



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Final Report on Higher Education Programme

Bachelor program of visual communication

LTD Free University of Tbilisi

Tbilisi
2023

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	<i>Free University of Tbilisi LTD</i>
Identification Code of Institution	<i>211359448</i>
Type of the Institution	<i>University</i>

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Prof. Costas Mantzalos, Frederick University, Cyprus
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Member (Name, Surname, HEI/Organisation, Country)	Giga Khositashvili, Ilia State University, Georgia
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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ვიზუალური კომუნიკაცია
Name of Higher Education Programme (in English)	Visual Communication
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Visual Communication
Name and Code of the Detailed Field	0211 აუდიოვიზუალური მეთოდები და მედიაპროდუქცია/წარმოება Audio-Visual Techniques and Media Production
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	N/A
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited December 4th 2018 Decision N181
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	<i>Creative Tour (Portfolio Review)</i>

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ **General Information on Education Programme⁴**

The Bachelor level programme in Visual Communication derived from an existing and previously accredited programme titled Bachelor in Visual Art and Design and resides in the School of Art, Architecture and Design also known as (VA[A]DS).

The Bachelor programme in Visual Communication is a 4-year cycle programme of 240 ECTS, and it is well structured with courses that have a developmental progression covering both theory and practice. The programme utilizes updated teaching methodologies which also allow experiential learning through courses that run from the industry (live projects) which include areas as data

visualization, book design, web design, mobile application design, mobile game design, branding, illustration, packaging, etc.

▪ **Overview of the Accreditation Site Visit**

During the course of the 20th July, the day started with a meeting with the Rectorship, Head of Administration and Dean, and progressed with the team responsible with preparing the SER, the Heads of the Programme, the Academic and Visiting Staff as well as with Students and Graduates. A tour of facilities including the Library, the Examination Centre, the IT services, classrooms and studios, as well as the exhibition center followed. For the last 2 sessions of the day there were conclusive meetings with employers and the University's Quality Assurance Team.

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

All members of the University and Faculty from the top management to invited staff were found to be very supportive towards the new programme. The University supports various faculty towards art and design practice. A very enthusiastic and supportive student/alumni body, as well very positive stake holders were met up, and generally it became evident that the University is a student-centric environment which promotes equality, diversity and inclusivity, as well as generating young professionals who are all-rounded thinkers and professionally competent workers.

The Institutional Quality Assurance is in tune, and it provides a thorough system in maintaining quality throughout.

The Bachelor programme in Visual Communication complies with all standards. Specifically

Standard 1: Full Compliance

Standard 2: Full Compliance

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

Standard 3: Full Compliance

Standard 4: Full Compliance

Standard 5: Full Compliance

- **Recommendations**

N/A

- **Suggestions for Programme Development**

It is suggested to

1. Tailor some of the Liberal courses of the 1st year a bit more towards the orientation of the Humanities field.
2. Expand the international exchange programs to meet students' desires for more global experiences.
3. Provide mental health and psychosocial support services to address students' well-being and academic success.
4. Consider the copyright principles that exists in EU regulations and avoid un-authorized scanning of the books or any informational resources.
5. Guarantee – by the library services - access to Academic Databases that are relevant to this faculty/program.
6. Design – by the library services - a few training modules in Information Seeking; Information Literacy; Working on Academic Sources or any other and widely promote it among the students to further enhance their information literacy skills.
7. Increase the library expenditures in the annual university budget, that will make it possible to renew information resources.
8. Inform the academic staff (via written feedback) about their evaluation outcomes (in both positive and negative case) and to formalize this process.
9. Send the programme for peer-reviewing assessment to the field experts outside the institution.

- **Brief Overview of the Best Practices (if applicable)⁵**

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

The expert team went through the argumentative position submitted by the university that was related to a recommendation regarding the budget. Considering that this is a study program evaluation and not an institutional one, the expert panel decided to modify the recommendation into the suggestion.

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit (Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance) it was found that the objectives of the programme take into account the specifics of the discipline as well as the general aim and objectives of the University's vision and mission in providing graduates who can act as highly professionals in the creative industry – both nationally and internationally.

The objectives of the programme were established also taking in consideration the precise if various reputable international institutions that run similar fields, and revolve on 3 axes:

- Educational Activity
- Research Activity

- Internationalization

The objectives of the programme focus on developing students' ability to develop basic research and practical skills, which include the ability of working with primary and secondary sources towards identifying, analysing, experimenting, and providing problem-solving results. The program also aims to develop the ability of the graduate to respect cultural diversity. Students gain knowledge and skills of local as well as international art and design practice and contribute to the country's cultural development.

The objectives are established clearly and are realistic and achievable. The contribution of the programmes' objectives to society are specified by the diverse discipline of visual communication and result in the promotion of intellectual development of the society, and the active involvement of young people in contemporary cultural processes as well as playing an active role in the process of cultural-aesthetic development of the modern society.

Evidences/Indicators

- Self - Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit it was found that the Learning Outcomes of the programme are logically developed and related for the requirements of the field of Visual Communication.

The Learning Outcomes of the programme are clear and consistent for the appropriate Bachelor level and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills according to the requirements of the creative market.

The formulation of the learning outcomes has been a thorough step by step process and has taken in consideration the particularities of the specific discipline of visual communication. This step by step process has also involved the participation of interested persons, namely academic and visiting staff, faculty and university administration and employers/external evaluator. The learning outcomes provide a sense of responsibility to students to ensure the ongoing teaching and learning process well after graduation. The notion of teaching students to learn themselves is to be commended.

Evidences/Indicators

- Self - Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website

Recommendations:

- N/A

Suggestions for Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	<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 evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the evaluation mechanisms for the Learning Outcomes of the programme are in place and carried out systematically in the progression of the 4 year cycle of the Bachelor Degree.

Full inspection and compliance with the Quality Assurance team of the University and the Faculty is in place. Evaluation and feedback involve questionnaires/interviews of teaching staff, students/alumni, employers and findings are analyzed and made known to everyone concerned.

As a result of reviewing the educational program, self-evaluation report and syllabi, it can be seen that this evaluation system is transparent and takes into account the peculiarities of the field and the field of education. From the interview with the students, it can be seen that they had problems with the evaluation system, but they solve it easily either personally with the help of the lecturer or the dean, there was an exchange of arguments and justification. The number of students is balanced taking into account the country's market, because the university's priority is to produce quality personnel. In principle, plagiarism does not have to be detected because the students are involved in the process and the lecturers have no difficulty in monitoring their work, because the lecturers are participants in the creation of the projects and actively monitor the process. Therefore, considering all this, we can assume that their assessment of the student is objective. During counseling hours, students are mainly interested in exchange programs and teachers' personal experience. The academic/scientific and guest staff of the program are familiar with all methods of assessment of learning outcomes.

Academic, scientific and visiting staff are familiar with learning outcomes methods, and from interviews with students it can be seen that their evaluation is done transparently and fairly. Minor dissatisfaction with the assessment is also responded to and provided with reasoned feedback from the lecturers.

Through systematic communication and feedback, students and lecturers have the opportunity to be transparent about the learning process, to observe the process and to respond in a timely manner. The administration also constantly monitors through student questionnaires and periodically with the presence of a representative of the administration, observing the lecture.

The Quality Service assists lecturers in developing syllabi. It also recommends using a variety of subject-specific assessment criteria to ensure fair competency assessment.

Evidences/Indicators

- Self - Evaluation Report and Annexes (submitted documents)
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University’s website and other digital platforms (e learning etc)
- Syllabi
- Interviews

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.4. Structure and Content of Education Programme

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit it was found that the 4 year cycle of the Bachelor Degree in Visual Communication has a solid and very clear structure that can lead to the provision of all rounded and competent Visual Communicators in the creative industry of Georgia and abroad. In building this structure all efforts were made to comply with the regulations and legislation of the state of Georgia. Additionally, the structure of the programme complies fully with the Bologna Process and the European Transfer Credit System.

The structure of the programme was developed by taking in consideration a variety of opinions including academics, students/graduates and stake holders and was benchmarked with various reputable institutions in the EU and the US.

The content and structure consists of a very good balance of theory and practice allowing the development of teaching and learning through knowledge, skills and competences. The field characteristic of visual communication/media arts study areas is defined as "Creation and Creativity". According to the modern trend, it develops in terms of "Common dimensions and shared values" and includes seven common features:

- conceptual thinking, idea formation, implementation and presentation;
- history, theory and culture;
- rethinking/revaluing creative processes, interpretation;
- experimental, innovative approaches and thematic studies;

- Digital and technological tools/software;
- communication, collaboration and interdisciplinary operation;
- Creative entrepreneurship.

All the necessary documentation, interviews and inspections revealed that this program and the university really meet these listed points.

With the help of a team of accomplished, accomplished professors in the field, students have access to the latest information, according to the program leader, their priority is to help future professionals develop their own unique visual language/vision. What they have been doing successfully for years and believe that during these years they managed to establish themselves in the competitive environment of similar programs and made a great contribution to changing the image of the artistic space of the country, influencing design and visual vision in Georgia.

This is evidenced by their successful students who systematically exhibit at various exhibitions and are actively employed. From the interviews, it seems that they have a good collaboration with the employers, although they were less involved in the process of creating the curriculum and improving the program, they got to know the finished program later. Nevertheless, they evaluated the results of the program well and are satisfied with the staff provided by them. They are satisfied with their multidisciplinary knowledge, which implies their flexibility for different employers, whether it is a creative agency, a publishing house, etc. This multidisciplinary stems from the openness of the university, and they are given the opportunity to get to know the experiences of other countries during the teaching process, which the university provides with international invited guests. Also, fields and in collaboration with them create author's works, for example in the process of wine packaging design, they know the technology and have communication with the students of this field, which gives experience to develop a creative product for a specific/targeted audience. Also, the interview with the students showed their positive attitude, even though they would like more exchange Programs. Students said that they would choose to study at this university again and they like the innovations that are included in this program. I welcome the policy of

the university, that they are trying to create such an environment and educational programs that are of international level and will be available to everyone in Georgia, quality, time-adequate education for everyone. What they support with funding, they have a "knowledge fund". However, we should take into account the desire of students and no matter how good we create an analogue in the country, sharing the experience of international colleagues who are more experienced in this field and their creative environment is important for the students and the country. Their teaching method also involves "teaching to learn" to develop self-education skills and a culture of updating knowledge in the future. which is very important for working in this field. Due to the fact that the field is tied to technologies and the market requirements are constantly changing, it is a rapidly developing field and you have to be in the mode of learning new things all the time. These skills will be very useful for the student to be able to independently add and deepen competencies in the future.

Evidences/Indicators

- Self - Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit, it was found that the 4 year cycle of the Bachelor Degree in Visual Communication and specifically the content of its courses and number of credits comply with the achievements of the learning outcomes. The syllabi are well defined and clearly describe the teaching and learning activity. All study materials such as bibliography, IT services and other materials are indicated in the syllabi.

The programme's compliance with the Bologna process also support and justify the relationship between content and learning outcomes. The amount of ECTS for the programme are 240 corresponding to 60 each year and take in consideration contact hours as well as students' personal time in accomplishing the objectives for each course. 1 ECTS determined to 25-30 study hours.

The learning outcomes of each academic course is aligned with the learning outcomes of the corresponding programme as reflected in the programme's learning outcomes. The learning outcomes defined within each course/component are assessed based on the components and criteria/rubrics defined in the assessment system. The mentioned system is detailed in the course syllabi as these are listed in the Appendix of the SER. All courses for each programme are well researched and are current taking into consideration the relevant contemporary trends and latest technologies. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course as well as the achievement of the programme's learning outcomes.

In general, the study materials indicated in the syllabus through the structure of the programme ensure the achievement of the learning outcomes, however specifically for the 1st year when students go through the system of following compulsory Liberal Arts courses, these courses may relate more to the Humanities field.

Evidences/Indicators

- Self - Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- Courses Syllabi
- University's website and other digital platforms (e learning etc)

Recommendations:

- N/A

Suggestions for the programme development

- Some of the Liberal courses of the 1st year could be tailored a bit more towards the orientation of the Humanities field.

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The tours admission process has two stages, which includes a portfolio review and an interview. This approach showcases a comprehensive evaluation of candidates, for the program. The digital portfolio submission allows candidates to effectively demonstrate their

abilities, which aligns with the programs content and goals. The subsequent interview stage goes deeper into assessing candidates' motivations, interests, and their potential to meet the requirements of the program.

Evidences/Indicators

- Educational Program
- Self-Evaluation Report
- Interview results
- Law of Georgia on Higher Education

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Both student and graduate activities demonstrate that the Bachelor of Visual Communication program ensures that students develop skills appropriate to the field. Tbilisi Free University's visual communication bachelor's program, depending on the learning outcomes and in accordance with them, ensures the development of students' practical, research and transfer skills. The practical subjects included in the program serve to develop the knowledge and skills necessary for the qualification of visual communication, considering the requirements of the modern world. Practical subjects are based on the principle of studio teaching, which implies maximum involvement of students in creative activities. Within the visual communication undergraduate program of Tbilisi Free University, practical lessons are based on action-oriented learning (learning by doing). Students are constantly in contact with real projects, within the framework of lecture activities, are constantly in contact with various agencies, studios, publishing houses, galleries and other thematic organizations, the priority is to help future professionals to develop their own unique visual language/vision. Students systematically exhibit at various exhibitions and are actively employed. Cooperation between schools/programs of Tbilisi Free and Georgian Agrarian Universities is also an important experience within the framework of the program. Such is, for example, the collaboration with the students of the viticulture-winemaking bachelor's program of the Agrarian University of Georgia. The products created within the framework of the joint project (various types of wine bottled in compliance with all the rules with appropriate packaging and labeling) - students, with the help of the university, will be publicly presented at the wine festival. Students also worked on the creation of the VA[A]DS magazine, the goal of the project is to continue the existence of the magazine in the coming years as a periodical student publication of the school.

At the beginning of 2023, Tbilisi Free University made a significant investment for the creation of a special exhibition hall (gallery) on the territory of the Kakha Bendukidze campus. In addition to traditional, landmark exhibitions, the works of visual communication students are permanently presented on the Behance platform, in a special space of VA[A]DS (<https://www.behance.net/Vaads/projects>) In 2021, the Free University was the first to submit a student team to the Cannes Lions local selection competition. In 2022, the Free University has already submitted 3 student teams to the competition, one of which won a bronze award in the self-assessment report of 28 educational programs. It was the first time in the history of the competition that students won the award instead of experienced agencies. Information about the activities of students, graduates and academic staff of the School of Visual Arts, Architecture and Design of Tbilisi Free University and the events carried out by the school is provided on the Facebook page of the school <https://www.facebook.com/VisualArtArchitectureandDesignSchool>.

Evidences/Indicators

- Educational Program

- Self-Evaluation Report
- Interview results

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantiall y complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Teaching and learning methods of visual communication (advertising and communication design) undergraduate courses correspond to the level of education and take into account international standards. To implement the educational component of the bachelor's program, the university uses different methods of teaching and learning: verbal method of teaching; method of working on literature and publications; method of written work; team work; problem-based teaching method; demonstration method; inductive method; deductive method; method of analysis, synthesis method; practical methods; explanatory method; interactive method; comparative method; action-oriented learning; cooperative learning; discussion/debate; mental attack.

In addition, the lecturer is authorized to use such a method in the educational process, which is not specified in the program. If a different method is used, the information is indicated in the syllabus.

The program documentation and SER describe different teaching methods that correspond to the objectives of the courses, the course syllabi are clear, compiled with the necessary theoretical information, necessary literature and practical tasks in the form of seminars. The syllabi also include a do-it-yourself method of learning, which helps the learner to experiment more and observe mistakes. Teaching and learning methods are flexible and take into account the individual needs of students.

Evidences/Indicators

- Educational Program
- Self-Evaluation Report
- Interview results
- Site-visit

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the self-evaluation report of the educational program submitted for the purpose of accreditation of the Bachelor Program of Visual Communication of Free University of Tbilisi (hereinafter - the program), other documents and information obtained as a result of the site visit, it is determined that student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

The evaluation system of the Program is in alignment with the learning outcomes and is formulated in accordance with the "rules for calculating credits for higher education programs" approved by the Order N3 of the Minister of Education and Science of Georgia on January 5, 2007. The program utilizes a comprehensive evaluation system that includes multiple components, such as participation in discussions, mid-term assessments, quizzes, practical assignments, projects, written papers, oral examinations, presentations, and final exams. The evaluation system is designed to assess students' progress and achievement effectively, considering the specificity of each course.

The university ensures transparency and accessibility of the evaluation components, methods, and criteria to students. Detailed rubrics are developed for each assessment component, providing clear guidelines for assessing student performance. These rubrics, along with grading scales, are included in the syllabus and made available through the learning process management information system. Students have access to evaluation guidelines and requirements from the beginning of their studies, ensuring they are aware of the assessment criteria in advance.

The evaluation process emphasizes the importance of feedback. Both lecturers and students actively participate in giving feedback, analyzing results, and providing recommendations for improvement. Feedback sessions, critiques, and discussions play a vital role in enhancing students' academic performance and achievement of learning outcomes. The university encourages students to present their works and receive input from peers and lecturers to develop their presentation skills and artistic creations effectively.

The university implements mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection, and response. Written exams are conducted in a controlled environment in the exam center, minimizing the risk of cheating and unauthorized use of external sources. The university takes measures to reduce the possibility of plagiarism, and clear consequences are outlined for students who engage in academic misconduct.

The university ensures a transparent and objective assessment appeal process. Students have the right to appeal midterm and final grades within a specified timeframe, and a well-defined procedure is followed for the evaluation review process. The process involves reconsideration of evaluation results by another evaluator(s) if necessary, providing students with a fair opportunity to address any doubts in their assessment.

The university employs e-learning and distance learning methods when necessary, considering the specificity and content of the component. The evaluation system accommodates these methods, ensuring that student assessments maintain reliability and validity during such modes of learning.

Based on the evaluation of the Visual Communication Bachelor's Program at Free University of Tbilisi, it is evident that the program complies with the accreditation standard for student evaluation. The university's commitment to transparency, fairness, and adherence to established procedures ensures a reliable and effective evaluation system. The integration of feedback and continuous improvement practices further enhances the students' academic experience, supporting the achievement of learning outcomes. The university's efforts in promoting academic integrity and preventing plagiarism reflect its commitment to maintaining the highest standards of education and evaluation.

Evidences/Indicators

- Educational Program;
- Self-evaluation report;
- Syllabi;
- Interviews;
- Student Code of Ethics;
- Procedure for Conducting Examinations.

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the self-evaluation report of the educational program submitted for the purpose of accreditation of the Bachelor Program of Visual Communication of Free University of Tbilisi (hereinafter - the program), 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 program 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.

Students at Free University of Tbilisi have access to comprehensive information and counseling services to plan their studies, improve academic achievements, and enhance their employability. Free University of Tbilisi actively collaborates with a wide range of private companies, non-governmental organizations, government institutions, galleries, museums, and international art organizations. The Career Development Service arranges an Employment Forum once per semester, attracting approximately 100 companies on average. Furthermore, the Career Development Manager offers personalized recommendations and guidance based on individual needs and interests, even prior to students applying for specific job vacancies or internship programs.

The program provides students with real-life case studies and encourages communication with real clients and employers through various tasks and projects. This practice not only strengthens students' professional network but also enhances their employability by building relevant skills and experiences.

The regulatory documents of the university, including the Bachelor's Provision and Student Code of Ethics, are accessible on the university's website. These documents comprehensively outline the rights, duties, and opportunities of students within the educational system. The protection of students' legal rights is institutionalized and ensured through the presence of the Dean of Students who leads the the Office of Alumni, Student and Prospective Student Affairs and serves as the primary contact point for students in case of any issues or concerns.

The self-evaluation document mentions the university's commitment to creating an inclusive internal university space that fosters integration for all students, including international students. This integration is essential for promoting a sense of belonging and ensuring a diverse and welcoming learning environment.

Additionally, providing mental health and psychosocial support services to students, as indicated in their interviews, would contribute to their overall well-being and academic success.

The program's emphasis on providing opportunities for students to engage in local and international projects, events, and research fellowships aligns well with the accreditation standard. This proactive approach helps students explore relevant opportunities that complement their academic goals and career aspirations.

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.

The Visual Communication Bachelor's Program at Free University of Tbilisi benefits from the involvement of academic, research, invited, administrative, and other staff in advising students on their learning process and engaging them in various program activities. The support and mentorship provided by the faculty play a crucial role in shaping students' academic and professional development.

The program excels in offering students real-life case studies, integration opportunities, and access to local and international projects. However, to further enhance the program's effectiveness, it is suggested that the university:

1. Expands international exchange programs to meet students' desires for more global experiences.
2. Provides mental health and psychosocial support services to address students' well-being and academic success.

Overall, the Visual Communication Bachelor's Program at Free University of Tbilisi showcases its dedication to student success and provides a strong foundation for students' academic and professional growth.

Evidences/Indicators

- o BA program of Visual Communication;
- o Self-evaluation report;
- o Interviews;
- o Student survey results;
- o Memorandums and agreements with employers;
- o The timetable of consultations;
- o Student Code of Ethics;
- o Free University of Tbilisi Strategic Review and Plan;
- o Information about student and graduate achievements;
- o Electronic database;
- o The university website.

Recommendations:

- o N/A

Suggestions for Programme Development

It is suggested that the university:

- Expands international exchange programs to meet students' desires for more global experiences;
- Provides mental health and psychosocial support services to address students' well-being and academic success.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	<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 doctoral students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

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

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The qualifications of the academic staff and guest lecturers involved in the bachelor's program correspond to the positions they hold. They have all the necessary competences to guide the learning process.

The number of academic and visiting staff is adequate in relation to the number of students, which ensures that the objectives of the program are properly fulfilled. A balance between academic and visiting staff ensures the sustainability of the program. The university periodically evaluates the academic staff and plans their professional development activities. Professors are evaluated by a questionnaire, but feedback is returned if they ask themselves. As it can be seen from the interview, these questionnaires are not shared in all cases, the response is made only in case of negative evaluation. It can be seen from the survey that almost no one had meetings regarding these questionnaires.

The survey of students shows their satisfaction, they help in employment, they are involved in real projects, they are involved in creating a quality portfolio. However, they had several complaints about things that were not necessary from their point of view, which wasted time that they thought could be used more productively. Staff are selected based on their competence and qualifications as evidenced by their resumes and experience.

With the help of a team of professors successful in the field, students have access to the latest information, in addition, the head of the program has the necessary knowledge and international experience for the development of the program, he is directly involved in the implementation of the program. During the interview, they mentioned that the great advantage of their program is to help future professionals to develop their own unique visual language/vision. What they have been doing successfully for years and they believe that during these years they managed to establish themselves in the competitive environment of similar programs and made a great contribution to changing the image of the artistic space of the country, influencing the design and visual vision in Georgia. This is evidenced by their successful students who systematically exhibit at various exhibitions and are actively employed.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	58	30		13
- Professor	6	1	1	5
- Associate Professor	7	2		7
- Assistant-Professor	1			1
- Assistant				
Visiting Staff	0	1	1	–
Scientific Staff	0			–

Evidences/Indicators

- SER
- Staff CVs
- Staff workload
- Syllabi
- Interview results

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

Recommendations:

- N/A

Suggestions for Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

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

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			

Visiting personnel			–
Scientific Staff			–

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The work of the professional development manager of the academic staff is expressed in two, proactive and reactive, approaches. A proactive approach involves the promotion of highly effective involvement of academic staff in the educational process of the university and the development of teaching quality through pre-planned periodical trainings and individual consultations. The reactive approach implies, in order to solve the gaps identified in the evaluation process, the development of an individual plan for the development of academic staff and the planning/implementation of relevant activities. This helps them refine their teaching strategies and methods. As a result, to further develop pedagogical skills and improve the quality of teaching.

They also implement the results of the annual activity evaluation of academic staff and scientists monitoring. There is a manager of professional development of academic staff. It plans events to promote the professional development of the staff

purpose, namely:

- Develops methods of professional development of academic staff;
- Contributes to university teaching methods, technologies and assessment introduction and development of modern approaches to the system;
- Facilitates and helps the academic staff in the correct methodology of the syllabus in providing teaching and learning strategies;
- Conducts trainings for the development of academic staff in order to improve the methodologies and evaluation system;
- ensures placement of syllabi in the electronic space of the university;
- takes part in demonstration lectures for the selection of academic staff;
- Takes part in methodological educational programs in development.

It even promotes the implementation of scientific/research activities

Scientific service coordinator, namely:

- Investigates new grant contests, studies contest conditions and distributes them information about competitions;
- collects and processes competition documentation;
- organizes the documents for submission of grants for scientists;
- Produces the budgets of the scientific part;
- Prepares annual and interim reports (current and completed grants production of the register);
- Produces science ratings;
- has a business relationship with the coordinators of grant contests;
- Organizes meetings related to the scientific service, scientific conferences, presentations, seminars and internal university projects;
- Develops the project budget;
- updates the information to be posted on the site;
- investigates, processes and analyzes the necessary information;
- communicates with scientists (documentation analysis, processing);
- Produces current various types of documentation.

During the interview, the head of the program noted that they never had a problem with financial support from the university authorities, or any delay even if the event was impromptu or some change was necessary without prior agreement.

Evidences/Indicators

- Self-evaluation report
- Interviews with staff

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.4. Material Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

During the site visit expert team had a chance to see the classrooms, labs and open spaces that are being used for the given program. Some of the labs were recently renovated and are accessible for students almost 24/7. It worth mentioning that the university devoted separate building to the faculty where the program is delivered. The expert team also visited other spaces like University Museum, Exam Center, Conference Halls that are used by the students and the faculty members of this program.

According to the submitted Self-evaluation report it was not clear what were the library services the university offers to its students/staff, thus the expert team suggest when drafting the Self-Evaluation Report for sub-standard 4.4 more details regarding the library services are described, as per sub-standard requirements. . During the interviews with students and graduates, also after the visit to the library it was determined that there is a group working space at the library in addition to the possibility for individual work. The library is run with open shelving principle and in addition to the printed resources Elsevier's databases – ScienceDirect and Scopus are accessible to readers (the access is provided by the Ministry of Education of Georgia through the Shota Rustaveli National Science Foundation). As Elsevier is mostly focused on STEM, it is suggested the library get access to an additional database that might be useful for students/staff from this faculty and program. The expert team found out that neither students nor the graduates can recall any example of the training that was delivered by the library, except from the meeting during the orientation week. The library staff explained that they are mostly giving individual consultations upon on student's requests. The expert team suggests that the library designs few training modules in Information Seeking; Information Literacy; Working on Academic Sources or any other and widely promote it among the students to further enhance their information literacy skills. The expert team double checked weather the mandatory literature was accessible in the library and found

out that the majority of the textbooks are given in PDF format, although those resources are only used for education purposes and are accessible for students, the expert team suggests that the university considers the copyright principles that exists in EU regulations to avoid un-authorized scanning of the books or any informational resources.

For students and employees of Tbilisi Free University is created an adequate environment, modern lecture rooms, halls, Laboratories, studios and provided health and safety standards . Tbilisi Free University has high level, modern standards infrastructure. Buildings are equipped with the necessary inventory for the learning environment. All university auditoriums are equipped with a projector. Also, it should be noted that at the beginning of 2023 Tbilisi Free University made an investment for the creation of a special exhibition hall (gallery) on the territory of the Kakha Bendukidze campus.

Evidences/Indicators

- Self-Evaluation Report
- Site Visit and Observation of the Facilities
- Meeting with students, graduates and staff
- University web-page

Recommendations:

- N/A

Suggestions for the programme development

- It is suggested that the university considers the copyright principles that exists in EU regulations and avoid un-authorized scanning of the books or any informational resources.
- It is suggested the library guarantees the access to Academic Databases that are relevant to this faculty/program.
- The expert team suggests that the library designs few training modules in Information Seeking; Information Literacy; Working on Academic Sources or any other and widely promote it among the students to further enhance their information literacy skills.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the submitted documentation the study program does not have a separate budget, it is included in the university budget. The budget itself consists of incomes and expenditure, the majority of the incomes comes to student's tuition fees which differs from program to program. As the submitted document confirm the completion on this study program is increasing year by year, on every one place there is on average 4-5 applicants, it means that there was not any problem related to student's recruitment in the recent five years. This on its behalf guarantees the programs financial sustainability. As for the expenditures, the majority are devoted to salaries of the staff, 0.8 % of the whole budget is used for library resources. The expert team suggests the institution increases the library budget considering getting access to Academic Databases or any other Information Resources.

Evidences/Indicators

- Self-Evaluation Report
- Budget Document
- Interviews during the site visit
- University Web-Page
-

Recommendations:

- N/A

Suggestions for the programme development

- It is suggested the library expenditures are increased in the annual university budget, that will make it possible to renew information resources.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the submitted documentation, it was determined that the standard approaches of internal quality assurance are used for the given study program. In particular, the mentioned process works like - "Plan, Implement, Evaluate, Develop" cycle. This process includes both staff evaluations and analysis of student survey forms. Based on the obtained results, the quality assurance office submits recommendations to the head of the program and the governing body of the university, based on which interventions are planned if necessary. The Program Self-Evaluation team includes both academic and administrative staff at the faculty level and from different structural units providing university services. The expert panel had the opportunity to meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies. In addition to this, students and graduates are also actively participating in the self-evaluation process.

The expert team asked few questions to find out how the outcomes of the academic staff evaluation is communicated to them. As it turned out during the interviews, if the assessment is positive, the academic staff does not receive information about it. If the areas for improvement are identified during the evaluation, this information will be communicated verbally directly from the head of the program to the specific academic staff. The expert team suggests to inform the academic staff (via written feedback) about their evaluation outcomes (in both positive and negative case) and to formalize this process. This will have a positive impact on the motivation of the staff and improve the quality of the programs.

Evidences/Indicators

- Self-Evaluation Report
- Mechanisms on Internal Quality Assurance
- Interviews during the site visit
- University Web-page

Recommendations:

- N/A

Suggestions for the programme development

- It is suggested to inform the academic staff (via written feedback) about their evaluation outcomes (in both positive and negative case) and to formalize this process.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the SER the program got the accreditation in 2018 and later in 2021 was also assessed by the external evaluators, in both cases it got fully compliance with the existing standards, without any recommendation or suggestion. Although there were not any directions for improvement identified by the external quality evaluators, the program self-evaluation team mentioned that they are using internal quality assurance measures to further develop the program. Moreover, the institution sees the external quality assurance mechanisms as the tools of peer-review. It was declared during the interviews that although neither recommendations nor the suggestions were given in two previous evaluation the program head together with the academic staff are discussing the ways of its modification to further improve the given study program.

As it was seen the program was not sent for a collegial peer-review, which is not mandatory but at the same time is suggested activity according to the existed standards. Therefore, the expert team suggests, the program is sent for peer-review assessment to the field experts outside the institution, either a local field expert or to a international partner. The institution can use the links they are having with colleagues from abroad and suggest to make the collegial assessment of the given program.

Evidences/Indicators

- Self-Evaluation Report
- Mechanisms on External Quality Assurance
- Interviews during the site visit
- University Web-page

Recommendations:

- N/A

Suggestions for the programme development

- It is suggested that the program is sent for peer-review assessment to the field experts outside the institution.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	<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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the submitted documentation, the monitoring and periodic evaluation of the given program is carried out in accordance with the rules and procedures existed at the university. Namely, academic and administrative staff, as well as students, graduates and employers are involved in this process. Based on surveys, the needs are identified, which are

discussed in the program self-evaluation group, then at the faculty council, and if changes are needed, they are submitted to the university administration.

The Expert team was interested in how all interested parties are involved in above mentioned process. As a result of the interviews, it was identified that students and graduates mostly fill out questionnaires prepared in SurveyMonkey. The content of the questionnaire covers specific study courses, as well as university services.

During the interview, the employers state that the head of programs often contacts and tries to determine their needs through the personal interviews. Mostly the alumni of the programs are employed at the publishing houses, design studios and etc.

The expert panel asked, whether the program was compared to an international or local analog, as it was said by the self-evaluation team, due to the fact that the academic staff are actively involved in international projects, from time to time they do compare the given program to international analogs.

Evidences/Indicators

- Self-Evaluation Repot
- Mechanisms on Internal Quality Assurance
- The rule on program design and development
- Interviews during the site visit
- University Web-page

Recommendations:

- N/A

Suggestions for the programme development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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5.3. Programme monitoring and periodic review

X

Compliance with the programme standards

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

Attached documentation (if applicable): N/A

Name of the Higher Education Institution:

LTD Free University of Tbilisi

Name of Higher Education Programme, Level:

Visual Communication, bachelor

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities	X	□	□	□
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Signatures:

Chair of Accreditation Expert Panel

Costas Mantzalos, 

Accreditation Expert Panel Members

Anna Tsereteli, 

Elene Asatiani, 

Giga Khositashvili, 

Nino Javakhishvili 