



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

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

Fashion, Interior and Industrial Design cluster:

**Fashion Design (BA)  
Design for Textile and Interior (BA)**

**Fashion Design (MA)**

Name of Higher Educational Institution

LEPL- Akaki Tsereteli State University

Evaluation

Date(s) 11-12 July,  
2023

Report Submission Date

14.09.2023

Tbilisi

## Contents

<b>I. Information on the Cluster of Educational Programme.....</b>	<b>4</b>
<b>II. Accreditation Report Executive Summary .....</b>	<b>5</b>
<b>III. Compliance of the Programme with Accreditation Standards .....</b>	<b>23</b>
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme .....</b>	<b>23</b>
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering.....</b>	<b>46</b>
<b>3. Student Achievements, Individual Work with Them .....</b>	<b>57</b>
<b>4. Providing Teaching Resources.....</b>	<b>63</b>
<b>5. Teaching Quality Enhancement Opportunities.....</b>	<b>82</b>

### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL- Akaki Tsereteli State University
Identification Code of Institution	212693049
Type of the Institution	University

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organization, Country)	Mária Štranecková, MOD'Spe Paris CE, Slovakia and TBU Zlín, Czech Republic
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Nino Mgaloblishvili, Tbilisi State Academy of Arts, Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Mariam Makharadze, Factura Atelier, Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Tinatin gabrichidze, New Vision University, Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Nino Javakhishvili, Ivane Javakhishvili Tbilisi State University, Georgia

## I. Information on the Cluster of Educational Programme

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>					
<b>Name of the educational programme</b>	Fashion Design	Design for Textile and Interior	Fashion Design					
<b>Level of higher education</b>	Bachelor	Bachelor	Master					
<b>Qualification to be awarded</b>	Bachelor of Fashion Design	Bachelor of Design	Master of Fashion Design					
<b>Name and code of the detailed field</b>	0212 Fashion, Interior and Industrial/Industrial Design	0212 Fashion, Interior and Industrial/Industrial Design	0212 Fashion, Interior and Industrial/Industrial Design					
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>								
<b>Language of instruction</b>	Georgian	Georgian	Georgian					
<b>Number of ECTS credits</b>	240 (180 – Major, 60 - Minor)	240 (180 – Major, 60 - Minor)	120 credits					
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Accredited, # 33 16.09.2011	New	New					

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

## II. Accreditation Report Executive Summary

### ● General Information on the Cluster of Education Programmes<sup>2</sup>

The accredited cluster, as an educational program, has a history of 55 years of implementation and continuous development. Started as a branch of the Faculty of "Food and Light Industry" of the Georgian Polytechnic Institute with the names "Clothing Technology" and "Leather Technology". In 1990, these specialties were modernized to "Technology and design of wearing garments, and leather goods". Suitable name "Applied Design" from the year 1999 reacted to the development of small and medium-sized enterprises and Kutaisi, as it is quoted in SER, became the center of clothing and especially footwear production. One of the strategic directions of the Faculty of Technological Engineering of Akaki Tsereteli State University is the connection with industrial enterprises. Bachelor's degree educational program "Design for Textile and Interior"/ there is a mistake in SER, should be Interior/ arise from the needs of the market and recorded results of the strategy of development of the Ministry of the Economy and Sustainable Development in 2017, 2018, 2020 about increasing demand for interior design and decoration specialists. The Bachelor educational program "Fashion Design" was created on the basis of the existing undergraduate program "Applied Design", which has been implemented at the university since 1995 and is based on the reforms implemented in higher education field, changes in legal acts, diversity of learning/teaching and evaluation systems, observation of practical and laboratory work, results of surveys of students, graduates, employers and academic staff in the field of clothing, footwear and leather accessories production. The Master's degree program "Fashion Design" is new and thus the program package has been newly developed. The program is focused on training highly qualified, successful, professionals with creative potential who will be in demand in the fashion industry, will be able to successfully implement creative practical activities using the acquired industry-specific knowledge and transferable skills

### ● Overview of the Accreditation Site Visit

The accreditation visit was carried out on July 11-12, 2023 at Akaki Tsereteli State University of Kutaisi (Queen Tamar Street, N59). Before the visit representatives of the National Center for Education Quality Development and a group of experts met online July 7, 2023. They planned and discussed preliminary questions and SER. On July 11, within the framework of the visit to the mentioned institution, a working meeting with the interested persons involved in the program started at 10 in approximately hourly sections. According to the work schedule a meeting/interview was held with the university administration, self-evaluation group, program leaders, students, graduates, faculty representatives and employers. Also, within the framework of the visit, the material and technical base (library, auditorium rooms, laboratories, offices, etc.) was inspected.

---

<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

The working meeting took place in a calm environment with constructive dialogue and discussion regarding specific issues. A group of experts had the opportunity to objectively evaluate the programs according to each standard. The English interpreter was present all the time.

The first general feeling from the site visit was the impression from expansive, but unfortunately outdated buildings, and an untreated environment of interior and surroundings.

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

**Fashion Design (BA):**

Standard 1: Substantially complies with requirements

Standard 2: Complies with requirements

Standard 3: Complies with requirements

Standard 4: Substantially complies with requirements

Standard 5: Complies with requirements

**Design for Textile and Interior, BA:**

Standard 1: Complies with requirements

Standard 2: Complies with requirements

Standard 3: Complies with requirements

Standard 4: Substantially complies with requirements

Standard 5: Complies with requirements

**Fashion Design (MA):**

Standard 1: Substantially complies with requirements

Standard 2: Complies with requirements

Standard 3: Complies with requirements

Standard 4: Substantially complies with requirements

Standard 5: Complies with requirements

- **Recommendations**

**Cluster:**

- In the process of industrial practice, the development of interdisciplinary projects is recommended - combining creativity, technology, design and trade tools and the use of skills;
- It is recommended to increase invention and creativity how to transfer the traditional craftsmanship skills to the level of design;

- It is recommended to expand more professional relationships with representative companies of the field of fashion;
- Based on the goals of the programs, it is necessary to develop appropriate measures for the continuous development of teachers (lifelong education programs, educational and creative programs, constant contacts with international and local educational institutions, representatives of the arts, local and international practitioners) and actively conduct international and local seminars and master classes by invited practitioners;
- It is recommended to ensure financial support necessary for the development of the programmes grouped in a cluster.

### **Programme 1 (Fashion Design, BA):**

- It is also necessary to take into account the inconsistency of the name of the discipline ("Information Technology") with the content of the program - the discipline "Information Technology" studies network engineering (databases, networks and communication systems, web systems, information protection and security, computing tools, etc.), and according to the curriculum, the discipline teaches graphic programs (Adobe Photoshop, CorelDRAW, Microsoft PowerPoint prepares a presentation). Therefore, it is desirable that this course be taught in the next semester with appropriate content. On the basis of architecture, work should be carried out in space by design methods (supports the development of spatial thinking, etc.). For practical work, it is desirable to add contact hour;
- The prerequisite "Graphics" does not correspond to the discipline "Fundamentals of shaping", since the goal and results of the course "Fundamentals of shaping" determine the content of fashion illustration (suit shape, color and content, use of clothes and shoes, textures in a collage, etc.), When in the syllabus the goals and results of "graphics" include a linear-constructive construction of the proportions of objects, linear perspective, chiaroscuro forms, shading of the background, and the assessment is determined by the quality of the graphic composition (still life with household items, drawing a simple plaster relief from life, etc.);
- Compulsory disciplines should not have optional disciplines as prerequisites, for example, in the program, the compulsory disciplines "Fundamentals of technical modeling of footwear and leather goods" and "Fundamentals of technical modeling of clothes" have optional disciplines "Fundamentals of technical drawing" and "Technical iconography" as prerequisites.

## **Programme 2 (Design for Textile and Interior, BA):**

- It is recommended to include more subjects in the field of contemporary design, design theory, styles and so on in the structure of the courses;

## **Programme 3 (Fashion Design, MA):**

- Discipline "Fashion magazine graphics" - the name of the subject should preferably be defined as "special drawing", "costume design", etc., because According to the content of the curriculum, the task of the discipline is to teach the graphic image of clothing or clothing design. It is also recommended that the required literature includes special literature related to fashion illustration;
- University should invite /employ the new teaching staff, mainly the leading person in the area of fashion design who can absolutely secure productive supervision to master students.

## **• Suggestions for the Programme Development**

### **Cluster:**

- It is desirable to actively represent extra-curricular activities (both international and local) that are reflected in the self-assessment program;
- It is desirable to strengthen the policy of integrating cluster programs, in particular - In parallel with educational programs, international and local experts will be invited to conduct seminars, master classes and interesting meetings for students in the format of project-based learning; Bachelor's and master's work is evaluated by independent experts, successful practitioners working in the fashion industry (designers, businessmen, fashion media representatives);
- Participation in art residency programs, etc., should be organized for students;
- It is desirable to develop a strategy for the internationalization of specific programs;
- From interviews with employers and graduates, it was revealed that the scope of employment is mainly assigned to the performer's position, so it is important to take into account the active involvement in the educational process of disciplines that, in addition to practical skills in the direction of the field, contribute to the development of design thinking, especially since foreign schools are used as an example for development of Best Practices cluster programs, the results of which are focused on theory / practice, taking into account interdisciplinary approaches, creative thinking, experimental activities, etc;
- It is recommended to increase more local and mainly international contacts in the professional sphere
- It is recommended to update information regarding the cluster programs in social media;
- It is recommended to include more subjects and themes in the field of contemporary design, design theory, styles in the structure of the courses.
- In the end it is very important to establish the web page, Instagram profile of the fashion program, ensuring publicity and availability of the information for the new program will attract students, local stakeholders, interesting collaborations, foreign parties and so on.

- In the process of implementing the educational program, it is advisable and desirable to actively involve the business sector and creative leaders, which will strengthen the entire program "achieving optimal results with the synergy of theoretical, practical and creative aspects in the educational and methodological process";
- It is advisable to add more practical subjects;
- Visibility and clear structure of the Design oriented subjects;
- It is desirable to increase the contact hours of practical disciplines, taking into account the specifics of training courses and learning outcomes;
- It is desirable to actively add related general humanitarian disciplines (in the form of optional disciplines) to the educational process, which will help students acquire versatile basic theoretical knowledge, form an intellectual and cultural thesaurus;
- In the specified list of mandatory and additional literature, it is desirable to include more literature on new technologies, construction, digital technologies, fashion theory, etc.
- At the beginning of the course of study, it is desirable to teach the basics of specialized disciplines;
- It is desirable to revise the principles of portfolio design.
- Creation of independent educational programs (introduction to the composition of optional disciplines)
- It is advisable to revise the required and additional literature indicated in the syllabuses of the training course - refer to the literature on world achievements in the field of new technologies, digital technologies, fashion theory, etc. Specific email addresses (master classes, seminars, lecture/practical accelerated courses, documentaries and feature films, etc.) must also be indicated.
- Increasing student involvement in research projects in general;
- Increasing student involvement in research projects based on individual or academic collaboration;
- Increasing student involvement in theory research projects;
- Secure that ongoing projects should be based on real practice;
- Promoting student initiative in project activities;
- The teaching methods provided by the curriculum of the program, of course, help to assimilate specific material. In addition, it is desirable to actively use heuristic methods in the educational process, since the description of work in syllabuses shows only the modeling process, and not design approaches;
- Today, the role of the teacher is expanding. A person-experimenter is in demand, developing and implementing design methods, looking for new forms of education, demonstrating a modern understanding of world processes, necessarily possessing knowledge of information and communication educational technologies, which is reflected in the goals of the program. It is desirable that activities in this direction be clearly defined;
- The methods of the teacher, foreshadowing the curriculum of the program, undoubtedly contribute to the assimilation of specific material. In addition, it is desirable to use active heuristic methods in the educational process, since the description of the work in the syllabus shows only the modeling process, and not design approaches.
- When self-evaluating cluster programs, it is desirable to specifically indicate the content of trainings related to the methods of training/education of personnel implementing the program.
- It is desirable that the results (work) of students of cluster programs reflect heuristic design methods that develop ways to solve problematic problems and non-standard creative thinking.

- Inversion methods require an integrated approach, so it is desirable to clearly describe the results obtained by these methods in the syllabuses of cluster programs (considering of specificity);
- It is desirable that the management of the training program takes care of attracting young personnel (teachers), which is a necessary condition for the sustainability of the development of the program;
- It is desirable to include design practitioners in the educational process;
- Continue to support increasing the English-language proficiency among staff, which will support international aspirations of the programs grouped in the cluster.
- It is desirable that international literature be actively represented in the program taking into account the specifics (international advances in technology, methodological approaches in technology, works / analyzes of theorists, modern catalogs, educational videos, documentary archives);
- It is desirable that the Flalab space be actively used by „Design for Textile and Interior” students, for example, to implement startups and student projects, to create innovative ideas and prototypes, to conduct training courses, etc;
- It is recommended to increase the quality of the individual studio equipment;
- It is recommended to improve the spatial possibility of the workshops and its cozy and creative appearance;
- It is advisable that the programme budget of the programmes grouped in a cluster includes different costs associated with the development of the programme, including staff development.

#### **Programme 1 (Fashion Design, BA):**

- It is desirable to include more subjects and themes in the field of contemporary design, design theory, styles in the structure of the courses;
- Establish a representative platform for online communication and presentation of student results on the internet and social media;
- Strengthen presentation activities - individual presentation such professional portfolio, fashion show, online presentation, exhibition as part of final evaluation;
- It is desirable to revise the semester distribution of some disciplines. For example, "Information Technology in Architectonics" is taught in the first semester, while the student does not yet know: processes in fashion design, does not know the basics of composition, basic competencies for practical activities, does not know computer technology in accordance with the requirements of the program;
- It is advisable to add contact hours to the discipline "Computer clothing planning";
- Disciplines "Fundamentals of technical modeling of shoes and leather goods, basics of technical modeling of clothes, basics of clothing technology" - should be taught at the beginning of the course (In addition to contact hours) according to the order of teaching;
- Discipline "Sewing Materials" - the content of the curriculum corresponds to the discipline "Materials Science". It would be appropriate to name the subject "materials science" and teach it at the beginning of the course;
- It is advisable to leave only "Management and marketing in the fashion industry" in the title of the discipline "Management Marketing in the Fashion Industry and Business", because the industry itself means business. Also in the text of the syllabus there is the name "model business" - depending on the content, it is preferable to write "fashion business";

- It is desirable to revise the methods and principles of portfolio design in accordance with the above requirements;
- The Georgian names of the disciplines "History of clothing and fashion trends" and "Cultural heritage of leather goods and fashion trends" should preferably be changed to "History of clothing and trends of fashion (Only the wording of the title in Georgian is considered) " and "Cultural heritage of leather goods and trends of fashion (Only the wording of the title in Georgian is considered)".

**Programme 2 (Design for Textile and Interior, BA):**

- Basic subjects are preferably taught at the beginning of the course (in addition to contact hours) in accordance with the sequence of teaching;
- It is advisable to change the name of the discipline "Fundamentals of style selection", for example, the history of interior design" or others. Because the program teaches the stages of interior design development, including styles.
- It is desirable to revise the methods and principles of portfolio design in accordance with the above requirements;
- It is also advisable to collaborate with the students from Fashion design, to create not only traditional textiles, but also modern ones and prints and fabrics usable in contemporary fashion. The results we saw on the inspection were at a low level of work of textile amateurs, not educated professionals.

### **Programme 3 (Fashion Design, MA):**

- Offer MA students their own creative space- the collaborative fashion space - fashion lab, workshop where MA students can work even outside the learning process;
- The discipline "Psychology and Sociology of Fashion" (optional) is two independent disciplines of fashion theory, different in their concepts and results, it is not advisable to combine them into one subject and one semester;
- It is also advisable to indicate in the title that it is not taught fundamentally, but is studying basics.

### ● **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

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

#### **Cluster recommendations:**

##### **1.3 Sub-standard:**

- The programme learning outcomes' assessment mechanism and tools should incorporate defined indirect methods of assessment and their benchmarks;

The position of the institution on the recommendation provided in the standard component 1.3 was shared, as the assessment of programme learning outcomes with indirect assessment methods is implemented in practice, the recommendation was reformulated and provided as a suggestion in the final report. The institution has also provided all of the additionally requested documents during the visit, which had not been found due to technical problem, so the narrative part of the report was also modified accordingly.

##### **2.2 sub-standard:**

- In the process of industrial practice, the development of interdisciplinary projects is recommended - combining creativity, technology, design and trade tools and the use of skills;

**The position of the HEI:** The purpose of industrial practice and the analysis of learning outcomes confirm that the tasks to be performed and the skills developed by the student during the practice process are directly related to the learning outcomes of the training courses, such as: History of Art and Culture, Computer Planning of Clothes, Special Composition, Material Science of Footwear and Leather Goods, Clothing Materials, Basics of Technical Modelling of Footwear and Leather Goods, Basics of Technical Modelling of Clothes, Basics of Clothing Technology, Footwear Technology, Environmental Protection

and Sustainable Development, Management-Marketing in the Fashion Industry and Business. The study of the mentioned subjects and the practical application of knowledge in the conditions of production practice stipulates the interdisciplinarity of the project provided for in the course content, the synergy of creativity, technology-construction habits in the process of execution of the design project.

**Answer:** At a site visit it was not clearly proven excellent outcomes from the area of professional industrial practice or interdisciplinary projects, also the fact that teachers did not develop new core lectures courses and methodical manuals of practical and laboratory work according to the modern requirements. Some out of date methods and technology taught which are not in use today, the old equipment of supplies- for example, very old clothing samples and materials, an outdated foot measuring machine, and there is not even mentioned the quality of the tailoring skills at showed collections.

It is a proposal to improve the entire design environment, to use creativity and current trends in design development. Also focus on higher demands on quality and presentation skills, as even the presented written bachelor's theses did not reach the current level of design schools.

- It is recommended to increase invention and creativity how to transfer the traditional craftsmanship skills to the level of design;

**The position of the HEI:** This recommendation is close in content to recommendation 2. Each year, the staff and students of the Applied Design programs, the predecessor of Fashion Design, produce different, individual ideas according to their own style and skills, which of various levels and quality of execution techniques, displays a distinctive style, creative vision, and individualism. The mentioned models, after the Department's Art Council approval, are demonstrated in exhibitions, shows, competitions, etc. For evidence of this, see the Self-Assessment Report, where these activities discussed in detail in the descriptive section and Standard 3: Student Achievements, Individual Work with them. There is the relevant evidence. However, we believe that in the modern, fast-developing and changing world, all processes are dynamic, and society's approach to ensuring full compliance with ever-increasing visual-aesthetic and consumer parameters for products should be vibrant. That is what distinguishes a designer-constructor-technologist from other traditional field specialists. We are aware of that and are always ready to keep up with the pace of the modern dynamic world.

**Answer:** Despite the argumentative facts and good student achievements- from the point of site visit, the expert group didn't see a lot of adequate examples of relevant evidence of contemporary design, mainly in preparatory courses the quality did not meet the standards of the needs of design inspired by traditional craft, so this recommendation is relevant.

- It is recommended to expand more professional relationships with representative companies of the field of fashion;

**The position of the HEI:** The programmes cluster package is accompanied by a folder Annex #8 that contains 21 documents - agreements and memoranda with local and international universities, organisations, educational institutions and others with which the programme implementation team has connections and cooperation. The programmes are implemented in the Imereti region, which was named as the most favourable region for the developing industrial enterprises in Georgia (this is stated in detail in the self-assessment report, component 4.1. Human resources, in the section of information about programme heads. There are also attached proofs and indicators), because there is a long experience of having relevant to programmes manufactures, highly qualified personnel and 55-year-old traditions of implementing educational programmes. That is described in detail in the self-assessment report. In the process of implementing the programme, we regularly cooperate with these enterprises, not only in the form of using them as practice bases, but also in the form of new technologies, new challenges in the market, mutual exchange of ideas, realisation of our research results in practice, practical master classes, excursions and other activities. The industrial potential of Kutaisi actually allows us to cooperate with professionals in the field. However, for industrial practice in different years, students were sent to other cities of Imereti and Georgian-foreign enterprises in the Adjara region.th

Additionally, within the list of strengths and areas for improvement of the educational programmes cluster

(Standard 4), a note is included:

Areas for Improvement:

- ü Close cooperation with clothing and footwear manufacturing organisations and professionals working in the field throughout the country;
- ü Strengthening mutual cooperation with partner universities, both at the national and international level;
- ü Increasing opportunities for international mobility of students and academic staff, improving indicators of academic staff involvement in international exchange programmes;
- ü Enhancing sources of financial support for programmes grouped in the cluster. There are also planned activities and timelines for developing areas for improvement:
  - ü In 2023-2025, cooperation with European universities implementing similar programs will be strengthened, for which will be used mechanisms supporting the university's internationalisation policy;
  - ü In 2023-2025, a strategy will be developed, which will be in line with the development strategy of the Imereti region;
  - ü Inviting professional Guest-speakers from the field of design and organising master-classes (at least 2 Guest-speakers and a master-class during the academic year);
  - ü Promotion of academic staff involvement in international research;
  - ü According to the university policy, English language courses are held for the staff every semester;
  - ü Development of an internship programme;
  - ü Using the resources of the Design and Technology Department (laboratory base, human resources) to increase the financial income of the programmes.

The aforementioned confirms that the initiators of the programmes cluster are cognizant of the areas requiring improvement in the programme and process a corresponding plan and vision.

**Answer:** According to the argumentative position of HEI, the expert group understands the problems and the awareness of this area, it's a very important area and improvement, also according to SER, should be visible in the near future.

The expert group leaves a recommendation

**Sub-standard 4.3:**

- Based on the goals of the programs, it is necessary to develop appropriate measures for the continuous development of teachers (lifelong education programs, educational and creative programs, constant contacts with international and local educational institutions, representatives of the arts, local and international practitioners) and actively conduct international and local seminars and master classes by invited practitioners;

**The position of the HEI:** The staff implementing the educational programs grouped in the cluster is actively involved in the training and consulting meetings organised by the Quality Assurance Service of the University, as well as in other types of training and seminars. They have close links with employers, public schools and colleges, and at the same time are providing vocational programmes. They constantly update and develop new core lecture courses and methodical manuals of practical and laboratory work according to the modern requirements that are in full compliance with the programme. They serve the educational process. They have many years of experience in developing and implementing educational programmes. They were actively involved in the process of preparing for university authorisation. Provided by them over the years training courses, published in local and international publications (scientific articles published in international journals are assigned SOI, DOI, ISI and are searched by Clarivate Analytics, ThomsonReuters Researcher ID, Google Scholar, Research Bible, Open Academic

Journals Index, Turk Egitim Index, Directory of abstract indexing for Journals and other databases) scientific works and the created educational-methodical manuals are in full compliance with the specifics and outcomes of the programme to be implemented. Programme heads are proficient in computer office software programmes; have undergone various training and seminars (which can be seen in their personal information - CV).

Part of the staff is actively involved in the workshops organised by the government structures, which contribute to the development of the field and the programme. In 2022, Akaki Tsereteli State University participated in the events organised by the Ministry of Regional Development and Infrastructure of Georgia, which was dedicated to initiating the Entrepreneurial Discovery Process (EDP) in Imereti. The initiative aims to raise awareness of "smart specialisation" and its principal component - the entrepreneurial discovery process, as well as present key findings from qualitative analysis based on existing economic and innovation data and related follow-up plans. Workshops were held with the active participation of entrepreneurs of the region's profiling industry. Three out of the four entrepreneurial directions initiated for the Imereti region, are in line with the educational and research profile of the Engineering-Technological Faculty. And one - domain 4 - production of sewing, footwear and leather goods - is directly related to the educational programmes presented in the cluster.

To foster the regional growth and entrepreneurial exploration, the selection of the Imereti region as a pilot for Smart Specialisation in Georgia and the implementation of appropriate measures is a reasonable calculation for Imereti in terms of the revival, development of traditional fields and the optimal use of the still existing highly qualified academic potential and professional practitioner human resources. The representative of the German International Cooperation Society GIZ in Georgia was interested in the implementation of the mentioned projects and expressed his desire to be involved in the project for the development of the field.

Students of the programme regularly participate in the annual international competition of young designers of Ukraine - "Печерские каштаны", where they receive prize places every year: 2017, 2019 (Clothing 2nd place) 2022: Shoes – 1st place; 2015 (clothes first place and 2018: shoes – second place); In 2022, 6 students of the Undergraduate programme in Applied Design took part in the "Digital Fashion" - international digital fashion competition of student works organised by Kyiv National University of Design and Technology. At the mentioned competition, one student won a special prize - "for the best design solution" (shoe collection), 3rd place in the nomination: "Shoe collection design" by one student; in the competition held in June 2023, one student's models took 3rd place. On April 7, 2023, at the initiative of the Leather Design and Technology Department of the Kyiv National University of Design and Technology (KNUTD), a public lecture by academician Dr. Lela Kiknavelidze of the Design and Technology Department was held through the online platform ZOOM. The topic of the lecture was "Ensemble as a complex artistic system in the composition of a costume"; the lecture was highly appreciated, and an extensive letter was published on the website of the Kyiv National University of Design and Technology (<https://knutd.edu.ua/pod-ta-publkat/news/15152/>). According to the decision of the organisers of the competition, 2 employees of the Design and Technology Department were invited to evaluate the works of the participants in international competitions at different times as members of the jury.

Apart from what was previously mentioned, the staff overseeing the implementation of the programmes constantly partake in the professional development courses provided by international organizations. They also engage in programmes organized by the University's Continuing Education Center and attend trainings conducted by University's Quality Assurance Department and the Ministry of Education and Science of Georgia. These activities directly relate with the initiation, development, learning methodologies, student learning outcomes, and evaluation systems of educational programmes, and is one of the requirements for taking a position in the competitions announced for the academic position at the university and that is confirmed by the CVs of the staff and the certificates attached to the package.

Concerning mentioned issue, information about the strengths and areas for improvement of the cluster of programs is presented in recommendation #3 of component 2.2. Accordingly, the initiators of the programmes cluster are aware of the programme areas for improvement and have a corresponding plan and vision.

**Answer:** The expert panel also agrees that the institution provides professional development activities for the staff, as indicated in the narrative part of the standard component 4.3. However, as indicated in the report, the expert panel believes that more activities, like master classes with involvement of the local and international practitioners, artists, and creative programs are required. Based on the abovementioned, the expert panel believes that the recommendation should be left for the institution.

#### **Sub-standard 4.4:**

- It is recommended to increase the quality of the individual studio equipment;
- It is recommended to improve the spatial possibility of the workshops and its cozy and creative appearance;

**The position of the HEI:** It should be noted that the Design and Technology Department has been implementing programmes in the 13th building of the university for years, and with the support of the university administration, since 2016, the Department has continued to operate in the 7th, 8th and 10th buildings. Last year, with the support of the Ministry of Education and Science of Georgia, the three-story building of the Student Club on Youth Avenue was put into operation, where space for exhibition and master classes planned for Design direction programmes. This fact was also mentioned during the interview with accreditation experts. Thus, Design direction programmes in the nearest future will continue to operate in fully equipped and scalable spaces.

Therefore, the institution demonstrates its readiness to continue enhancing the material foundation of the cluster programmes.

**Answer:** In response to the recommendation of the experts, they noted that - in the near future, project programs will continue to operate in fully equipped and scalable spaces, so the university expresses its readiness to further strengthen the material basis of cluster programs.

Recommendations are moved to suggestions.

#### **Sub-standard 4.5:**

- It is recommended to ensure financial support necessary for the development of the programmes grouped in a cluster.

**The position of the HEI:** The budgets attached to the cluster of programmes represent (Annex #9) the cost reporting form of the programmes developed by the Financial Service of the University, which considers all the necessary activities for the smooth implementation and development of the programmes. For example, consider the Undergraduate programme in Fashion Design, for the implementation of which, according to the attached budget form, it is necessary to have at least 23 students in the programme. Currently, the cohort of eligible and accordingly enrolled entrants of the Undergraduate programme in Fashion Design has been steadily 40 students in recent years (Annex: Information about the Quantitative Data of the Educational Programme). It is added by the number of students transferred by mobility that, in total, fully ensures the financial sustainability of the programme. In addition, during the interview with the university leadership, they confirmed the support of the university to fields in demand in society, including Design programmes. Thus, from a financial point of view, the programmes are not in danger.

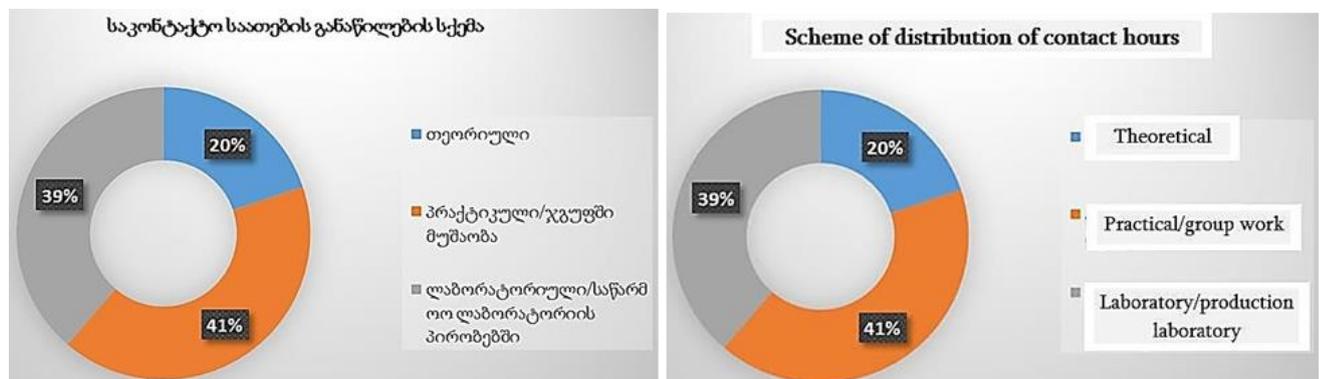
**Answer:** The argumentative position of the university on the recommendation regarding standard component 4.5 indicated that the income generated from the student fees is sufficient for the financial sustainability of the programmes grouped in a cluster. The expert panel believes that the programmes are financially sustainable, however, for the development of the programmes, including fulfillment of the recommendations regarding material resources of the programmes, additional financial support would be needed.

## Programme 1 (Fashion Design, BA):

- It is also necessary to take into account the inconsistency of the name of the discipline ("Information Technology") with the content of the program - the discipline "Information Technology" studies network engineering (databases, networks and communication systems, web systems, information protection and security, computing tools, etc.), and according to the curriculum, the discipline teaches graphic programs (Adobe Photoshop, CorelDRAW, Microsoft PowerPoint prepares a presentation). Therefore, it is desirable that this course be taught in the next semester with appropriate content. On the basis of architecture, work should be carried out in space by design methods (supports the development of spatial thinking, etc.). For practical work, it is desirable to add contact hour;

**The position of the HEI:** The recommendation is about the training course Information Technologies in Architectonics. We agree with the experts' recommendation. We suppose the title of the training course should be formed as follows: Computer-graphic Programmes in Architectonics. In addition, the number of students in the group for the practical lessons of the Artistic direction training courses is determined by 5. Therefore, 45 contact hours for one training course in the case of 40 students is 360. Such training courses are: Graphics, Information technologies in architectonics, Painting, Basics of form creation, Computer planning of clothes, Special composition-1, Special composition-2, Special composition-3, Special composition-4, Three-dimensional modeling of clothes, Designer project, etc.

It should be noted here that concerning the current Undergraduate programme in Applied Design, presented for the accreditation Fashion Design programme has a much higher share of practical hours that was facilitated by the increase of practical components share. In the new program, along with the other practical training courses (see curriculum - Annex 1.2) are included courses: Information Technology in Architectonics (the title of which will be corrected in accordance with the suggestion), Computer planning of clothes, Three-dimensional modeling of clothes, as well as a Design project, which mainly includes practical contact hours. In total, the specific share of theoretical, practical and laboratory hours in the programme is graphically distributed as follows and described in the self-evaluation report - component 1.2: Learning outcomes of the programme:



Accordingly, the institution requests the experts to consider the presented arguments and factual circumstances when crafting the final report and formulating any recommendation.

**Answer:** The new title of the training course "Computer-graphics programs in architectonics" is improved compared to the original one.

However, it is desirable that the work on the givenness of architectonics (the formation of a costume) is carried out independently in space using design methods (formation systems, tectonic systems, bionic systems, non-standard methods of solving creative problems, etc.), which will help the student to develop spatial, creative, analytical thinking in form. (Moreover, a similar subject "Computer planning of clothes" is included in the curriculum as an independent subject

Teaching of digital programs should also take into account professional specifics, such as "digital

modeling of the template (for example, clo3d professional programs, etc.)."

3 - 4 hours for contact for practical and independent work. At least it should be separated.

The purpose and content of the information by the University's position, "In addition, the number of students in the practical classes of artistic courses is determined by 5, therefore, 45 contact hours for one study course is 360 in the case of 40 students..." is unclear. The expert group leaves a recommendation.

- The Georgian names of the disciplines "History of clothing and fashion trends" and "Cultural heritage of leather goods and fashion trends" should preferably be changed to "History of clothing and trends of fashion (Only the wording of the title in Georgian is considered) " and "Cultural heritage of leather goods and trends of fashion (Only the wording of the title in Georgian is considered)";

**The position of the HEI:** We fully share this recommendation. Given that the mentioned shortfall does not have any impact on students' attainment of the programme learning outcomes, we kindly request the possibility of relocating this recommendation to the suggestions section. We assure you that we will thoroughly consider it.

**Answer:** Considering that the recommendation concerned the stylistic side, this deficiency does not affect the results of students' learning in the program, recommendation is moved to suggestion.

- The prerequisite "Graphics" does not correspond to the discipline "Fundamentals of shaping", since the goal and results of the course "Fundamentals of shaping" determine the content of fashion illustration (suit shape, color and content, use of clothes and shoes, textures in a collage, etc.), When in the syllabus the goals and results of "graphics" include a linear-constructive construction of the proportions of objects, linear perspective, chiaroscuro forms, shading of the background, and the assessment is determined by the quality of the graphic composition (still life with household items, drawing a simple plaster relief from life, etc.);

**The position of the HEI:** We agree with the mentioned recommendation. And since the mentioned shortcoming cannot affect the student's achievement of the programme learning outcomes, please, if possible, move the recommendation to the suggestion section, which we will definitely consider.

**Answer:** The expert group leaves a recommendation.

- Compulsory disciplines should not have optional disciplines as prerequisites, for example, in the program, the compulsory disciplines "Fundamentals of technical modeling of footwear and leather goods" and "Fundamentals of technical modeling of clothes" have optional disciplines "Fundamentals of technical drawing" and "Technical iconography" as prerequisites.

**The position of the HEI:** The training courses Fundamentals of Technical Modelling of Footwear and Leather Goods and Fundamentals of Technical Modelling of Clothing have a prerequisite that involves selecting one of the subjects from the group of subjects 3.1: This choice entails either Fundamentals of Technical Drawing (Engineering Graphics) or Technical Drawing in Garment Planning:

3		ძირითადი სწავლის ხვეროს შინაარსის უკმაშამობი აგრეგაციო სანქციო კურსები						
3.1	ტექნიკური ხაზვის საფუძვლები	5	125	45	3	77	0/45/0/0	5
	ტექნიკური ხატვა სამოსის დაგეგმარებაში		125	45	3	77	0/45/0/0	
3		Elective Courses Relevant to the Content of the Major Field of Study						
3.1	Engineering graphics	5	125	45	3	77	0/45/0/0	5
	Technical drawing in garment planning		125	45	3	77	0/45/0/0	

As per the outlined plan, a student is considered to have successfully completed the 5-credit subject of 3.1 in case of electing and mastering one of the training courses. Consequently, within the curriculum, the



Basics of Artistic Knitting Design and Production, Interior and Textile Ethno design, Interior Phyto design, Studio Design Project, Decorating with Textiles in Interior Design, Qualification design project.

In the teaching process of the mentioned training courses, the primary emphasis is on modern design, news and trends, which students consider when performing practical work and developing the concept of design projects.

Accordingly, for the given stage, the structure and content of the programme ensure the achievement of the intended learning outcomes.

The institution expresses its readiness to consider experts recommendations for the further improvement of the given programme based on a thorough analysis and the use of internal quality mechanisms.

**Answer:** According to recommendation 13, the list submitted for accreditation did not contain the study programs specified in the university's position, namely:

1. History of textile design and technology,
2. Basic course in interior design and basic ergonomics,
3. Basics of design and production of non-woven fabrics.
4. Basics of design and production of artistic knitting,
5. Interior and textile ethnic design,
6. Qualifying design project.
7. Decoration with textiles in interior design, etc.

Of the programs specified by the university, only:

1. Discipline "Fundamentals of design and production of painted (nakhchiani, ნახჭიანის) textiles" - according to the content of the curriculum, the course is practical in nature, traditional techniques of execution are mainly presented, there are no experimental approaches
2. Discipline "studio design project" - according to the content of the curriculum, the course mainly includes a technical description of the document and professional practical activities.
3. Discipline "Photodesign" - in the section of the training course format it is indicated as laboratory work. But when inspecting the premises, we did not see the necessary appropriate darkroom for practical work, and there was no presentation of student work/portfolios.

Advice - this item is desirable and in demand, but to get results it is necessary to create a special workspace; It is also possible to carry out educational and creative project work in the framework of cooperation with third-party photo studios, using the manuals provided for in the curriculum.

4. Discipline "Fundamentals of style choice" (indicated in the presented set of programs) - it is necessary to determine the name of the subject according to the curriculum scheme, For example, in accordance with the name, it is necessary to determine and indicate what the subject includes - the historical development of the interior or modern interior styles, also the program does not reflect what the "Fundamentals of style choice"

The expert group leaves a recommendation.

- It is recommended to correct the program title in SER as follows: "Design for Textile and Interior".

**The position of the HEI:** A technical error has been made on the title page of the English version of the Self-assessment report, and instead of "Interior" it is written "Interier". That is a technical error. It is confirmed by the fact that in the self-assessment document, the correct name of the programme - Design for Textile and Interior is used 22 times, while a mechanical error was made only in 2 cases, which can be easily corrected. In addition, the Georgian-language documentation of the programme is complete and correct, in the Georgian-language curriculum of the programme (also translated into English), the title of the programme in Georgian and English languages is given correctly. Therefore, the recommendation to correct this error has a nature of suggestion.

**Answer:** Expert group will remove this recommendation, because It was proved to be just a technical problem.

### **Programme 3 (Fashion Design, MA):**

- Discipline "Fashion magazine graphics" - the name of the subject should preferably be defined as "special drawing", "costume design", etc., because According to the content of the curriculum, the task of the discipline is to teach the graphic image of clothing or clothing design. It is also recommended that the required literature includes special literature related to fashion illustration;

**The position of the HEI:** We agree with the recommendation of the discipline - Fashion Magazine Graphics. However, the name of the similar course in European educational programmes is Fashion Illustration and implies fashion magazine illustration. Since the training course Special Drawing and Colour Graphics is included in the undergraduate programme, we believe that it would be better to name the master's training course as Special Drawing - Fashion Illustration.

Therefore, the recommendation is acceptable, and since the mentioned shortcoming will not affect the final outcome of the student's studies, the recommendation will be considered a suggestion. Please be kind to transfer it to the suggestions section.

**Answer:** A fashion magazine graphic designer is a practitioner who has the skills and knowledge of magazine layout and design, as well as the communication and organizational skills to work effectively with editors, influencers, writers and other magazine staff. His work covers a wide range of topics including fashion shows, designer profiles, celebrity fashion, fashion industry news, advertising and magazine concepts from concept to print.

The program presented by the university considers only the activities of a fashion illustrator (transfer of ideas onto paper and/or digital tools, or creative drawing in the direction of fashion illustration).

It is important to match the title and content of the discipline. The expert group leaves a recommendation.

- University should invite /employ the new teaching staff, mainly the leading person in the area of fashion design who can absolutely secure productive supervision to master students.

**The position of the HEI:** Article 2 of the "Rules for developing and evaluating a master's thesis", approved by the Resolution #38 (20/21) of the Academic Council of Akaki Tsereteli State University from July 15, 2021, (programme cluster package, Annex 10) defines who can be a master's thesis supervisor. In the master's educational programme in Fashion Design, the supervisors of the master's theses are academic staff with relevant qualifications and competencies who are actively involved in scientific research activities according to the directions and have published scientific works (artistic studies, creative projects) that are relevant to the research directions and the topic of the work, offered to the master's students. This issue is discussed in **Recommendation 5 of the cluster**.

Depending on the topic of the thesis, the master's student may have a scientific co-supervisor. Co-supervisors are defined as academic staff equipped with the latest knowledge who are actively involved in scientific research activities according to directions and have published scientific works or have relevant professional experience that corresponds to the general topic and direction of the master's thesis.

Regarding the invitation of accomplished individuals working in the field, it is considered as consultants for the master's thesis, in compliance with the relevant regulations. Based on this, we consider the recommendation as a valuable suggestion.

**Answer:** Expert group read and understand from the SER - Article 2, very well organized structure of developing and evaluating a master's thesis (the main and co-supervisors). Despite this fact the experience from observation at the site visit and checked CVs and practical work of the academic staff involved in Master, Expert group didn't met the exceptional leader clearly from area of fashion design. For the goods and relevancy of the Master program expert group has to insist on the recommendation to enrich academic staff with new experienced fashion designers, at the same time academic who will positively and excellently complete the existing staff with relevant qualifications and competencies.

**The expert group leaves suggestions in their original form.**

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

---

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

<sup>4</sup> **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.

<sup>5</sup> **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.

### 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**

Today, the central problem in design education is the formation of a unified concept for the development of creative talent and student culture, the search for new technologies in the education of art universities, the study of the foundations of business relations, the introduction of problem-based learning, etc. The issue of developing and modeling such development relates to the area that implements creative-utilitarian special educational technologies with specific tasks that stimulate the creative activity of students. The main task of the design education system is to teach the student to think outside the box, through problem-based learning, using the individualization method, in which the educational and developmental functions of design are the main issues. First of all, those productive technologies should prevail here that maximize the development of the individual abilities and personal qualities of the student at minimal cost, create conditions for the emotional, social, intellectual and spiritual growth of the student. The objectives of the presented program are formulated academically correctly, logically and coherently. It involves the assimilation of subject knowledge by students, and contributes to the formation of such a specialist who combines in his work the creator and the designer-designer.

The purpose of educational programs grouped into a cluster follows from the national goals of higher education and meets the requirements of the qualification descriptor of the corresponding level of the national qualifications framework, the industry characteristic "design, industrial design, fashion design, textile design" of higher education, the strategic development plan and the mission of the A. Tsereteli State University - the university is aware of its responsibility to society and strives to contribute to the development of the city, region and country as a whole.

When developing the goals of cluster programs, an analysis of the study of the labor market is taken into account, which notes that there is a need for practical designers who are able to design, construct and implement technologies in practice, be able to design an idea with implementation in the future market, find employment as designers, designers and technologists, respectively, the goals of cluster programs take into account the specifics of the direction of training, level and educational program, determine the set of knowledge, skills and competencies. In particular, the graduate should be able to practically use the acquired knowledge and acquired skills in large, medium and individual enterprises in the specialized field.

In accordance with the demands of the labor market, cluster programs ensure the strengthening of the utilitarian side in training programs, the provision of programs and services for continuing education,

the creation and dissemination of new knowledge. Accordingly, the goals of the cluster program are aimed at preparing a person with the appropriate competencies for the labor market, who will be ready to practically implement the target production in the material, taking into account technological norms and regimes, the principles of environmental protection and labor safety.

The purpose of cluster programs takes into account the descriptors of the 6th and 7th levels of the National Qualifications Framework, takes into account the requirements of potential employers, the interests of the private and public sectors, challenges at the regional level and is focused on training a qualified designer in the labor market. In addition, despite the fact that the objectives of the program are undoubtedly drawn up professionally, it is noticeable that the curricula of cluster programs do not adequately represent the possibility of choosing market-oriented disciplines, as provided for in the objectives of the program; The target orientation of the program takes into account interdisciplinarity, but interdisciplinary subjects are not sufficiently represented in the curriculum; It is not clear what are the results of using the methods indicated in the clusters in the teaching of specific disciplines (in the works and syllabuses, only the results of using traditional approaches are highlighted); What research is being done in specific academic disciplines; Learning goals do not include educational and creative project activities outside of school hours; Development/implementation of joint educational and creative programs with local and foreign universities (offline, online) is not mentioned in cluster programs; As it turned out from the interview, it is desirable that the assessment of the results / competencies of student learning, the organization of assessment and procedures be more open and accessible to both students and the public.

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

---

The purpose of the undergraduate educational program "Fashion Design" is based on the achievement of knowledge, skills and competencies corresponding to the descriptor of the 6th level of the National Qualifications Framework and is based on the description of the activities of a specialist in the direction 0212 - Fashion, interior and industrial / industrial design, determined by the classifier of training areas, according to the industry characteristic of higher education "Design, industrial design, fashion design, textile design" and provides for "Fashion "Bachelor of Design". "The awarding of a scientific degree somewhat corresponds to the purpose of the educational program of the standards for accreditation of educational programs of a higher educational institution.

The goals of the Bachelor's program "Fashion Design" reflect the peculiarities of the field of study and/or level of the educational program, develop the ways of internationalization, The goal of the program fundamental is "to form specialists in the field of design (clothing, footwear and leather goods) with modern education and qualifications that will ensure the creation of competitive products on the labor market through the synergy of artistic, aesthetic, constructive, technological and related knowledge and skills, ready for the practical implementation of the target product in material, technological standards and regimes, environmental protection and taking into account the principles of labor safety, qualification: bachelor of clothing design."

The totality of the components described in the program, of course, ensures the achievement of the goals and learning outcomes set by the program.

In addition, it should be noted that the set of academic disciplines in the program is mainly utilitarian, narrowly practical in nature. Disciplines, the study of which contributes to the competitiveness and employment of graduates in the market, in particular, disciplines focused on market relations, which is also reflected in the objectives of the program - the student should be given the opportunity to actively study the basics of market relations; General humanitarian disciplines from related fields are presented inadequately - to expand the cultural base; The situation of using interdisciplinary approaches in the educational process is inadequately presented - this contributes to a comprehensive, integrated study of the subject, the development of transferable skills;

Description and Analysis - **Programme 2** (Design for Textile and Interior, BA)[1]

„Design for Textile and Interior“ The purpose of the program is to prepare a designer with a bachelor's degree who will be able to implement the acquired knowledge and skills in practice ( focusing on artistic and household requirements).

The purpose of the program is to take into account the descriptor of level 6 of the National Framework of Qualifications, take into account the requirements of potential employers, the interests of the private and public sector, challenges at the regional level, and is focused on the preparation of a qualified designer in the labor market.

The purpose of the program is achieved through various combinations of artistic, design and technological training courses, theoretical training and practical activities taking into account the modern market situation, orientation towards consumer demand and a socially responsible approach. The university has specific activities in the direction of internationalization policy, in particular, programs funded by the US State Department; UK Council Programs; programs of the Federal Republic of Germany; programs of the International Educational Center; Erasmus+ exchange programs and scholarships; Has international universities as partners, the internationalization policy is part of the university's action plan, however, it is desirable that cluster programs also develop a program internationalization strategy that reflects the issue of internationalization directed directly at the program, specific plans for its development, and actively influence the development of the internationalization component of the program in educational and creative programs, as well as in projects.

Description and Analysis - **Programme 3** (Fashion Design, MA)[1]

---

The educational program "Fashion Design" is prepared in a qualified manner, in accordance with the requirements of modern trends. The purpose of the program is based on the achievement of knowledge, skills and competencies that correspond to the level 7 descriptor of the National Qualifications Framework and is based on the description of the activities of a specialist in the field 0212 - Fashion, interior and industrial / industrial design, determined by the classifier of training areas,

the industry characteristic of higher education "Design, industrial design, fashion design, textile design" and provides for the award of the academic degree "Master of Fashion Design", to a certain extent corresponds to the goal of the educational program of standards for accreditation of educational programs of higher education institution.

The goals of the program are consistent with the mission, goals and strategy of the US, its faculty/school/educational unit and/or structural unit; reflects the main issues of internationalization of the educational program, taking into account the characteristics of the direction of study and / or level of education; The goal of the program is to be public and accessible

Taking into account the content and learning outcomes of each training course, the volume of the course in credits and the number of corresponding hours are determined. The curricula indicate the time (number of hours) intended for contact independent work and take into account the features of the course and the results of the course.

---

#### **Evidences/Indicators**

- Bachelor educational program "Fashion Design";
- Master's educational program "Fashion Design";
- Bachelor educational program "Design for Textile and Interior".

**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:**

It is desirable to actively represent extra-curricular activities (both international and local) that are reflected in the self-assessment program;

It is desirable to strengthen the policy of integrating cluster programs, in particular - In parallel with educational programs, international and local experts will be invited to conduct seminars, master classes and interesting meetings for students in the format of project-based learning; Bachelor's and master's work is evaluated by independent experts, successful practitioners working in the fashion industry (designers, businessmen, fashion media representatives);

Participation in art residency programs, etc., should be organized for students;

It is desirable to develop a strategy for the internationalization of specific programs.

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 3** (name, level)

**Recommendation(s):**

**Suggestion(s):**

## Evaluation <sup>6</sup>

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.2 Programme Learning Outcomes

<sup>6</sup> Evaluation is performed for each programme separately.

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

#### **Cluster and individual evaluation**

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

Learning outcomes for educational programs grouped into a cluster describe the knowledge and skills that a student has at the end of undergraduate and graduate programs.

The learning outcomes for educational programs (bachelor's, master's) fully comply with the objectives of the programs included in the cluster, the requirements of the qualification descriptor of the corresponding level of the "National Qualifications Framework", the content of the direction of study is determined by the "Classifier of areas of study" (0212 Fashion, interior and industrial / industrial design), "Design, Industrial Design, Fashion Design, Textile Design, Higher Education Industry Characteristics".

The learning outcomes for educational programs grouped in a cluster are developed with the involvement of teachers, students, graduates and employers, the program results include the requirements of the labor market and the employment indicators of program graduates.

The learning outcomes of educational programs take into account the specifics of the region and provide an opportunity to continue learning at the next level. Cluster programs have a learning outcomes map that describes how each learning outcome is achieved through program components. In addition, the learning outcome map describes the form of assessment for each learning outcome, the time of data collection, and the level set for each learning outcome that is taken into account in the assessment.

Learning outcomes are planned regularly for each year using direct and indirect assessment methods

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

The learning outcomes of the undergraduate educational program "Fashion Design" correspond to the goals and content defined by the program, the results comply with the requirements of the qualification descriptor level 6 of the National Qualifications Framework

The results of the undergraduate educational program in the direction of "Clothing Design" ensure the employment of graduates in existing enterprises of clothing, footwear and leather goods.

The program, in accordance with the qualification levels, is focused on the learning outcome, which takes into account the features of technical and technological processes, including labor market analysis, the opinions of students and graduates, as well as recommendations for employers, which relates to the consolidation of practical skills in advanced training courses and competencies in engineering -technological direction to increase the share.

The learning outcomes of the undergraduate program "Fashion Design" are focused on the industry characteristics of higher education in design, industrial design, fashion design, textile design, „III. Learning outcomes”, which clearly states the importance of including modern heuristic design and design methods in the curriculum, for example, ways to solve problematic problems (creative, non-

standard), etc. - According to this definition, it is desirable that in addition to the utilitarian part in the undergraduate degree in fashion design, more time is devoted (than is) to the development of creative research and design thinking of the designer, in order to activate the design process with creative, experimental approach.

#### **Description and Analysis - Programme 2 (Design for Textile and Interior, BA)**

The learning outcomes of the bachelor's degree program "Design for Textiles and Interiors" correspond to the objectives of the program, the requirements of the 6th level qualification descriptor of the National Qualifications Framework, the content of the field of study, determined by the detailed description of the field of study, the classifier of the field of study (0212 Fashion, interior and industrial / industrial design).

All stakeholders (faculty, students, professional designers, and others) were involved in the development of the program's learning outcomes.

The results of the program are focused on the requirements of the labor market, however, it is desirable to devote more time (than is) to the development of problem solving skills (creative, non-standard), the development of creative search and design thinking, the activation of the design process with creative, experimental approaches.

#### **Description and Analysis - Programme 3 (Fashion Design, MA)**

The learning outcomes of the educational program of the Master's program "Fashion Design" correspond to the goals and content defined by the program.

The learning outcomes of the program reflect the knowledge, skills and responsibilities defined by the 7th level descriptor of the National Qualifications Framework, and are given in the detailed area of the classifier of areas of study "Fashion, interior and industrial / industrial design" and are defined as "Design, industrial design, fashion design and textile design" with industry characteristics of higher education.

The learning outcomes of the educational program ensure the employment of graduates at existing sewing, footwear and leather goods enterprises, but it is also important, in addition to consolidating practical skills and increasing the share of engineering and technological competencies, the active involvement of disciplines focused on transfer results that contribute to the development of integrated thinking

#### **Evidences/Indicators**

- Fashion Design Undergraduate Education Program and Syllabus;
- Fashion Design Master's Education Program and Syllabus;
- Undergraduate educational program "Design for Textiles and Interiors" and syllabi;

- Curriculum map, monitoring of achievement of program learning outcomes and target marks;
- self-assessment report of the cluster of educational programs;
- Design, industrial design, fashion design and textile design are the hallmark of higher education.

**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:**

From interviews with employers and graduates, it was revealed that the scope of employment is mainly assigned to the performer's position, so it is important to take into account the active involvement in the educational process of disciplines that, in addition to practical skills in the direction of the field, contribute to the development of design thinking, especially since foreign schools are used as an example for development of Best Practices cluster programs, the results of which are focused on theory / practice, taking into account interdisciplinary approaches, creative thinking, experimental activities, etc.

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

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (name, level)**

**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 (Fashion Design, BA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

#### Cluster and individual evaluation

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

The evaluation mechanisms of the programme learning outcomes of the programmes grouped in a Cluster are defined. Curriculum maps are developed for each programme, which links programme learning outcomes with the relevant learning courses of the programme. The level of attainment of the programme learning outcomes is also defined and achievement of each programme learning outcome is deepened on three levels - Introduction, practice and mastering.

The evaluation of the programme's learning outcomes assessment is ensured when the students master the programme learning outcomes. The mastering learning courses are also logically defined, e.g. projects, internships, etc. The periodicity defined for evaluating programme learning outcomes corresponds to the field and level of study.

The direct evaluation methods used for programme learning outcomes are adequate for the programme learning outcomes assessment, however, the provided mechanisms do not include indirect methods of assessing programme learning outcomes. Namely, the evaluation mechanism provided in the documentation, has only direct methods of assessment defined as the evaluation mechanisms, and therefore, there are no benchmarks for assessing programme learning outcomes via indirect methods. The topic was addressed during the interviews, and based on the results, there are no benchmarks defined for indirect methods of assessment.

As the evaluation of learning outcomes should incorporate results from both direct and indirect methods, planning the concrete indirect methods for assessment, including them in the programme

learning outcomes assessment plan and defining the benchmarks would be recommended for the programme, to further develop the existing methodology. This would also clearly demonstrate the involvement of external stakeholders in the process of evaluating programme learning outcomes (e.g. employers, graduates, etc.), as it is not clear now how their involvement will be ensured (even though they were involved in the development of the learning outcomes).

The results of the assessment of the BA programme learning outcomes was asked during the visit, however, it was not provided in the additional documentation. Based on interview results, the institution has already implemented the practice of evaluating programme learning outcomes, however, there is no information on evaluating the programme learning outcomes of the BA programme and therefore, no information on using the evaluation results for the development of the programme.

The staff implementing programmes are familiar with the programme learning outcomes assessment methods and they receive support and guidance from the institution.

#### **Evidences/Indicators**

- Self-evaluation report;
- Programme learning outcomes' assessment mechanisms of the programmes grouped in a cluster;
- Addition documentation provided during the visit;
- Interview results.

**General recommendations of the cluster:**

**General suggestions of the cluster: -**

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

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

#### 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 educational program grouped in the cluster from SER clearly respect the aim of development in accordance with the "Educational Program Quality Assurance Policy - EP-QA" (Decision #49 (17/18) of the Academic Council of ATSU of February 9, 2018), also the programs are constructed according to the rules established by the legislation of Georgia, in accordance with the European credit transfer system which is 240 credit for bachelor and 120 for a master degree.

Generally, the cluster meets all standard criteria of the structure being consistent and logical. The learning/teaching methods, number of credits, assessment components and criteria used in each study course of the educational program are in accordance with the content of the study course and learning outcomes but.... From SER and interview, there was evident very low participation in various international activities, only a good connection with Kiev being mentioned, so we want to encourage ones again for more activities and components aiming at supporting internationalization of the programme. This is perhaps facilitated by online visibility. Going through the structure of the entire faculty /its website presented in English, this was quite problematic. There is no visibility via a separate website of the accredited cluster. The Facebook page {fashion design" meets only basic standards of communication, and the content is not so appealing. It is not updated, dynamic or progressive, which is naturally required from such creative areas as design. For a foreign institution interested in cooperation, it is also very difficult to understand the structure of the university website /to find a

specific subject /for example. design. Current attractivity and appearance of Fashion, textile and Interior design could be good tools for marketing /promoting faculty and other departments to attract potential students or local collaborations. As foreign partners they can have difficult procedures to find in the potential cooperation. SER has stated a high level of ability to speak foreign languages among teachers /predominant Russian language and students, but unfortunately the evidence proves very low interest to speak English, which is generally considered as a language of Design. From the present evidence at Library and the workshops / there was desperately missing foreign literature, scientific articles, honestly no subjects have been found delivered in English. From SER was evident only a few cases / .....of involvement of foreign staff in elaboration and development of the programme, so this is also part to improve.

Information about the current educational program is posted on the official website of ATSU but in the old version/ in ENG version is mentioned Costume Design, Light Industry Technology and Textile Technology, etc.

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

From SER it is clear that the content of the programme and the structure is quite individual, and comes naturally from a background of the faculty, which means more technically oriented than artistically. The evidence of the resulting students work seen on site visit 12.7.23 and the Fb page did not prove such a high level of technological processing and cooperation in the use of new technologies. Contemporary fashion design uses research in new materials, technologies, patternmaking which lead us to advanced work with computers and computer programs such as CAD, CLO etc. In the context here, it was about outdated technological procedures for {examining light, or measuring the human body | . This could be exceptional in the range of the focus of the area of clothing design specialized specifically for people with physical disabilities. Very positive aspect is the area of shoe design in the footwear sector, where this could be used at a high level, thanks to close cooperation with professionals and stakeholders already working in this field. Programme seems to be developed as a collaborative process and engages all stakeholders (academic / research / visiting staff, students, graduates, employers, etc., but it is very evident the missing position of a leading professor, or professional from the fashion business area. So we certainly encourage the Fashion department closer collaboration with alumni and young professionals, and add more academic lessons from visiting professors and professionals. It is absolutely necessary to be in contact with interesting and progressive professionals in the domestic and international fashion scene, because it was not clearly evident that existing teachers/leaders have the high professional competencies in the area of contemporary fashion design process to ensure fact quoted in SER that the teachers offer everything needed for graduates to be ready for the real situation in the fashion industry as individual, industrial enterprises because of growing demand for highly qualified, professional fashion designers and designer-technologists in the labor market.

As noted from the site visit was the unpleasant fact from the students meeting where there was absolutely no evidence about the knowledge and context from History of fashion, design and fashion of the 20th century, so the suggestion to add more contemporary subjects in the area of History of fashion or general design 20th, 21th century, Theory and practice/ methodology in design and etc. The HEI no evidently ensures the publicity and availability of the information on the program /only FCB page.

#### **Description and Analysis - Programme 2 (Design for Textile and Interior, BA)**

As quoted in SER, the Bachelor educational program is designed in accordance with the requirements of the "National Qualifications Framework" approved by Appendix 1 of the Order No. 69/N of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019, and the requirements of the "Study Fields Classifier" approved by Appendix 2 of this Order, in accordance with "Design, Industrial Design, Fashion Design, Textile Design higher education sectoral characteristics".

The content, volume and complexity of the programme "Design for Textile and Interior" is relevant to the standard, consistent. Volume is 240 credits - 60 credits per year, 30 credits per semester. 1 credit is equivalent to 25 hours which is adequate for the topics planned within the course, theoretical and practical assignments to be performed. The duration of the educational program is 4 years, in logical structure to achieve the best objectives and learning outcomes from I. Compulsory training courses - 141 credits; II. Elective courses - 10 credits; III. Compulsory and elective training courses - 29 credits; IV. Additional program - 60 credits. SER quoted=> the subject is versatile general basic knowledge in the direction of design, promoting the understanding of complex issues of the field, developing skills necessary for identifying and solving problems in the process of implementing practical activities, and stimulating the ability to constantly update the acquired knowledge.

From SER compulsory and elective courses and additional programs corresponding to the content of the main field of study. What is also beneficial is professional practice with a volume of 5 credits, which, on the basis of memorandums signed with the university, students will undergo in various construction/design enterprises and organizations. This fact has also been proved from conversation with stakeholders. Regarding the content of learning outcomes, It is necessary to include more subjects in the field of contemporary design, design theory, styles and so on in the structure of the courses.

Bachelor's degree educational program "Design for Textile and Interior"/ there is a mistake in SER, should be Interior.

#### **Description and Analysis - Programme 3 (Fashion Design, MA)**

In SER quoted that "The final stage of the master's educational program involves the search for new, original ways of solving complex problems in the master's thesis and/or the independent implementation of research, using modern research methods and approaches, critical analysis of complex or incomplete information, evaluation of the product's consumer properties and the formation of conclusions that reflect social and ethical responsibilities". Master of Fashion programme

structure seems to be designed and prepared as consistent. Teaching and scientific-research components of the programme (including each individual course) are well organized with credit of 180/ 30 which includes an important research component - a 30-credit for Master's thesis. But still we have to claim, from a peer review of bachelor degree, to put more emphasis on individual research, theory of contemporary fashion and on more practice. The positive fact is that new accreditation of the master program is updated for the performance of a master's thesis, which is expected to be performed both at the department and practice facilities. The mentioned training course was created by the integration of three courses. Q /SER page37. "Composition execution in the material-1 (clothing)", "Composition execution in the material-2 (shoes)" and "Author's collection designing" into the study course "Designer project" with a total of 15 credits in the Bachelor program. The content of the training course was built from the drawing up of the sketch to the final product to obtain the composition of a single ensemble of clothes, hopefully in this case we are speaking about complete fashion collections and fashion presentations. This course which join multiple practical subjects to one, should have even more increased hours and own space/studio/ where students can work on their final projects /even beyond the educational process, also within the framework of various collaborations in an appropriately equipped studio...In such an environment /more creative space as we saw they can fully express distinctive creative work merged with contemporary fashion and its system of presentation and communication. In the end it is very important to establish the web page, Instagram profile of the fashion program, ensuring publicity and availability of the information for the new program will attract students, local stakeholders, interesting collaborations, foreign parties and so on. Internationalization and collaboration should be also the key aspect of the level of Master study, so the university should make sure that students are encouraged to participate in various foreign competitions and presentations, which was also sorely lacking in the undergraduate program.

#### **Evidences/Indicators**

- Bachelor program "Fashion Design";
- Master's program "Fashion Design";
- Bachelor educational program "Design for textiles and interior";
- SER /Methodology for planning, designing and developing educational programmes;
- Syllabi;
- SER / Activities and components aiming at supporting internationalization of the programme;
- General Website and Facebook of Fashion design;
- Interview results.

#### **General recommendations of the cluster:**

It is recommended to increase more local and mainly international contacts in the professional sphere

It is recommended to update information regarding the cluster programs in social media;

It is recommended to include more subjects and themes in the field of contemporary design, design theory, styles in the structure of the courses.

In the end it is very important to establish the web page, Instagram profile of the fashion program, ensuring publicity and availability of the information for the new program will attract students, local stakeholders, interesting collaborations, foreign parties and so on.

**General suggestion of the cluster:**

In the process of implementing the educational program, it is advisable and desirable to actively involve the business sector and creative leaders, which will strengthen the entire program "achieving optimal results with the synergy of theoretical, practical and creative aspects in the educational and methodological process".

It is advisable to add more practical subjects;

Visibility and clear structure of the Design oriented subjects.

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

**Programme 1** (Fashion Design, BA)

**Recommendation(s):**

**Suggestion(s):**

It is desirable to include more subjects and themes in the field of contemporary design, design theory, styles in the structure of the courses.

Establish a representative platform for online communication and presentation of student results on the internet and social media;

Strengthen presentation activities - individual presentation such professional portfolio, fashion show, online presentation, exhibition as part of final evaluation;

It is desirable to revise the semester distribution of some disciplines. For example, "Information Technology in Architectonics" is taught in the first semester, while the student does not yet know: processes in fashion design, does not know the basics of composition, basic competencies for practical activities, does not know computer technology in accordance with the requirements of the program.

**Programme 2** (Design for Textile and Interior,BA)

**Recommendation(s):**

It is recommended to include more subjects in the field of contemporary design, design theory, styles and so on in the structure of the courses;

**Suggestion(s):**

**Programme 3 (Fashion Design, MA)**

**Recommendation(s):**

**Suggestion(s):**

Offer MA students their own creative space- the collaborative fashion space - fashion lab, workshop where MA students can work even outside the learning process.

.....

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.5. Academic Course/Subject**

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

**Cluster and individual evaluation**

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

The learning outcomes for the curriculum that constitutes educational programs grouped into a cluster take into account the qualification descriptor of the corresponding level of the national qualifications framework, the content of the detailed field of study determined by the classifier of the field of study (0212 - fashion, interior and industrial / industrial design), the characteristics of the direction "design, industrial design, fashion design, textile design" of higher education.

The learning outcomes of the main part of the training courses correspond to the corresponding levels of higher education. In particular, the main part of the learning outcomes of the mandatory component of each program corresponds to the goals and content of the programs (learning maps compiled by programs confirm the relationship between training courses and learning outcomes of educational programs).

The curriculum of each curriculum of educational programs grouped into a cluster includes information on the subject. Namely: the name of the course, the number of credits by contact/non-contact hours, the name/surname of the executor of the curriculum, the purpose, content, format, learning outcomes, assessment system and criteria, teaching/learning methods, learning resources and literature.

Practical disciplines are actively represented in cluster programs, however, the number of contact hours in their educational process is small (the possibility of credit hours is not fully used). It is desirable to increase the contact hours defined for practical disciplines, taking into account the specifics of cluster programs, course content and learning outcomes, especially the number of credits allows.

The educational material mainly corresponds to the learning outcomes of the course, takes into account the real achievements of the business and ensures that the educational program complies with modern requirements.

The curriculum of cluster programs is mainly focused on the development of utilitarian skills. It is desirable that market-oriented disciplines be actively present / added to the programs in order to meet the requirements of international design education and the goals of the cluster programs themselves. This can be done by adding optional disciplines

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

The results of the training courses (Curriculum) provided by the program "Design of clothes" correspond to the results of the training program. The program includes university, basic and optional academic disciplines, which enables the student to deepen general educational and specialized competencies, as well as master an additional (minor) program. This is confirmed by the learning outcomes map, coordinated with the program. Credits for training courses are distributed as follows: - courses

of the faculty - 23 credits

- compulsory courses - 144 credits

- elective courses - 13 credits

Additional (minor) program - 60 credits.

The main part of the compulsory disciplines included in the program includes 5 credits, except for two disciplines, including 3 credits (3D modeling of clothes) and 4 credits (special composition 3). In addition, since credit hours in practical disciplines are not fully used and are small (within 2 or 3 hours), it is advisable to adjust the credits or the number of hours of training courses, for example, 5 credits, taking into account 4, 5 or 6 hours, taking into account the specifics of the program.

Updated training courses are included in the program, however, the required literature and other training materials indicated in the programs need to be revised (some topics of the courses require updating or supplementing the literature). Literature and other educational materials indicated in the program need to be updated and / or supplemented with modern methodological literature, links, training videos, etc. (In addition to traditional technologies, it is desirable to add an information base on the latest achievements).

The program is enriched with an additional component (minor / 60 credits), which helps to increase the flexibility and practical component of the program.

The curriculum of the program is mainly focused on the development of utilitarian skills, also In addition, the student should be given the opportunity to study the basics of market relations. It is desirable that market-oriented disciplines be actively present in the program in order to meet the requirements of international design education and the goals of the program itself. This can be done by adding optional disciplines.

#### **Description and Analysis - Programme 2 (Design for Textile and Interior, BA)[1]**

The results of the training courses provided for by the program correspond to the results of the program and provide the training of a specialist with a qualification - Bachelor of Design with broad knowledge in the field and industry competencies, which is focused on practical activities and continuation of education at the next level of higher education.

The syllabuses indicate the time for contact and independent work, however, it is advisable to reconsider the volume of the contact because, result-oriented practical activity requires the maximum possible time (5 credits allocated for practical disciplines provide such an opportunity)

In order to ensure the assessment of the achievement of the learning outcomes defined by the training course, the curriculum defines the relevant components and criteria for assessing the knowledge of students. The Curriculum Map represents the relationship between the learning outcomes defined by the Curriculum and the courses of study.

The required/additional readings and other study materials indicated in the provided course syllabuses (Curriculum lists 38, only 22 from the syllabus) are consistent with the course content and take into account the learning outcomes, as well as the core course literature package created by the program staff, which is available in the library, along with this, it is desirable to add updated literature on local and international achievements

The student has the right to take an additional (Minor) program (60 ECTS) determined by the program. This is confirmed by the learning outcomes map, coordinated with the program.

---

### **Description and Analysis - Programme 3 (Fashion Design, MA)[1]**

---

The learning outcomes provided for by the educational program of the Master's program "Fashion Design" correspond to the content of the training course.

The program includes updated training courses. Lectures, practical classes, seminars, laboratory work, etc. are determined taking into account the content and learning outcomes of each training course. The volume of the educational program is 120 ECTS credits, of which:

Required	courses	-	87	credits,	
Elective	courses	and	modules	- 33	credits.

Work on a master's thesis - 30 credits;

The program is enriched with an additional component (minor) that enhances the flexibility and practical component of the program, while the student should be given the opportunity to study market relations (it is desirable that market disciplines be actively introduced / added to the program in order to meet the requirements of international design education and the goals of the program itself. This can be done by adding elective disciplines)

Compulsory and other educational materials indicated in the syllabuses take into account the learning outcomes of the course, the program staff has created and has in the library a package of basic literature for training courses, along with which it is desirable to supplement with up-to-date literature on local and international achievements.

#### **Evidences/Indicators**

1. Bachelor program "Fashion Design";
2. Master's program "Fashion Design";
3. Bachelor educational program "Design for textiles and interior";
4. Syllabus of training courses;
5. Map of competences, monitoring of program learning outcomes and target marks;
6. Resolution No. 61(21/22), 6.06.2022: on the approval of the norms of the annual educational, educational-methodical and scientific-methodical workload of academic staff, emeritus, teachers and contract specialists of the public law legal entity - Akaki Tsereteli State University;
7. Results of the survey of students and graduates;
8. ATSU library - <https://library.atsu.edu.ge/>

**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 desirable to increase the contact hours of practical disciplines, taking into account the specifics of training courses and learning outcomes;
- It is desirable to actively add related general humanitarian disciplines (in the form of optional disciplines) to the educational process, which will help students acquire versatile basic theoretical knowledge, form an intellectual and cultural thesaurus;
- In the specified list of mandatory and additional literature, it is desirable to include more literature on new technologies, construction, digital technologies, fashion theory, etc.
- At the beginning of the course of study, it is desirable to teach the basics of specialized disciplines;
- It is desirable to revise the principles of portfolio design.
- Creation of independent educational programs (introduction to the composition of optional disciplines)
- It is advisable to revise the required and additional literature indicated in the syllabuses of the training course - refer to the literature on world achievements in the field of new technologies, digital technologies, fashion theory, etc. Specific email addresses (master classes, seminars, lecture/practical accelerated courses, documentaries and feature films, etc.) must also be indicated.

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

**Programme 1 (Fashion Design, BA)**

**Recommendation(s):**

It is also necessary to take into account the inconsistency of the name of the discipline ("Information Technology") with the content of the program - the discipline "Information Technology" studies network engineering (databases, networks and communication systems, web systems, information protection and security, computing tools, etc.), and according to the curriculum, the discipline teaches graphic programs (Adobe Photoshop, CorelDRAW, Microsoft PowerPoint prepares a presentation). Therefore, it is desirable that this course be taught in the next semester with appropriate content. On the basis of architecture, work should be carried out in space by design methods (supports the development of spatial thinking, etc.). For practical work, it is desirable to add contact hour;

The prerequisite "Graphics" does not correspond to the discipline "Fundamentals of shaping", since the goal and results of the course "Fundamentals of shaping" determine the content of fashion illustration (suit shape, color and content, use of clothes and shoes, textures in a collage, etc.), When in the syllabus the goals and results of "graphics" include a linear-constructive construction of the proportions of objects, linear perspective, chiaroscuro forms, shading of the background, and the assessment is determined by the quality of the graphic composition (still life with household items, drawing a simple plaster relief from life, etc.);

Compulsory disciplines should not have optional disciplines as prerequisites, for example, in the program, the compulsory disciplines "Fundamentals of technical modeling of footwear and leather goods" and "Fundamentals of technical modeling of clothes" have optional disciplines "Fundamentals of technical drawing" and "Technical iconography" as prerequisites.

### **Suggestion(s) - Programme 1 (Fashion Design, BA)**

- It is advisable to add contact hours to the discipline "Computer clothing planning";
- Disciplines "Fundamentals of technical modeling of shoes and leather goods, basics of technical modeling of clothes, basics of clothing technology" - should be taught at the beginning of the course (In addition to contact hours) according to the order of teaching;
- Discipline "Sewing Materials" - the content of the curriculum corresponds to the discipline "Materials Science". It would be appropriate to name the subject "materials science" and teach it at the beginning of the course;
- It is advisable to leave only "Management and marketing in the fashion industry" in the title of the discipline "Management Marketing in the Fashion Industry and Business", because the industry itself means business. Also in the text of the syllabus there is the name "model business" - depending on the content, it is preferable to write "fashion business";
- It is desirable to revise the methods and principles of portfolio design in accordance with the above requirements;
- The Georgian names of the disciplines "History of clothing and fashion trends" and "Cultural heritage of leather goods and fashion trends" should preferably be changed to "History of clothing and trends of fashion (Only the wording of the title in Georgian is considered) " and "Cultural heritage of leather goods and trends of fashion (Only the wording of the title in Georgian is considered)".

### **Programme 2 (Design for Textile and Interior, Bachelor)**

#### **Recommendation(s):**

**Suggestion(s) - Programme 2 (Design for Textile and Interior, BA)**

- Basic subjects are preferably taught at the beginning of the course (in addition to contact hours) in accordance with the sequence of teaching.
- It is advisable to change the name of the discipline "Fundamentals of style selection", for example, the history of interior design" or others. Because the program teaches the stages of interior design development, including styles.
- It is desirable to revise the methods and principles of portfolio design in accordance with the above requirements.

**Programme 3 (Fashion Design, MA)**

**Recommendation(s):**

Discipline "Fashion magazine graphics" - the name of the subject should preferably be defined as "special drawing", "costume design", etc., because According to the content of the curriculum, the task of the discipline is to teach the graphic image of clothing or clothing design. It is also recommended that the required literature includes special literature related to fashion illustration.

**Suggestion(s) -**

- The discipline "Psychology and Sociology of Fashion" (optional) is two independent disciplines of fashion theory, different in their concepts and results, it is not advisable to combine them into one subject and one semester;
- It is also advisable to indicate in the title that it is not taught fundamentally, but is studying basics.

**Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component 1.5 Academic Course/Subject</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<i>Programme 1 Fashion Design, Bachelor of Fashion Design</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 2 Design for Textile and</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Interior, Bachelor's degree educational*

**Programme 3**

*Fashion Design,*

*Master of Fashion Design*





### 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
<i>Programme 1 Fashion Design, Bachelor of Fashion Design</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 2 Design for Textile and Interior, Bachelor's degree educational</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 3 Fashion Design, Master of Fashion Design</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions

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

#### 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 programmes grouped in a cluster have admission preconditions and procedures that are in line with the current legislation, fair, transparent, accessible and relevant to the programmes' content and intended learning outcomes. The admission preconditions for the programmes ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

#### **Description and Analysis - Programme 1, Fashion Design BA**

Programme admission preconditions and procedures for the BA programme "Fashion Design" are in compliance with the legislation in force, are public, transparent and accessible and ensure the engagement of individuals with relevant knowledge and skills to achieve the programme learning outcomes.

Namely, admission to the BA programme is carried out:

- Based on the results of the unified national exams. There are no additional preconditions or exams for the applicants to be enrolled in the programme.
- On the basis of external or internal mobility, in line with the legislative and university norms and regulations.
- Without passing the unified national examinations, according to the rules and deadlines established by the ministry of education and science of Georgia.

The accessibility of the programme admissions preconditions are ensured through the description of the programme, accessible on the ATSU website; in the programme catalog, which is also accessible on the website of the institution, and in the information for entrants of the national examination and assessment center. The institution also holds open days for the prospective entrants and disseminates information on different programmes.

Based on the analysis of the programme admission preconditions, their links with the programme content and learning outcomes and the evaluation process of the programme, including interviews, the programme admissions preconditions of the BA programme in Fashion design complies with the requirements of the accreditation standards and there are no adjustments and changes needed.

#### **Description and Analysis - Programme 2, Design for Textile and Interior, BA**

Programme admission preconditions and procedures for the BA programme "Design for Textile and Interior" are in compliance with the legislation in force, are public, transparent and accessible and ensure the engagement of individuals with relevant knowledge and skills to achieve the programme learning outcomes.

Namely, admission to the BA programme is carried out:

- Based on the results of the unified national exams. There are no additional preconditions or exams for the applicants to be enrolled in the programme.

- On the basis of external or internal mobility, in line with the legislative and university norms and regulations.
- Without passing the unified national examinations, according to the rules and deadlines established by the ministry of education and science of Georgia.

The accessibility of the programme admissions preconditions of the BA programme “Design for Textile and Interior”, as for the programme “Fashion Design” is ensured through the website of the institution - description of the programme, accessible on the ATSU website and programme catalog; through the information for entrants of the national examination and assessment center and disseminated on the open days for entrants.

Based on the analysis of the programme admission preconditions, their links with the programme content and learning outcomes and the evaluation process of the programme, including interviews, the programme admissions preconditions of the BA programme in Fashion design complies with the requirements of the accreditation standards and there are no adjustments and changes needed.

### **Description and Analysis - Programme 3, Fashion Design, MA**

The preconditions for admission to the MA programme “Fashion Design” are in line with current legislation, programme content and learning outcomes and ensure the admission of the persons with relevant qualification and skills to the programme. The admission preconditions to the MA programme in Fashion Design are also fair, transparent and accessible.

The prerequisites for admission to the "Fashion Design" master's educational program are:

- Bachelor's degree in a relevant or related field (or its equivalent).
- Passing the unified national master's exam.
- Passing the university exam in the specialty.
- Foreign language proficiency (English, German, French) at least at B1 level.

Enrollment to the programme is also possible without passing unified masters exams, in line with the requirements of the legislation and through internal and external mobility.

The exam questions and topics for the internal exam are to be published on the website.

### **Evidences/Indicators**

- BA programme “Fashion Design”;
- BA programme “Design for Textile and Interior”;
- MA programme “Fashion Design”;
- Self-evaluation report for the programmes grouped in cluster;
- Interview results.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

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

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 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 main aim of the cluster according to the learning outcomes and the level of education is development of practical skills of students and development of creative skills and their engagement in the scientific research projects. This meets standard as theory, but in practice with all three parts we found it is quite problematic in current reality. In the level of development of practical skills it is recommended to update the content of the practical courses within the curriculum with an up to date topic and themes and to work more towards design orientated areas with high aesthetic value than amateur home made products. High aesthetic value and high professionalism of the presented student work seen in site visit, Fb page unfortunately in many cases has not been present. As a case / It is very appropriate to teach the old traditional technique, but at the university level those acquired skills and the knowledge has to be updated to the next level. Engagement in scientific research definitely has to increase on a higher level of involvement in the bachelor and mainly master final work.

Also it is important to strengthen the process of industrial practice. In SER there is evidence of many agreements, but there is still space to attract more companies.

We encourage you even more to support students to participate on the local scene. From SER is evident a list of students participating within university, regional and international events, exhibitions and festivals, which significantly contributes to the development of the student's creative skills, but this to be ensured on a regular basis. For example, as a good practice is an event, supported by the school, where the final works of students could be presented to the professional and lay public

in Kutaisi in the form of an annual fashion show or exhibition. Also as part of the curriculum should be an online presentation of the student on the web or via social media.

It is also necessary to collaborate with the students from Fashion design, to create not only traditional textiles, but also modern ones and prints and fabrics usable in contemporary fashion. The results we saw on the inspection were at a low level of work of textile amateurs, not educated professionals.

**If necessary, description and analysis according to the education programmes and Analysis - Programme 1 (Name and Level)**

**Description**

**Evidences/Indicators**

- Self-Evaluation Report of the Cluster of Higher Education Programmes
- site visit
- Documentation confirming participation in international competitions (Appendix 13); Program of student conferences 2018, 2019, 2020 (Appendix 13);
- Relevant agreements/memorandums with practice facilities and partner organizations (Appendix 7);
- University's website – about the success of designers

**General recommendations of the cluster:**

In the process of industrial practice, the development of interdisciplinary projects is recommended - combining creativity, technology, design and trade tools and the use of skills;

It is recommended to increase invention and creativity how to transfer the traditional craftsmanship skills to the level of design;

It is recommended to expand more professional relationships with representative companies of the field of fashion

**General suggestions of the cluster:**

Increasing student involvement in research projects in general;

Increasing student involvement in research projects based on individual or academic collaboration;

Increasing student involvement in theory research projects;

Secure that ongoing projects should be based on real practice;

Promoting student initiative in project activities.

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

It is also advisable to collaborate with the students from Fashion design, to create not only traditional textiles, but also modern ones and prints and fabrics usable in contemporary fashion. The results we saw on the inspection were at a low level of work of textile amateurs, not educated professionals.

## 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
<b>Programme 1 (Fashion Design, BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Design for Textile and Interior, BA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Fashion Design, MA)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### Cluster and individual evaluation

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

The structure of educational programs grouped into a cluster determines the possibility of acquiring theoretical knowledge and practical skills and the formation of general and industry competencies, in particular, the training courses provide for such teaching methods as homework, individual work and portfolio, preparation of reports for presentations and conferences.

The training courses include laboratory and practical work, which are monitored weekly through specific assignments, group work and practical work.

In addition, the program provides training and practical training at various enterprises.

During the training period, the following methods are taken into account, developed on the basis of the industry characteristics of "design, industrial design, fashion design, textile design" of higher education: verbal method, practical method, electronic teaching method, demonstration method, laboratory method, discussion/debate, heuristic methods.

Quality conduct of the educational process In order to control the faculty activated the practice of mutual visits to classes. Program staff periodically participate in trainings related to teaching/learning methods, conducted both by the university and by the quality assurance departments of the faculties.

To achieve the goals set by the program, various methods are used in the educational process, including a certain "versatility of theoretical knowledge and research work", in which it is desirable to develop research objects not only using traditional technologies, but also using the entire set of methods specified in the program , in particular, in the results in student work, the importance of heuristic methods should be emphasized, which enables the student to expand the range of creativity.

#### **If necessary, description and analysis according to the education programmes**

##### **Description and Analysis - Programme 1 (Name and Level)**

##### **Evidences/Indicators**

- Fashion Design Undergraduate Education Program and Syllabus;
- Fashion Design Master's Education Program and Syllabus;
- Undergraduate educational program "Design for Textiles and Interiors" and syllabi;
- self-assessment report of the cluster of educational programs;
- Design, industrial design, fashion design and textile design are the hallmark of higher education;
- University website;
- Student works;
- Student portfolio.

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

**General suggestions of the cluster:**

The teaching methods provided by the curriculum of the program, of course, help to assimilate specific material. In addition, it is desirable to actively use heuristic methods in the educational process, since the description of work in syllabuses shows only the modeling process, and not design approaches.

Today, the role of the teacher is expanding. A person-experimenter is in demand, developing and implementing design methods, looking for new forms of education, demonstrating a modern understanding of world processes, necessarily possessing knowledge of information and communication educational technologies, which is reflected in the goals of the program. It is desirable that activities in this direction be clearly defined;

The methods of the teacher, foreshadowing the curriculum of the program, undoubtedly contribute to the assimilation of specific material. In addition, it is desirable to use active heuristic methods in the educational process, since the description of the work in the syllabus shows only the modeling process, and not design approaches;

When self-evaluating cluster programs, it is desirable to specifically indicate the content of trainings related to the methods of training/education of personnel implementing the program;

It is desirable that the results (work) of students of cluster programs reflect heuristic design methods that develop ways to solve problematic problems and non-standard creative thinking;

Inversion methods require an integrated approach, so it is desirable to clearly describe the results obtained by these methods in the syllabuses of cluster programs (considering of specificity).

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Fashion Design, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Design for Textile and Interior, BA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Fashion Design, MA)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

### 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

Compliance with the Accreditation Standard:

**Student Evaluation Procedures:** The university's assessment procedures align with existing legislation and promote fair, transparent, and reliable evaluations. The programs provide students with access to information about evaluation components, methods, and criteria in advance, ensuring transparency.

**Learning Outcome-Based Assessment:** The components and methods of assessment for each academic course correspond to the learning outcomes and the specificity of the course. The programs emphasize providing feedback to students on their learning outcomes to enhance their strengths and identify areas for improvement.

Master's Thesis Defense: The Master's program follows transparent and fair procedures for thesis defense, incorporating peer review by a commission. The involvement of external evaluators in the assessment process ensures objectivity.

Academic and Research Ethics: The university integrates mechanisms for academic integrity, plagiarism prevention, detection, and response during student evaluations, fostering a culture of ethical conduct.

Assessment Appeal Process: Akaki Tsereteli State University ensures a transparent and objective assessment appeal process, enabling students to request a review of evaluation results by another evaluator(s) if needed.

Utilization of Assessment Results: Evaluation results are systematically analyzed to improve the teaching process, ensuring continuous enhancement of the educational programs.

E-Learning and Distance Learning: The university implements student assessment through e-learning and distance learning, maintaining the reliability and validity of evaluations.

#### Analysis of the Educational Programs:

1. "Fashion Design" Bachelor's Program: The assessment system is well-structured, aligning with the regulations and requirements set forth by the Ministry of Education and Science of Georgia. The program provides multiple assessment components and methods, emphasizing both midterm and final evaluations. The introduction of modern evaluation practices and the consideration of specific course requirements contribute to a robust assessment system.
2. "Fashion Design" Master's Program: The evaluation process for the Master's thesis aligns with the set criteria, ensuring fair and transparent defense. The program takes into account the opinions of the head of the topic and the reviewer of the work to maintain high standards of evaluation.
3. "Design for Textile and Interior" Bachelor's Program: The program's assessment system adheres to modern indicators and regulations, providing students with a comprehensive evaluation approach, including midterm and ongoing assessments. The use of various assessment methods and criteria specified in course syllabi enhances the objectivity of evaluations.

#### Conclusion:

Based on the assessment of the provided information, the educational programs at Akaki Tsereteli State University, including the Bachelor's program in "Fashion Design," the Master's program in "Fashion Design," and the Bachelor's program in "Design for Textile and Interior," have been found to comply with the required standards. The university demonstrates a commitment to fairness, transparency, and continuous improvement in its student evaluation practices. Moreover, the programs' alignment with learning outcomes and effective assessment strategies contribute to the quality of education offered to students.

**If necessary, description and analysis according to the education programmes**

## Description and Analysis - Programme 1 (Name and Level)

### Evidences/Indicators

- Bachelor educational program "Fashion Design";
- Bachelor educational program "Design for textile and interior";
- Master's educational program "Fashion Design";
- Syllabus of courses;
- Interviews;
- Resolution No. 5 (17/18) of the Academic Council of Akaki Tsereteli State University of September 15, 2017 on the approval of the student evaluation system at Akaki Tsereteli State University;
- Resolution (17/18) on the procedure for the examination process, organized centralized management and appeal of examinations for bachelor's, single-level (Georgian and English language), master's and additional (minor) educational programs at Akaki Tsereteli State University;
- Electronic system of educational process management of ATSU - electronic dean's office: <http://edean.atsu.edu.ge/dekanati/>;
- Student services: <http://atsu.edu.ge/index.php/students-service-info>.

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

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

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Student Achievements, Individual Work with Them

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

### 3.1 Student Consulting and Support Services

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

### 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

Based on the self-evaluation report of the educational programs, other documents and information obtained as a result of the site visit, it is determined that students receive appropriate support for

planning the educational process, improving academic achievements and career development from the persons involved in the programs and by structural units of the institution.

Interviews with students and graduates during the site visit revealed that students are well aware of the opportunities available in terms of curriculum planning, academic achievement improvement, and employment opportunities.

ATSU places emphasis on providing comprehensive student consultation and support services. Students in the Master's and Bachelor's programs receive regular consultations from program staff and faculty members, which are tailored to meet the specific needs of each student. The university has a well-structured support system that includes group curators, tutors, and representatives from student self-government who offer assistance and guidance to students on various academic and administrative matters.

The university's Student Support and Development Services play a crucial role in facilitating student success. The electronic case management system, eFlow, streamlines student services, making it easier for students to access the support they need. Students have access to career development services, counseling, and academic advising, which contribute to their personal growth and academic achievement.

ATSU is committed to integrating students into the internal university community. The university fosters a supportive and inclusive environment that encourages students to participate in various projects, events, and international exchange programs. Students in the Master's program have ample opportunities to engage in local and international projects, conferences, and creative activities relevant to their level of education.

The university actively informs students about relevant local and international projects and events, enabling them to align their academic and research objectives with these opportunities. Through these initiatives, students develop a broader perspective and enhance their skills and knowledge.

Students have showcased their talents and skills in some competitions, exhibitions, and conferences. Notably, students from the "Fashion Design" program have excelled in the annual international competition "Pecherski Kashtany" in Ukraine, receiving prestigious awards and recognition. The university's commitment to promoting extracurricular activities is further evidenced by the decision to consider student engagement as one of the criteria for scholarship awards.

To further support students' academic and career development, it is suggested that the university takes into account students' desire for more exchange programs. By increasing international exchange opportunities, students can gain valuable global perspectives and broaden their cultural awareness.

In conclusion, the Master's and Bachelor's educational programs "Fashion Design," "Design for Textile and Interior," and "Applied Design" at Akaki Tsereteli State University (ATSU) meet the accreditation standard's requirements. The university's dedication to providing effective student consultation and support ensures that students receive the guidance they need for academic and professional success.

**If necessary, description and analysis according to the education programmes**

**Description and Analysis - Programme 1 (Name and Level)**

-

**Evidences/Indicators**

- Bachelor educational program "Fashion Design";
- Bachelor educational program "Design for textile and interior";
- Master's educational program "Fashion Design";
- Interviews;
- Regulation of Student Support and Development Service of ATSU;
- Statute of the Service of Foreign Relations and Strategic Development of ATSU;
- Resolution No. 39 (13/14) on approval of curator's rights and duties;
- Regulation of educational process management services in the university;
- Resolution No. 27(19/20) of the State Council of the State of Akaki Tsereteli on approval of the rules for the appointment of university and other scholarships;
- Resolution No. 14 (14/15) of the representative council of ATSU of 6.04.2015 - "On the approval of the regulation on the establishment of assistance to cover the financial obligation (tuition rent) for the students of Akaki Tsereteli State University";
- Websites confirming participation in various events by students of the program.

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

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

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

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 Fashion Design, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

The university has elaborated regulatory documents that outline the rights and duties of the supervisor and co-supervisor, as well as the process of appointing, changing, and regulating the supervision/co-supervision of Master's students. This ensures clarity and consistency in the supervision process.

The program ensures that the supervisor conducts consultations with Master's students on a regular basis. The frequency of these consultations is tailored to the specificity of the research topic and program. The supervisor plays a crucial role in guiding students through various aspects of their research process, including research design, project management, research methodology, professional development, thesis writing, integration into scientific networks, participation in scientific events, publishing scientific papers, and applying for scientific grants. This comprehensive guidance contributes to the academic and research growth of the students.

If necessary, the Master's program supports the inclusion of co-supervisors to assist the students in implementing the scientific-research component. The involvement of co-supervisors is based on

mutual agreement with the main supervisor and the Master's student, ensuring additional support and expertise in complex research areas.

The university has developed a methodology for determining the ratio of supervisors to Master's students. This methodology ensures effective management of the supervision process and prevents an overwhelming number of students per supervisor, allowing for personalized attention and quality supervision. The university has also established mechanisms for evaluating the quality of supervisor and co-supervisor activities in guiding Master's theses.

Based on the provided information, the "Fashion Design" Master's Educational Program at Akaki Tsereteli State University meets the accreditation standard for the supervision and co-supervision of Master's students. The university's commitment to providing quality guidance and support to Master's students ensures a conducive learning environment for academic and research growth.

**If necessary, description and analysis according to the education programmes**

**Description and Analysis - Programme 1 ( Master in Fashion Design)**

-

<b>Data related to the supervision of master's/doctoral students Programme 1 (name, level)<sup>7</sup></b>	
Number of master's/doctoral theses supervisors	8 (planned)
Number of master's students	8 (planned)
Ratio - supervisors of master's theses/master's students	The program is new

**Evidences/Indicators**

- Master's educational program "Fashion Design";
- Interviews;
- Personal data of supervisors of master's thesis;

---

<sup>7</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

- Rule of execution and assessment of master's thesis, Resolution of the Academic Council No. 38 (20/21) 15.07.2021;
- Resolution #29 (17/18): on the determination, approval, approval, recording and approval of the procedure for checking the performance of academic staff, emeritus, teachers, contract and hourly specialists invited by the contract and hourly specialists of educational and scientific-methodical workloads;
- Resolution No. 65(18/19): on the approval of the norms of the annual educational, educational-methodical and scientific-methodical workload of the academic staff, emeritus, teachers and specialists invited by the contract of the legal entity of public law - Akaki Tsereteli State University.

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

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

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 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 1 (Fashion Design, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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

Personnel implementing educational programs grouped in a cluster are turned on in the program in accordance with the legislation and internal documents of the university. The main resource of teachers is multi-year professional experience, also, it is desirable that the management of the training program takes care of attracting young staff (teachers), which is a mandatory condition for the sustainability of the program. Selection of professorial staff is carried out by an open competition, which includes the following

categories of staff selection: pedagogic stage; Compliance with the candidate's profile Compliance with formal scientific qualifications and scientific work profile; scientific research Scientific grant projects (last 10 years); concept of scientific studies; Each category has its own criteria. One of the important conditions of the competition is the pedagogical experience and, accordingly, the syllabus presented in the program.

Professor's position - a person with a doctor's degree or an equivalent academic degree, who has at least 6 years of scientific-pedagogical work experience;

The position of associate professor - a person with a doctor's degree or an equivalent academic degree, who has at least 3 years of experience in scientific-pedagogical work;

The position of assistant professor - a person with a doctorate or equivalent academic degree for a period of 3 or 4 years.

The university has the right to invite a specialist with the appropriate qualifications to participate in the educational and (or) scientific research process and (or) lead this process without having a scientific or teaching position on the basis of an employment contract (the dean of the faculty makes a presentation to the rector in consultation with the head of the administration). The teacher has the right to conduct seminars, practical and laboratory work without holding an academic position.

Faculty and visiting staff are involved in student advising and program development processes in addition to teaching.

Composers of the workload of the professorial staff, meritorious teachers and specialists recruited under the contract are : educational-contact; educational and methodical; educational and organizational; Management of masters; guidance aspirants; management of seminary work, provided by the doctoral program; management of the educational program; management and conducting of educational, production, pedagogical, professional, field and other types of practice, curatorship-mentoring; preparing a monograph, publishing, editing, reviewing; preparing, updating, publishing, editing, correcting, translating a lesson or lecture; preparation, renewal of the educational program; implementation of methodical joint researches; preparation of syllabus; preparation, publication, translation, review of scientific articles; organization-management, participation in scientific conferences; membership in the editorial board of scientific publications; preparation of students for scientific conferences, management of student scientific circles; submission of a scientific grant project, participation; Reviewing, evaluation of doctoral dissertations, membership in the expert committee of the faculty of doctoral dissertations and other types of scientific activity

The personnel implementing the educational programs united in the cluster published 102 scientific articles in international publications, presented 147 reports at international conferences, participates in trainings and consultation meetings organized by the quality assurance service of the university, as well as in other types of trainings and seminars related to employers, schools and colleges, and at the same time implement professional, master's and doctoral programs. The University has signed agreements with 17 local and international organizations in accordance with the profile of their programs.

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

The leaders of the undergraduate educational program "Fashion Design" have many years of experience in the development and implementation of the educational program, took an active part in the process

of preparing for admission to universities, the training courses they have taken over the years, scientific papers published in domestic and foreign publications, and created training - teaching aids in full accordance with the program being implemented, the specifics and learning outcomes, Scientific articles published by program managers in international journals are assigned SOI, DOI, ISI indexes and can be searched in Clarivate Analytics, Thomson Reuters Researcher ID, Google Scholar, Research Bible, Open Academic Journals Index, Turk Egitim Index, Directory of the Abstract Indexing for Journals and other databases.

They participate in seminars held by government agencies, which contributes to the development of the industry and the program. They participate in international projects, also encourage students to participate in the annual international competition of young Ukrainian designers "Pecherskiy chestnuts" and organize their participation in student conferences, etc.

4 professors, 10 associate professors, 2 assistants and 22 invited specialists are involved in the implementation of the undergraduate program. Including 15 invited employees who speak foreign languages. The program has a semester revolving workload scheme for academic/scientific and visiting staff, which includes teaching and/or research and other workload based on the functions and responsibilities assigned to them, and their number is equal to the number of students, as well as consultation hours are provided to each student. The institution provides study, analysis of quantitative indicators of educational programs, including indicators of academic/scientific/invited staff turnover, and uses the results obtained to increase the degree of sustainability of the program. The head of the program has the necessary knowledge and experience for the development of the program in accordance with the level of the program, her competence is confirmed by relevant education, practical experience and/or scientific works; The head of the program participates in the evaluation and development of the program, is involved in the implementation of the program, counseling of students, in various events planned within the framework of the program.

<b>Programme 1 (Fashion Design, BA)</b>				
<sup>8</sup>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>9</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>10</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	14	10	10	14
<b>- Professor</b>	4	4	4	4
<b>- Associate Professor</b>	10	6	6	10
<b>- Assistant-Professor</b>	0	0	0	0
<b>- Assistant</b>	0	0	0	0
<b>- Invited Staff</b>	24	7	3	24

<sup>8</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>9</sup> Staff implementing the relevant components of the main field of study

<sup>10</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Scientific Staff	0	0	0	0
--------------------	---	---	---	---

### Description and Analysis - Programme 2 (Design for Textile and Interior, BA)[1]

The faculty of the Faculty of Design and Technology of the Faculty of Engineering and Technology, as well as the faculty of the Faculties of Business, Humanities, Law and Social Sciences, the Faculties of Exact and Natural Sciences, the Faculty of Agriculture and teachers of the Language Center participate in the implementation of the undergraduate program "Textile Design and interior."

The persons implementing the undergraduate program are research scientists with appropriate qualifications, who have many years of experience in the academic space and achieve learning outcomes, including specialists who have research results published in scientific journals, coordinating and participating in the development of the program, implementation and in the development, the students of the master's course are also involved in the development of the program.

Practicing designers who participate in international and local seminars and grant projects work in the work. 3 professors, 9 associate professors, 1 assistant professor, 23 invited specialists are involved in the implementation of the undergraduate program. The institution provides quantitative indicators of educational programs, studies academic/invited teachers, analyzes and uses the results to improve the quality of the program. The program has a semesterly renewable workload scheme for academic/scientific and invited staff, which includes teaching and/or scientific-research and other workloads depending on the functions and duties assigned to them, hours allocated for student consultations are provided, as well as, the number of academic/scientific/visiting staff is adequate in relation to the number of students.

The head of the program has the necessary knowledge and experience for the development of the program according to the level of the program, his competence is confirmed by relevant education in the field and practical experience in the educational process. She participates in the evaluation and development of the program, is involved in the implementation of the program, in various events planned within the program.

<b>Programme 2 (Design for Textile and Interior, Bachelor of Design)[1]</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>11</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>12</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	13	7	7	13

<sup>11</sup> Staff implementing the relevant components of the main field of study

<sup>12</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Professor	3	2	2	3
- Associate Professor	9	5	5	9
- Assistant-Professor	1	0	0	1
- Assistant	0	0	0	0
- Invited Staff	23	7	3	
- Scientific Staff	0	0	0	0

### Description and Analysis - Programme 3 (Fashion Design, MA)[1]

The heads of the educational program of the Master's program "Fashion Design" are professors of the Department of "Design and Technology", who have many years of experience at the university. For many years they have been actively involved in the development and implementation of the master's educational program, the training courses they read, the works published in domestic and foreign scientific publications, and the developed teaching aids are in accordance with the specifics and results of the educational program, as well as are participants in scientific grant projects.

5 professors, 8 associate professors, 6 invited specialists (academic doctors) were involved in the implementation of the master's educational program "Fashion Design".

<b>Programme 3 (Fashion Design, Master of Fashion Design)[1]</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>13</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>14</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	13	13	13	13
- Professor	5	5	5	5
- Associate Professor	8	8	8	8
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
- Invited Staff	6	6	6	6
- Scientific Staff	0	0	0	0

<sup>13</sup> Staff implementing the relevant components of the main field of study

<sup>14</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

## Evidences/Indicators

1. Program implementing personnel according to training courses;
2. Personal information of program leaders;
3. Personal information of the staff implementing the program;
4. Official instructions and samples of labor contracts of the staff implementing the program;
5. Resolution #173: Methodology for determining the number of academic and visiting staff;
6. Resolution N111 (17/18) of the Academic Council of Akaki Tsereteli State University, June 28, 2018: On approval of selection criteria for academic staff of Akaki Tsereteli State University by competition;
7. Information about the announcement of the competition and attestation: <https://atsu.edu.ge/index.php/acad-council-separator/akad-sabcho-dadgenilebebi?task=document.viewdoc&id=843>
8. Resolution No. 65(18/19): on the approval of the norms of the annual educational, educational-methodical and scientific-methodical workload of the academic staff, emeritus, teachers and specialists invited by the contract of the legal entity of public law - Akaki Tsereteli State University;
9. Resolution #150 of the Representative Council of the TSU on 28.02.2018. on the approval of the regulations, structure and official instructions of the engineering-technological faculty;
10. Educational profile of the Faculty of Engineering and Technology: <http://atsu.edu.ge/index.php/programs-profile-geo>;
11. Research profile of the Faculty of Engineering and Technology: <http://atsu.edu.ge/index.php/technological-research-profile-geo>;
12. "Smart specialization in Georgia for regional growth and in the process of entrepreneurial discovery" about the participation of the Faculty of Engineering and Technology: <https://atsu.edu.ge/ge/news/207-chkviani-spetsializatsia-sakartveloshi-regionuli-zrdistvis-dametsarmeo-aghmochenis-protsebi>;
13. Involvement of the Faculty of Engineering and Technology in "Smart Specialization in Georgia" and Entrepreneurial Discovery Process (EDP) workshops in Imereti: <https://atsu.edu.ge/ge/news/1110-sainzhinroteknologiuri-pakultetis-chartuloba-chkviani-spetsializatsia-sakartveloshi-dametsarmeo-aghmochenis-protsebi-imeretshi-edp-samushao-shekhvedrebshi> ;
14. [https://scholar.google.com/citations?hl=ru&user=1pG\\_ClYAAAAJ&view\\_op=list\\_works](https://scholar.google.com/citations?hl=ru&user=1pG_ClYAAAAJ&view_op=list_works)

**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)

1. It is desirable that the management of the training program takes care of attracting young personnel (teachers), which is a necessary condition for the sustainability of the development of the program.
2. It is desirable to include design practitioners in the educational process.

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

**Programme 1** (Fashion Design, BA)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (Design for Textile and Interior, BA)

**Recommendation(s):**

**Suggestion(s):**

**Programme 3** (Fashion Design, MA)

**Recommendation(s):**

**Suggestion(s):**

### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<i>Programme 1 Fashion Design, BA</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 2 Design for Textile and Interior, BA</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programme 3 Fashion Design, MA</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 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 1 (Fashion Design, MA) <sup>15</sup>			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>16</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	8	8	8
- Professor	3	3	3
- Associate Professor	5	5	5
- Assistant-Professor	0	0	0
Invited Staff	6	6	6
Scientific Staff	0	0	0

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

The heads of the undergraduate educational program "Fashion Design" are the professor of the "Design and Technology" department, the associate professor and the academic doctor, teacher, designer. From the enclosed document listed in SER Annex 9... HEI in prepared 11 paragraphs point out that they have developed/prepared transparent qualification requirements for the MA thesis and supervisor / co-supervisor, which are in line with the requirements of the Master level supervision and respond to the specifics of the programme and international best practice. The possibility to have co/supervisor/ is very beneficial. Despite the fact of lacking the professional experienced supervisor specialized in the field of contemporary fashion in the current situation it would be even more beneficial to enrich the teaching staff by new experts from the fashion design profession. Depending on the topic of the thesis, the master's student may have a scientific co-supervisor, hopefully it will practically work well.

<sup>15</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>16</sup> These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Because as it's stated, that the scientific supervisor of each Master student should be equipped with the latest knowledge, and actively participated in scientific studies and has published a scientific paper (in art - creative / performing project), which corresponds to the general theme and direction of the theses of MA students.

Co-Supervisors are defined as academic staff equipped with the latest knowledge, who are actively involved in scientific research activities according to directions and have published scientific works, or have relevant professional experience that corresponds to the general topic and direction of the master's thesis.

#### **Evidences/Indicators**

- Personal data of supervisors of master's thesis (Appendix 5...unfortunately I could open it its i Rar program;
- Rules for completing and evaluating the master's thesis;
- Resolution of the Academic Council No. 38 (20/21) 15.07.2021 (Appendix 9);
- meeting with teaching staff.

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

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

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

#### **Programme 1 (Fashion Design, MA)**

##### **Recommendation(s):**

University should invite /employ the new teaching staff, mainly the leading person in the area of fashion design who can absolutely secure productive supervision to master students.

##### **Suggestion(s):**

.....

#### **Evaluation**

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, MA)	<input type="checkbox"/>	<b>x</b>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.3 Professional Development of Academic, Scientific and Invited Staff

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

##### 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

Evaluation of the programme staff and analysis of the results is carried out annually. The process is regulated by the resolution of the Academic Council "On approval of the norms of the annual educational, educational- methodical and scientific-methodical workload of the academic staff, emeritus, teachers and contract specialists of the legal entity of public law - Akaki Tsereteli State University" ( No. 65(18/19) 10.07.2019). The individual workload of each staff member is approved yearly at the meeting of the department, then presented to the dean of the faculty and approved by the faculty council. The workload includes educational, educational-methodical and scientific workload of the staff. The fulfillment of the approved workload is monitored and when needed, a special commission is created to qualitatively evaluate the results of the scientific work of the staff. Peer classroom observations are also used to evaluate the teaching process, as well as the student survey results. The staff is notified on the strengths and areas for improvement. Therefore, based on the analysis of the SER, relevant documents and the interview results, staff performance of the programs grouped in a cluster is evaluated regularly, and the results of the evaluation are analyzed and used. The evaluation of staff performance includes evaluation of their teaching and scientific performance.

Information on using staff evaluation results and on the staff development activities was provided by the institution and was additionally requested during interviews. It should be noted that staff's research activities are reflected in bonuses, to increase motivation of the staff. Therefore, the results of evaluating staff performance is used for the staff remuneration and motivation.

Staff development activities are organized for the professional development of the staff implementing the programs grouped in a cluster. The staff implementing the programmes grouped in a cluster participate in the staff development activities, including the activities, trainings and workshops organized by the QA department, for example: quality culture and continuous process of quality improvement, knowledge management, course monitoring and European standards, education for sustainable development, quality assurance policy of the policy of the institute of Social Sciences, trainings on working with library services and scientific bases, trainings organized by the support of

GIZ, trainings on formation of learning outcomes, trainings on National Qualifications Framework, development activities for increasing skills and competencies of staff for online learning, etc. Also, the training of anti-plagiarism and publication were attended by the staff implementing the programs.

The effort of the institution and QA department for staff development and support of the staff development activities are acknowledged, however, there is still a need to increase effort in the staff development activities with a focus on the specificities of the programs grouped in a cluster. Namely, based on the goals of the programs, more focus must be on the creative programs and contacts international and local educational institutions, representatives of the arts, local and international practitioners. Also, it is advisable to actively conduct international and local seminars and master classes by invited practitioners. The abovementioned will ensure closer links with the creative world of design and practitioners in the field, contributing to the staff development, as well as development of the programs and students.

Staff implementing the programmes grouped in a cluster also participate in scientific grants projects, according to the SER, 3 scientific grant projects are currently being implemented in the “Design and Technology” department. For example, since 2022, a project funded by Shota Rustaveli Foundation has been implemented at the department on the traditional Georgian ornament and the traditional and modern ways for textile. Staff receive support for participating in the scientific research activities and conferences. E.g. participation of one of the staff members in the conference was financially supported by the institution, upon request. However, the programme budget does not reflect the staff development activities and based on the interview results, the activities are financed by the central university, or faculty budget, which makes evaluation of the financial support of the activities hard to evaluate. The topic will be addressed in the evaluation and analysis of the standard 4.5.

According to the SER, the department implementing the programmes grouped in a cluster have close cooperation with foreign universities of the same profile. The closest cooperation is with the countries of the region and Post-Soviet countries: Ukraine, Azerbaijan, Armenia, Russia, etc. Memorandums with the European universities are also in place, but the cooperation with the universities need strengthening (e.g. Czech Republic, Italy, Lietuva). For deepening the relations with the European universities, planning and implementing cooperation activities, including sharing the experience and good practice of different Western universities, supporting staff’s English language proficiency is needed. ATSU does support staff in increasing the knowledge of English, however, the number of staff with proficiency in English is low. To support the aspirations of the university in internationalization and staff development, especially in the field of design, a working level of English is required, therefore, it is recommended that the university continues supporting staff and offers English-language programs to staff and motivates the staff to participate in the mentioned development activity.

#### **Evidences/Indicators**

- Self-evaluation report of the programs grouped in a cluster;

- Interview Results;
- QA department reports;
- Information on staff development activities;
- Information on using staff evaluation results;
- Resolution of the Academic Council of ATSU "On the approval of the norms of the annual educational, educational-methodical and scientific-methodical workload of the academic staff, emeritus, teachers and specialists invited by the contract of the legal entity of public law - Akaki Tsereteli State University" (No. 65(18/19) 10.07. 2019):
- Reciprocal attendance and classroom performance evaluation policy;
- Current scientific-research grants and activities.

**General recommendations of the cluster:**

Based on the goals of the programs, it is necessary to develop appropriate measures for the continuous development of teachers (lifelong education programs, educational and creative programs, constant contacts with international and local educational institutions, representatives of the arts, local and international practitioners) and actively conduct international and local seminars and master classes by invited practitioners.

**General suggestions of the cluster:**

Continue to support increasing the English-language proficiency among staff, which will support international aspirations of the programs grouped in the cluster.

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.4. Material Resources

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

---

#### Cluster and individual evaluation

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

Educational programs grouped into a cluster are carried out in classrooms and laboratories, where the material and technical base basically corresponds to the process of implementing training courses in the direction of artistic and constructive planning and technology of clothing and footwear. From the site visit it was evident that the equipment is quite outdated, it is necessary to supplement with higher quality and contemporary machines and other resources according to the subjects.

Classrooms are equipped with target equipment, computers, projectors, but the space generally needs to be more creative than technical laboratories in the area of design.

The training and production and research laboratories are provided with a system of natural and artificial lighting, heating, fire-fighting equipment is placed in a conspicuous place in the building, first aid is provided by a doctor and a nurse. The building is monitored by a video surveillance system, the yard and the building are guarded by the security service. The educational process should have available working materials for practical activities, and in basic and auxiliary materials, but evidence shows availability of only basic material, unfortunately in low quality.

Taking into account the student body of the faculty and the activities of the teaching staff, based on the relevant criteria and their respective shares, the university administration, in accordance with the decision of the representative council, transfers funds to the faculty, where the funds are spent in accordance with the needs of the educational programs. The suggestion is that the funds of the faculty need to be increased.

The examination center ensures the implementation of educational programs united in a cluster; University Library and Reading Rooms; Computer centers with the latest computer equipment connected to the Internet and equipped with appropriate software packages.

The website of the university contains information about scientific bases, where students and employees of ASU have the opportunity to get acquainted with the modern achievements of the industry. Students are informed about library resources, the head of the library regularly holds introductory meetings, including using scientific databases.

In the syllabus of all courses of the program, the specialized literature in Georgian is indicated, which is compiled by the staff implementing the course and is fully placed as a book of the university library in the fund in printed and / or electronic form., it is also important that the curriculum literature is updated with international literature. Electronic versions are available to the student both at the university and online with direct contact with the teacher. With distance learning, all necessary educational resources are provided to teams through the Microsoft Teams platform.

Students have unlimited access to the university's e-catalogue and e-library <http://elibrary.atsu.edu.ge/lms/>, where they can easily find the learning resources they need, including e-lecture/training courses created by the academic staff implementing the program / but from evidence in site visit there was not much relevant literature. The Online Catalog Service (OPAC) of the integrated library system is included in the university. The library has access to electronic databases, and students can use the following scientific resources of the library.

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

The material and technical base of the university ensures the fulfillment of the tasks of the bachelor's program "Fashion Design" and the achievement of the desired learning outcomes.

Students are provided with working material, and infrastructure and material and technical resources are available without restrictions, namely: classrooms equipped with the necessary equipment, conference rooms, study rooms of academic and administrative staff, a library, FabLab on campus offers students a variety of targeted activities.

The university has access to international library databases, in connection with the pandemic and distance learning, the university allowed students to have access to international library databases outside the university, Georgian literature and textbooks provided for by the program programs are available in the library fund, however, in order to improve the quality of teaching in curricula, it is desirable to indicate international literature.

### **Description and Analysis - Programme 2 (Design for Textile and Interior, BA)**

The material and technical base of the university ensures the fulfillment of the tasks of the bachelor's program " Design for Textile and Interior " and the achievement of the desired learning outcomes.

Students are provided with working material, and infrastructure and material and technical resources are available without restrictions, namely: classrooms equipped with the necessary equipment, conference rooms, study rooms of academic and administrative staff, a library, FabLab on campus offers students a variety of targeted activities.

The university has access to international library databases, in connection with the pandemic and distance learning, the university allowed students to have access to international library databases outside the university, Georgian literature and textbooks provided for by the program programs are available in the library fund, however, in order to improve the quality of teaching in curricula, it is desirable to indicate international literature.

### **Description and Analysis - Programme 3 (Fashion Design, MA)**

The material and technical base of the university ensures the fulfillment of the tasks of the Master 's program, "Fashion Design " and the achievement of the desired learning outcomes.

Students are provided with working material, and infrastructure and material and technical resources are available without restrictions, namely: classrooms equipped with the necessary equipment, conference rooms, study rooms of academic and administrative staff, a library, FabLab on campus offers students a variety of targeted activities.

The university has access to international library databases, in connection with the pandemic and distance learning, the university allowed students to have access to international library databases outside the university, Georgian literature and textbooks provided for by the program programs are available in the library fund, however, in order to improve the quality of teaching in curricula, it is desirable to indicate international literature.

### **Evidences/Indicators**

- Syllabus of educational programs;
- Educational profile of the "Design and Technology" department;
- Research profile of the Faculty of Engineering and Technology:  
<http://atsu.edu.ge/index.php/technological-research-profile-geo>;

- Ac. Cabinet-laboratories, auditorium and laboratory infrastructure, computer center of the Department of "Design and Technology" in Buildings VII and XIII of Tsereteli State University;
- University study halls;
- University library services - <https://library.atsu.edu.ge/>; - <https://www.cambridge.org/core>; - <http://www.eifl.net/e-resources/oxford-journals-collection> - <https://www.dukeupress.edu>; <https://us.sagepub.com/en-us/nam/IMEche>; - <https://www.sciencedirect.com/science/jrnlallbooks/sub/artsandhumanities>; - <https://www.scopus.com/home.uri>.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

It is desirable that international literature be actively represented in the program taking into account the specifics (international advances in technology, methodological approaches in technology, works / analyzes of theorists, modern catalogs, educational videos, documentary archives);

It is desirable that the Flalab space be actively used by „Design for Textile and Interior” students, for example, to implement startups and student projects, to create innovative ideas and prototypes, to conduct training courses, etc;

It is recommended to increase the quality of the individual studio equipment;

It is recommended to improve the spatial possibility of the workshops and its cozy and creative appearance.

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

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

.....

## Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

---

#### 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 formation of budgets of the programmes grouped in a cluster is regulated by the Resolution No. 175 of the Representative Council of the ATSU - on the principles of substantiation of the programs of the Akaki Tsereteli State University. The programme budgets are planned based on the costs associated with the programme development and with the means of specially developed form.

The main source of income of the programmes is the tuition fee, based on which the programme budgets are calculated, and faculties are also provided with the limits of free spending. The budgets of the programmes grouped in a cluster are financially feasible and ensure implementation of the programmes, however, some costs necessary for programmes' development are not clearly defined in the budget or are not sufficient. Based on the interview results, other costs, like staff development costs or costs of some creative or scientific activities can be born by faculty and/or central university budget, however, it is advisable that the programme budgets clearly reflect the costs associated with the development of the programmes and the field, especially, taking into account that the creative

activities are usually associated with the costs. Increasing the financial resources allocated for the development of the programmes grouped in a cluster is needed, to ensure sustainable development of the programmes and field at the institution.

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

The budget of the BA programme Fashion Design is calculated based on following cost drivers:

- Costs of teaching/academic costs, based on the contact hours of the program (30639.4) ;
- Costs of practical component (800);
- Costs of administrative and support staff (3000);
- Other costs, composed of: utility costs, taxes, infrastructure development costs, other costs (total - 13600).

The program has risk insurance of 0.1%. Based on the costs of the program, calculated on 1 group, the optimal number of students is 23. The source of funding the program is students' tuition fees.

Based on the analysis of the program budget, there is no information on alternative sources of income, as for the economic feasibility of the programme budget, the income received from tuition fees is sufficient to cover the costs of the programme as outlined in the budget. However, as mentioned in the description and analysis of the standard 4.3, the programme budget does not outline the costs associated with staff development, nor for the creative activities. Even though the program has the item of "other costs", it is not clear what budget is allocated to the programme development, including staff development activities and the allocated resources do not seem sufficient for developing the programme, especially taken into account the fact that fashion design is a costly programme.

#### **Description and Analysis - Programme 2 (Design for Textile and Interior, BA)**

The budget of the BA programme "Design for Textile and Interior" has the same structure and cost drivers as the BA programme in Fashion Design, with the same cost-drivers. The costs of teaching/academic costs and costs of administrative/support staff is almost similar, but the costs for infrastructure development (1000) and other costs (2300) is much lower.

The budget of the programme reflects income received from tuition fees and is economically feasible, however, the budget allocated for the programme development is vague, as in case of the BA program in Fashion Design.

#### **Description and Analysis - Programme 3 (Fashion Design, MA)**

As mentioned, the programmes grouped in a cluster have similar structure and similar cost drivers, therefore, the description of the budget of MA Programme "Fashion Design" focuses only on different aspects of the programme budget. The budget of the MA programme includes the costs associated with the research component of the programme, namely, in the costs of staff. The budget items of "other costs" is equal to 1500 GEL, and there is no budget for infrastructure development.

The budget allocated to the MA programme in Fashion Design is economically feasible and sufficient to cover the costs associated with running the programme, but once again, whether the budget is sufficient for the development of the programme, is not clear.

**Evidences/Indicators**

- Resolution No. 175 of the Representative Council of the ATSU - on the principles of substantiation of the programs of the Akaki Tsereteli State University;
- Budgets of the programmes grouped in a cluster;
- Interview Results.

**General recommendations of the cluster:**

It is recommended to ensure financial support necessary for the development of the programmes grouped in a cluster.

**General suggestions of the cluster:**

It is advisable that the programme budget of the programmes grouped in a cluster includes different costs associated with the development of the programme, including staff development.

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

**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
<b>Programme 1 (Fashion Design, BA)</b>	<input type="checkbox"/>	●	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Design for Textile and Interior, BA)</b>	<input type="checkbox"/>	●	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Fashion Design, MA)</b>	<input type="checkbox"/>	●	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5. Teaching Quality Enhancement Opportunities

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

#### 5.1. Internal Quality Evaluation

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

##### 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 staff of the programmes grouped in a cluster collaborates with the internal quality assurance department when planning the process of programme quality assurance, developing assessment instruments and implementing assessment processes.

Based on the analysis of the provided documents, self-evaluation report, minutes of the meetings of the self-evaluation team and programmes' development process overall, as well as results of the interviews conducted with the self-evaluation team, programme staff and QA department, the process of working on the self-evaluation report and developing programmes for the accreditation was a collaborative effort of the team.

Self-evaluation team was composed of all the relevant parties and stakeholders and the delegation of responsibilities within them ensured the contribution of each party. Together with internal stakeholders, like students and the academic and administrative staff, external stakeholders, like employers and graduates, demonstrated involvement in the process. The SER presented is informative and provides relevant information and analysis for the programmes' evaluation and the work of the team is complemented.

Out of the three programmes grouped in a cluster, two are new (Design for Textile and Interior, BA; Fashion Design, MA) and the continuous improvement of the programmes based on utilization of the internal QA mechanisms is not possible. However, the provided documents, evidence of implementation of the internal QA mechanisms for the existing programme and interview results demonstrate that the QA process of the programmes grouped in a cluster is based on the PDCA cycle and the approach will be used for the newly developed programmes as well.

In ATSU Educational Programme Quality Assurance Policy, there is the procedure for initiating, planning and approving the educational program, and the programmes grouped in a cluster, based on the policy, have undergone following stages of internal evaluation:

1. Discussion of the idea, selection of leaders - approval;
2. Assessment of key parameters and resources;
3. Developing, reviewing and approving the program and its constituent components (curriculum, study plan, syllabi, appendices, etc.).

The QA mechanisms and tools implemented at ATSU envisage modification of the processes for online/distance learning. Namely, during the distance learning caused by the pandemic, the quality assurance service of the faculty had access to the ongoing learning process in all groups, which allowed to observe the process, make timely decisions and support students and for academic staff.

The faculty QA service presented to the academic staff the interim evaluation two times and recommendations on the distance learning, posted information about plagiarism and academic integrity for students in Microsoft teams groups, which was important for the evaluation of students and for the proper conduct of the examination process. Also, the faculty quality assurance service, together with the administration of the dean's office, was involved in individual counseling for academic staff.

#### **Evidences/Indicators**

- Self-evaluation report;
- Interview results;
- "Akaki Tsereteli State University quality assurance concept". Resolution of the Academic Council of the Academic Council - No. 49 (17/18), 09.02.2018;
- Minutes of the "Design and Technology" department and faculty meeting on approving and reviewing the program;
- Minutes of the meeting of the self-evaluation team;
- University/faculty quality assurance service reports;
- Conclusions of the quality assurance service of the faculty on programs.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and Suggestions according to the programmes (if any): -**

## Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Fashion Design, BA)</b>	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Design for Textile and Interior, BA)</b>	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Fashion Design, MA)</b>	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2. External Quality Evaluation

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

#### 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 educational programmes grouped in a cluster utilize the results of external quality assurance on a regular basis.

“Fashion Design ” BA programme was accredited in 2011 (“Applied Design”) and accreditation recommendations are implemented by the programme. During the implementation period of the programme, namely in 2011-2018, the self-evaluation report for the programme was prepared for every year and sent to the NCEQE. Also, based on the changes in regulations and external QA requirements, the programme has undergone changes and relevant external QA evaluation. For example, in 2019-2020, the program came into compliance with the new requirements of the field classifier and the qualifications framework, the corresponding report was sent to the National Center for the Development of the Quality of Education and was reviewed and approved by the Accreditation Council.

The programmes grouped in a cluster also have undergone expert, employer and peer evaluation for the development of the quality of the programmes.

**Evidences/Indicators**

- SER;
- Interview Results;
- Evaluations of external experts.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and Suggestions according to the programmes (if any): -**

**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
<b>Programme 1 (Fashion Design, BA)</b>	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Design for Textile and Interior, BA)</b>	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

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

---

#### 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 monitoring and evaluation of the programmes grouped in a cluster is carried out in accordance with the concept of quality assurance of ATSU, namely, based on the current educational programmes' development procedure, which is used for the evaluation, development and updating of the study programs. Based on the analysis of the existing policies and practices for internal QA assurance, results of the implementation of the QA mechanisms, there is a well-established system of QA, and the programme monitoring and evaluation is conducted with the involvement of relevant stakeholders through systematic data collection, study and analysis and the results are applied for the programme improvement.

Every year, the faculty QA service develops an action plan, which outlines all the QA processes and mechanisms and their timing. The reporting based on the action plan is also ensured. Faculty QA service prepares a report for the central QA service, which in turn reports to the academic council.

Based on the analysis of the action plans and reports of the faculty QA service, the implementation of the QA mechanisms are conducted with the involvement of students, academic staff, employers, graduates, also, envisage student academic performance monitoring, analysis of the graduate employment, analysis of the staff development activities, analysis of the improvements of the material-technical base, the process of peer classroom observations. Based on the evaluations, described above and defined in the action plan, the programme development cycle includes phases for identifying actions needed for the development of the programme, phase developing the actions/changes and the phase for discussing and implementing the changes. The reporting is conducted for the completion of these phases as well. Another tool for developing the programmes is the self-evaluation process.

The action plan also includes different activities, like mobility process, activities for staff development, etc.

Student survey is conducted per semester, by the end of each semester, students evaluate the learning courses they have studied. The results are analyzed and the report is prepared. Masters students have the opportunity to evaluate the process of supervision. The surveys are conducted online, using google forms. The programmes are also periodically compared to similar programmes of other universities.

Therefore, the periodic monitoring and review of the programmes grouped in a cluster is ensured, all the relevant stakeholders are involved in the processes of QA and the results are utilized for the development of the programmes.

#### Evidences/Indicators

- "Akaki Tsereteli State University quality assurance concept";
- Self-evaluation report;
- Interview results;
- Programme self-evaluation 2011-2018;
- University/faculty quality assurance service reports;
- 2022-2023 work plan of the quality assurance service of the faculty;
- Analysis of surveys conducted by the quality assurance service of the faculty in the academic year 2022- 2023;
- Monitoring results of intermediate and final exams and their analysis;
- Expert conclusions of the program.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and Suggestions according to the programmes (if any): -**

## Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Fashion Design, BA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Design for Textile and Interior, BA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Fashion Design, MA)	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

LEPL- Akaki Tsereteli State University

Name of Higher Educational Programmes, Levels:

Fashion Design, BA;

Design for Textile and Interior, BA;

Fashion Design, MA.

#### Compliance of the programmes with the standards

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

#### Signatures

#### Chair of Accreditation Experts Panel



Maria Stranekova

Of the member(s) of the Accreditation Experts Panel

Full name, signature

Nino Mgaloblishvili



**Full name, signature**

**Mariam Makharadze**



**Full name, signature**

**Tinatin Gabrichidze**



**Full name, signature**

**Nino Javakhishvili**

