51 points. In addition, the following are considered positive grades: A (91-100), B (81-90), C (71-80), D (61-70), E (51-60). A negative grade is considered: FX (41-50), F (40 or less).

The assessment criteria are detailed in the syllabus of the particular subject. For the successful completion of training courses, the active involvement of the student in the process is required. The evaluation scheme in TSSA is simple and consists of several components, namely: evaluation of independent work, evaluation of midterm exam, evaluation of final exam.

As evidenced by documents and interview results, the Academy does not write points in daily lecture activities. The answer to the question - whether this approach has a negative impact on students' motivation - was no. On the other hand, in order to maintain a high rate of student attendance, TSSA has developed the following regulatory rules for the educational process: a student will not be admitted to the final exam if the number of missed contact hours in a particular subject is 50% or more; At each stage of study, the student is allowed to retake the final exam only if the total score of the evaluations, including the final exam, is at least 41; In each form of intermediate evaluation, the minimum competence threshold represents 30% of the maximum score determined for this evaluation, and in the final evaluation (exam) 50% of the maximum score; In case plagiarism is found in the TSSA student's paper (midterm or final exam/task), it will not be graded; The student is given the opportunity to pass the intermediate or final exam (take an additional exam).

The grading system and grading criteria for each component are given in the subject syllabus. Assessment forms and components correspond to the learning outcomes of the subject. The assessment components and their specific share are outlined in the syllabus of each learning component. Also, the syllabi of all level programs describe the midterm or final exam format and evaluation criteria for any course. All presented programs are accompanied by information on the evaluation criteria of the qualification thesis (bachelor's, master's and doctoral).

As for the evaluation system of diploma theses, it is of the following type: the thesis is evaluated with a maximum of 100 points, for which the graduate must take into account the following criteria: selection of the subject of the bachelor's thesis, concept/argumentation - 20 points; Selected material and performance techniques for the diploma thesis (sketches, etudes) – 20; The integrity of the idea of the theme and the artistic side - 20; Diploma thesis presentation - 40 points.

As mentioned during the interview, the students' attitude towards the existing assessment system and components is positive. The scheme mentioned is understandable and acceptable to them and they would not like to change anything in this direction.

As for the appeal mechanism, as it became clear during the interview, the Academy provides students with this mechanism as well. If they are not satisfied with the results of the exams, they could appeal the score. Students are also informed about the appeal mechanism. In turn, the lecturers recalled several cases when the student used the mentioned tool and changed the result.

In order to ensure academic integrity, the Academy has signed an agreement with the association "For Scientists". The academy sends the students' papers, and they are returned after being checked. We are talking about written assignments.

Evidences/Indicators

- o the regulatory document of the evaluation system;
- o Evaluation methods and criteria outlined in the attached syllabuses of the educational program;
- o Electronic student evaluation system/portal;
- o Procedure for appeal of assessment results;
- o Plagiarism prevention, detection and response mechanism;
- o Norms of ethics of scientific-research activity;
- o website;
- o 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)

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 (Sculpture, BA)	v	☐	☐	☐
Programme 2 (Sculpture, MA)	v	☐	☐	☐

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 (name, level)	X	☐	☐	☐
Programme 2 (name, level)	X	☐	☐	☐

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

Students of the Tbilisi Apollon Kutateladze State Academy of Arts receive consultation and support on planning the educational process, improving academic achievements and career development by the persons involved in the program and/or the structural units of the institution, namely: the dean, the head of the quality assurance service of the faculty, the coordinators of bachelors, masters and doctoral students, IT department, library, program supervisor and academic staff implementing the program.

In order to improve teaching results and individual work with students, the schedule of academic staff includes consulting hours, information about which is written in the syllabus itself and the student has access to it. Students of both levels have the opportunity to familiarize themselves with the syllabi of the study courses of the program in advance.

Students are informed about various local and international projects and events. As mentioned, a special page has been created on the social network, on which information about artistic projects, competitions, workshops are systematically published.

As mentioned by the administration and the students during the interview, the Academy provides the students with the necessary information all the time. The main channels of information dissemination are the Academy's official Facebook and website, the "Emis" training base, in addition, students use the university e-mail created by the Academy, where various types of information are also sent.

As the students and graduates mentioned in the interview with us, once or twice a semester, sessions are held, in which, on the one hand, students, on the other hand, the professorship, dean's office, and administration take part. The session is held periodically, and university issues are discussed.

Within the framework of the program, students have the opportunity to participate in local and international projects, events, performing and creative activities.

Regarding student services, it is worth noting their feedback forms, which primarily include surveys. Student survey is conducted every semester. The survey is periodic, anonymous and mandatory. The questionnaire was drawn up to determine how the lectures were conducted in the last semester, how satisfied they were with the work of the professor. In this direction, the student states his position, after which the results of the survey are sent to the quality assurance service of the faculty. The latter involves the academic staff and the person responsible for the educational process from the administration in the process of analyzing the results and developing relevant recommendations. After processing the results of the survey, as necessary, advice or recommendations are developed in order to improve the training course or the work of the professor. As mentioned by students and teachers during the interview, the recommendations given because of the results obtained on the basis of the survey are largely taken into account.

In addition to students, it was mentioned during the interview that they also have a questionnaire for graduates, which is sent to them every year. The graduates confirmed the information and noted that they often fill out the questionnaire.

The Academy has a career development service that provides counseling to students and graduates regarding employment.

In the technical part, the students highlighted the following problems: lack/malfunction of computers, speakers and projectors.

Students also expressed the following desire regarding exchange programs: more international mobility/exchange programs aimed directly at the sculpture program. As mentioned during the interview, some of the students participated in the exchange program, although it was not directed directly to the sculpture program.

Evidences/Indicators

- Planned and implemented consulting services;
- workload, functions and duties of persons involved in consulting services (academic/scientific/invited/administrative/support staff involved in the program, faculty/school coordinator or others), their job descriptions;
- Documents/information on students' involvement in local and international activities;
- website;
- Interview results.

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 (Sculpture, BA)	☐	v	☐	☐
Programme 2 (Sculpture, MA)	☐	v	☐	☐

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

Master's degree program of sculpture of Tbilisi State Academy of Arts are provided with regulatory documents necessary for the completion of the work: regarding the appointment of supervisor and co-supervisor, completion of the work, etc.

The head is appointed by the decision of the faculty council. Master's level students are provided with supervisors. The supervisor is selected depending on the topic of the master's thesis, according to his experience and competence. In this field, the practical experience of the supervisor of the thesis is preferred, since the graduates will have practical work for defense. As for narrative/writing papers, it might be a page

or a page and a half. Its content has a descriptive function. The graduate indicates in writing what materials he used for the work, as well as what content and ideas are included in it.

As was repeatedly stated during the interview, graduates are free to choose their thesis topic and scientific supervisor. On the other hand, the supervisors express their willingness to be available to all students within a certain limit. As for the co-leader, during the interview, the academy mentioned that they mostly turn to consultants for some advice and recommendations, and the need for a co-leader has not yet been observed in the programs.

During the interview, it was revealed that there is a need to add academic staff to the programs. Their insufficient number obviously has a negative impact on the desired number of leaders. It would be good if the academy would pay more attention in this direction, so that, in case of receiving a large contingent of students, all of them would be provided with supervisors.

The faculty provides the master's student with academic staff, guest professors, and guest teachers with master's degrees. If there is no qualified specialist at the faculty in the field chosen by the student, then the faculty invites him from outside. The supervisor helps the student in creating a qualification paper, conducts consultations. During the thesis defense, he presents the thesis (written and oral) and informs the council about the work process and the thesis itself.

The selection and approval of the topic of the diploma thesis takes place in two stages: the student agrees on the topic of the diploma thesis (including material, technique, number of works) with the supervisor, after which the supervisor submits the selected topic to the faculty council for approval. The topic of the diploma thesis must be presented by the student at the beginning of the second semester of the academic year of the graduate course within the deadlines determined by the faculty.

As for supplying the diplomat with the necessary materials, it was announced during the interview that everything in this direction is timely. Traditional materials are provided in advance, if different materials are needed, the student writes an application. As mentioned, these additional materials are also funded by the Academy.

As a rule, sculptors of different generations attend the diploma defense process.

| Data related to the supervision of master's/doctoral students |
| Programme 1 (name, level)[8] |

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

Number of master's/doctoral theses supervisors	4
//Number of doctoral thesis supervisors	-
Number of master's students	2
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	2
Ratio - supervisors of doctoral theses/doctoral students	-

Evidences/Indicators

- The form of the agreement of the supervisor/co-supervisor of master's and doctoral students and/or the document defining the appointment, replacement and powers of the supervisor;
- Mechanisms for evaluating the quality of the head/co-head's activity and evaluation results;
- MA provision;
- Rights and duties of the MA head;
- Interview results.

General recommendations of the cluster:

- It is recommended to increase the number of master's thesis supervisors, so that the students do not face certain difficulties during the selection of supervisors.

General suggestions of the cluster:

- It is desirable that the written part of the diploma qualification thesis should become more representative.

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 (Sculpture, MA)	□	v	□	□

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 (Sculpture, BA)	□	v	□	□
Programme 2 (Sculpture, MA)	□	v	□	□

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

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

The competence of the academic and invited staff involved in the programme's implementation corresponds to the programme's educational and practical/ creative components. Each course of the programme is carried out by professors and invited teachers or specialists with appropriate qualifications. They have the necessary knowledge and experience to help students achieve the program learning outcomes, which is manifested by possessing professional qualifications in the field, creative and performing activities, as well as papers presented at conferences, publications, master classes, workshops and artworks. Thus, the pedagogical and scientific-creative work of the staff ensures the achievement of learning outcomes. These

conditions were confirmed during the interview – the implementing staff demonstrated professional pedagogical experience and knowledge of the specifics of teaching in the field of sculpture. Therefore, should be noticed, that there is a lack of number academic personnel in the field. The institution must take care of attracting academic staff to ensure the sustainability of the program.

Description and Analysis - Programme 1 (Sculpture BA)

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

Programme 1 (Sculpture, BA)[9]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[10]	Including the staff holding PhD degree in the sectoral direction[11]	Among them, the affiliated academic staff
Total number of academic staff	5	1	**0**	**0**
- Professor	0	0	0	0
- Associate Professor	3	1	0	0
- Assistant-Professor	2	0	0	0
- Assistant	0	0	0	0
Invited Staff	20	8	3	0
Scientific Staff	1	1	1	-

26 staff members are involved in the implementation of Programme 1 (Sculpture, BA). The number of teaching staff is adequate to the number of students (26/26). The staff consists of 5 academic, 20 invited pedagogues, and 1 Scientific Staff. Among 5 academic staff there are 2 professors and 3 associate professors. Only one of the academic staff represents the field of education. There is no position of professor or assistant professor in the programme; but the programme involves young staff as guest teachers who have the creative / practical skills and professional experience to hold an academic position in accordance with the law. most of invaited staff with sectoral experience

are accomplished and internationally recognized sculptors in Georgia and abroad. The ratio of academic to visiting staff (5/20) does not ensure the sustainability of the programme. The experts would like to note that many of the teaching staff (invited specialists mainly) are practicing professionals in the field of sculpture, thus the connection and interaction between theory and practice is very tight and highly responsible to the latest trends. However, for the development of the programme and to ensure the proper implementation of the learning process and achievement of programme objectives, it is strongly recommended to increase the number of academic staff with sectoral experience.

As during the interview was revealed the Programme lieder has the relevant knowledge and experience required for programme elaboration, has a vision for further developing the programme, and is personally involved in programme implementation. But he has no academic position. For the sustainability of the programme the program leader must hold the academic position.

Programme 2 (Sculpture, MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[13]	Including the staff holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Total number of academic staff	1	1	0	0
- Professor	0	0	0	0
- Associate Professor	1	1	0	0
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	11	5	0	0
Scientific Staff	1	1	0	0

12 staff members are involved in the implementation of Programme 2 (Sculpture, MA). The number of teaching staff is adequate for the number of students (12/2). The staff consists of 1 academic (represents the field of education) and 11 invited pedagogues, 5 of whom represent the field of education. There is no position of professor or assistant professor in the programme; Like the undergraduate program, most of the invited staff with sectoral experience, who have the

creative/practical skills, are accomplished and internationally recognized sculptors in Georgia and abroad. The ratio of academic to visiting staff (1/11) does not ensure the sustainability of the programme. The experts would like to note that many of the teaching staff (invited specialists mainly) are practicing professionals in the field of sculpture, thus the connection and interaction between theory and practice is very tight and highly responsible to the latest trends. However, for the development of the programme and to ensure the proper implementation of the learning process and achievement of programme objectives, it is strongly recommended to increase the number of academic staff with sectoral experience.

As during the interview was revealed the Programme leader has the relevant knowledge and experience required for programme elaboration, has a vision for further developing the programme, and is personally involved in programme implementation. But he has no academic position. For the sustainability of the programme the program leader must hold the academic position.

Evidences/Indicators

- Self-evaluation report;
- Personal data (CVs) of the academic staff implementing the educational program;
- List of MA semester workload of the Staff
- Sample contract,
- Functions of the head of the program
- Personal affairs of program leaders;
- Interview results during 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)

- It is recommended to increase the number of academic staff to ensure the program's sustainability of the program.
- It is recommended that the program leader hold an academic position.

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

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 (Sculpture, BA)	☐	v	☐	☐

Programme 2 (Sculpture, MA) □ v □ □

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.

Description and Analysis - Programme 2 (Sculpture MA)

The competence of the Supervisor's involved in the program's implementation corresponds to the program's educational and practical/creative components. One associate professor and 3 invited teachers/specialists have the appropriate qualifications and necessary knowledge and experience to help students, supervise the creative process, work on Master project and achieve the learning outcomes, by possessing professional qualifications in the field, creative and performing activities, artworks presented at exhibition and etc.

Thus, the pedagogical and scientific-creative work of the supervisors ensures the achievement of learning outcomes. These conditions were confirmed during the interview – the implementing staff demonstrated professional-pedagogical experience, knowledge of the specifics of teaching in the sculpture field, knowledge of the student assessment system existing at the Art Academy.

Programme 2 (Sculpture, MA)[9]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[10]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	4	0	0
- Professor	0	0	0
- Associate Professor	1	0	
- Assistant-Professor	0	0	0
Invited Staff	3	0	0
Scientific Staff	0	0	0

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

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

Evidences/Indicators

- o Self-evaluation report
- o The list of implementing staff with reference to educational and scientific-research components;
- o Information about the Quantitative Data of the Educational Programme;
- o Personal data (CVs) of the academic staff implementing the educational programme
- o Personal data (CVs) of the head of the educational programme, Functions and duties of the head of the programme;
- o Interview results during the site visit
- o Personnel Management Policy Document

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

Programme 2 (Sculpture, MA)

Recommendation(s):

   Suggestion(s):

It is suggested to involve more academic personnel for leading master thesis.

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 2 (Sculpture, MA)	v	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

➢ The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.

➢ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

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

The Art Academy represents an educational institution implementing scientific research and creative activity. According to submitted documents (Evaluation mechanism and system of Quality of research/creative activity at Tbilisi Art Academy. Approved at the session of the Academic Council on March 22, 2018, N52), at the Academy were elaborated mechanisms for assessing academic personnel's scientific and creative activity at the end of each Calendar year, the head of Quality Assurance Service at the Faculty presents to the faculty council a Report on the creative work of program personnel. Reviewing reports at the Faculty Council are presented to the academic board and sent to the research and development department. The faculty reports should contain the assessment results depicting personal creative activity, according to the appendix developed by the QA (Appendix N3 and Appendix N4).

However, it should be noted that the evaluation system needs to be more specific and regularly implemented in practice. In general, assessing creative activity with measurable indicators is highly conditional and cannot always create an objective picture. Therefore, the institution should improve the evaluation criteria and regularly conduct staff evaluations.

An important place in the institution's internationalization strategy is the inclusion of academic staff in exchange programs. During visits to partner foreign educational institutions, academic staff have the opportunity to get acquainted with international practices of learning/teaching and scientific research, which contributes to staff development. The institution encourages employees to connect with local and foreign institutions of artistic profile to engage in international and local projects. However, the program budget does not include financial support for creative and scientific activities.

There is a rule for internal financing of scientific research projects in the institution and a rule for internal funding for creative projects. However, as the documentation review and interview results showed us, the institution has yet to have a predetermined budget for financing scientific and creative projects. Apart from that, no project evaluation criteria are developed, and the rector's commission evaluates the projects. It is better to evaluate by a commission approved by specialists in the field, according to pre-developed criteria,

which ensures compliance with the principles of fairness and objectivity. Otherwise, it will be difficult for the staff to plan and implement creative activities, negatively affecting the program's quality.

It is recommended to improve the financing mechanisms of scientific research/creative activities, change the procedure for staffing the evaluation commission, and develop criteria for evaluating creative projects. It is recommended to include funds in the program budget to promote the staff's professional development.

Evidences/Indicators

- o Submitted documents
- o Interviews with scientific and invited staff
- o Budget plan

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

- It is recommended to improve the financing mechanisms of scientific research/creative activities, to change the procedure for staffing the project evaluation commission, and to develop criteria for evaluating creative projects.
- It is recommended to include funds in the program budget to promote the staff's professional development.

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

- The Art Academy needs to work on increasing international relationship to ensure integrations with contemporary sculpture art outside of Georgia.

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 (Sculpture, BA)	☐	v	☐	☐
Programme 2 (Sculpture, MA)	☐	v	☐	☐

4.4. Material Resources

54

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

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

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

Based on interviews, students and alumni proposed that they faced some problems related to sufficient material resources.

The programs are equipped with the necessary infrastructure, information resources relevant to the field of study, and technical equipment to support achieving the learning outcomes outlined in the educational program. Within the Academy, multiple libraries house the mandatory literature and educational materials specified in the syllabus. These resources, including electronic media, ensure the attainment of the learning outcomes for the educational programs. TSAA also has a central library that collects the latest literature in the field, which is regularly updated. Relevant textbooks are made available for the educational programs. The TSAA libraries provide students with appropriate printed and electronic textbooks, teaching materials, scientific literature, as well as access to the library's book database. Students have access to modern scientific journals, digital resources, and international electronic library databases. The available electronic databases are listed in the library's website: Currently, the Academy has access to the following databases:

1. Elsevier-Scopus (https://www.scopus.com/home.uri);
2. Elsevier - ScienceDirect (https://www.sciencedirect.com/);
3. Education Resources Information Center (https://eric.ed.gov/;
4. Social Science Research Network (https://www.ssrn.com/index.cfm/en/);
5. Bielefeld Academic Search Engine (https://www.base-search.net/);
6. Jstor (https://www.jstor.org/);
7. EIFL (https://eifl.remotexs.xyz/user/login);
8. JURN (http://www.jurn.org) - An agreement has been signed with JURN.
9. Academic Research Sharing Platform ACADEMIA (https://www.academia.edu/) - ACADEMIA has signed an agreement.
10. Perlego (www.perlego.com) - An agreement has been signed with Perlego.

It should be noted that Art Academy does not have a separate contract with this database. Unlimited access is provided through a consortium membership with the integrated network of libraries. The consortium grants access to all resources available for higher education within the limits of their possibilities. Access to these databases is available to all employees of TSAA and students at all levels, both within the organization and remotely from any location. TSAA representatives can access the databases remotely using their institutional email. Each user provides their institutional email associated with their Elsevier account, and a link to access the databases is sent to that email.

Description and Analysis - Programme 1 (Sculpture - BA):

Undergraduate students enrolled in the "Sculpture" program have access to the aforementioned material resources throughout their studies, including practical training and the completion of their diploma thesis. However, access to these resources is granted only under the direct supervision and guidance of the subject lecturer or thesis supervisor.

Description and Analysis - Programme 2 (Sculpture MA);

Master's degree students in the "Sculpture" program also have access to the material resources mentioned earlier during their studies, practical training, and the completion of their diploma thesis. They are responsible for making decisions in collaboration with their lecturer/supervisor and carrying out the work independently, while receiving supervision from the workshop curators.

Evidences/Indicators

- o Self-evaluation report
- o Arts Academy website https://www.art.edu.ge
- o Excursions during the site visit
- o Interview results during the site visit
- o Library resources
- o Sculpture workshops

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

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

It is suggested to provide better support in terms of working materials for the students. Students should have access to high-quality materials that can be used multiple times.

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 Sculpture MA

    Recommendation(s):

    Suggestion(s):

Incorporate students into the planning process for the new facilities and ensure the design includes versatile, flexible spaces that cater to individual project-based work.

....

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 (Sculpture, BA)	v	☐	☐	☐
Programme 2 (Sculpture, MA)	v	☐	☐	☐

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

Both programmes Sculpture BA and Sculpture MA so far feature negative balances in 2023. Overall, there are very ambitious and challenging plans for the cluster in place also in financial terms. Huge sums will be necessary for a new building and facilities. Furthermore, the centralised library will be developed further. According to Rector, HEI has governmental funding support for these plans in place and can expect more revenue through the participation in urban projects in Tbilisi.

Description and Analysis - Programme 1 (Sculpture BA)

The programme has a negative balance of 13071.262 GEL. Most of the budget is spent on academic staff. Almost no budget is spent for materials which was reflected in the students' comments.

Description and Analysis - Programme 1 (Sculpture MA)

The programme has a substantial negative balance of 31394.342 GEL. Most of the budget is spent on academic staff. Almost no budget is spent for materials which was reflected in the students' comments.

Evidences/Indicators

- o Budget plans
- o Interview with the university administration

General recommendations of the cluster:

Develop a more sustainable budget including the possibility of support for materials.

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

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 (Sculpture, BA)	☐	X	☐	☐
Programme 2 (Sculpture, MA)	☐	X	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☐	X	☐	☐
Programme 2 (name, level)	☐	X	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

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

Tbilisi Apollon Kutateladze State Art Academy has a quality assurance department, which coordinates the processes of planning, developing and/or modification of an educational program(s). Quality assurance system includes quality assurance university office and relevant offices at 5 faculties.

In the cluster SER it is presented, that the goals of quality assurance office in terms of internal quality assessment of education in the academy are:

- Continuous development at all the three level of educational Programs
- Raising the culture of quality.

Internal and external quality assurance mechanisms operate at Tbilisi Apollon Kutateladze State Art Academy. Among the internal mechanisms of quality assurance, the following were identified: mechanisms for developing and evaluating educational programs; the mechanism of evaluation of the achievement of learning outcomes of educational programs; mechanism of evaluation of the learning process of educational programs; Evaluation mechanism of academic/invited staff of educational programs. The evaluation processes are done by the University and faculty quality assurance offices. During the interviews with the QA department members and cross-checking interviews with the staff, students and alumni showed that they were permanently receiving questionnaires.

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

Also, it should be noted that there exists collaboration with program implementation staff and QA department. Program leaders are aware of the content of the program and the changes made in the program. But it should be noted that to increase the quality and sustainability of sculpture cluster programs University must increase number of academic staff. It is difficult to evaluate collaboration between QA department and academic staff, because of 2 academic personnel of the filed within two educational programs.

Preparation of the cluster programs self-evaluation report at Tbilisi Apollon Kutateladze State Art Academy was a collaborative process, in which academic staff, administrative staff, students, and graduates were equally involved.

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

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- o Cluster Self-Evaluation Report;
- o Interview results;
- o Cluster programs;
- o Development of teaching quality according to the programs;
- o Evaluation results.

General recommendations of the cluster: It is recommended for the QA department to increase the number of academic staff and cooperate more effectively with the programmes in the cluster.

General suggestions of the cluster:

It is suggested that the QA department should monitor that all stakeholders received results of evaluation and improvement plan based on the evaluations.

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (sculpture, BA)	☐	X	☐	☐
Programme 2 (sculpture, MA)	☐	X	☐	☐

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

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

It is important to mention that the University did external (peer) evaluation for cluster programs and an expert panel looked through the mentioned document. Chairman of the Association of Architects and Sculptors of Tbilisi made an evaluation and proposed several recommendations. Expert panel thinks external evaluations are crucial for program development process, and the QA department should prepare external evaluation form which will be filled by field experts under international collaboration with different institutions. Thus, QA department should develop strategy for external evaluations of the educational programs.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- o   Cluster Self-Evaluation Report;
- o   Interview results;
- o   Peer evaluation result;
- o   Cluster programs.

General suggestions of the cluster:

It is desirable, that QA department prepare external evaluation form, which will be filled by field experts under international collaboration with different institutions.

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 (sculpture, BA)	X	☐	☐	☐
Programme 2 (sculpture, MA)	X	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

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

In cluster SER, it is presented in the case of active programs, University conducts a survey of students to evaluate the courses, while the results of the survey are used for the development of the program in the process. Also, in the implementation of the program after the end of the academic year the involved professors and the head of the program will present the report about the progress of the program or learning courses. Survey and report results are reviewed by the faculty council and, if necessary, the program heads and Faculty Quality assurance office will develop improvement recommendations to the parties. Monitoring the implementation of recommendations, it belongs to the responsibility of the quality assurance office of the faculty. Based on interviews and cross-checking questions, program implementation staff and other stakeholders gave expert panel the same information. It should be noted that the data collected from QA department is small. QA department should conduct student surveys not only related to program implementation staff. Students should evaluate university services also. Based on interviews, students and alumni proposed that they faced serious problems related to sufficient material resources, they also worried about that they did not have elective learning courses and international exchange programs in sculpture direction etc. During site visit, QA department additionally presented only a questionnaire, but not the actual results of evaluation.

To consider international trends in the process of improving the programs, cluster programs were compared with the similar studies of Poland University. But it should be noted, comparative analysis does not include crucial information of similarities, differences and programs future developments

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- o Cluster Self-Evaluation Report;
- o Interview results;
- o Cluster programs;
- o Similar programs comparative analysis.

General recommendations of the cluster:

- • It is recommended QA department to conduct student/alumni surveys not only related to program implementation staff. Students should periodically evaluate university services also;

> o   It is recommended that the thematic scale of the student survey be further increased and diversified, so that it covers not only the evaluation of training courses and lecturers, but also general university issues. At the same time, it should have a periodic appearance and actively analyze the results.
>
> General suggestions of the cluster: It is suggested that the QA department should create comparative analysis of similar programs with crucial information of similarities, differences and programs future developments.

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 (sculpture, BA)	☐	X	☐	☐
Programme 2 (sculpture, MA)	☐	X	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (sculpture, BA)	☐	X	☐	☐
Programme 2 (sculpture, MA)	☐	X	☐	☐

Attached documentation (if applicable):

Name of the higher education institution: Apollon Kutateladze Tbilisi State Art Academy

Name of Higher Educational Programmes, Levels: Sculpture BA and 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

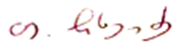| Sculpture BA	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Sculpture MA	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel
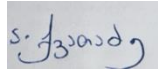Prof. Jörg Obergfell,

Of the member(s) of the Accreditation Experts Panel

Assoc. Prof.   Tamar Chkheidze

Full name, signature
Ani Kvatadze

Full name, signature

Soso Gazdeliani