



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

**Name of Educational Programme, Level of Education
Media products and visual methods in design (BA)**

Name of Higher Education Institution

Georgian American University (GAU)

**Evaluation Date(s)
18.09.2023**

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LLC - Georgian American University (GAU)
Identification Code of Institution	206169304
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Peter Purg, University of Nova Gorica, Slovenia
Member (Name, Surname, HEI/Organisation, Country)	Nino Patariaia, European University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Davit Tsintsadze, Shota Rustaveli Theater and Georgia State Film University (TAFU), Georgia
Member (Name, Surname, HEI/Organisation, Country)	Aleksandre Vakhtangov, Shota Rustaveli Theater and Georgia State Film University (TAFU), 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)	მედიაპროდუქცია და ვიზუალური მეთოდები დიზაინში
Name of Higher Education Programme (in English)	Media products and visual methods in design
Level of Higher Education	VI, Bachelor
Qualification to be Awarded ²	Bachelor of Media Arts
Name and Code of the Detailed Field	0211 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	
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, N936247, 23.08.2022
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)	

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**

This bachelor's program aims to give the student a wide range of options in the realm of **Media products and visual methods in design**. In order to qualify, within the framework of the educational program, the student must accumulate 240 ECTS credits, which is the sum of the mandatory study courses and components, optional study courses and free component credits of the main study area of the bachelor's program.

In the mandatory study courses of the relevant content of the main field of study, the student accumulates 153 credits; mandatory research component – qualification paper worth 18 credits; compulsory practical components (portfolio) worth 9 credits. By choosing the relevant content of the main field of study, the student accumulates 30 credits in the study courses. In the free component, the student accumulates 30 credits, which include 20 compulsory credits and 10 elective credits, the purpose of which is to help the student to form and/or enhance general transferable skills and to broaden horizons in their areas of interest. In the elective part of the free component, the student can accumulate 10 credits not only from this educational program, but also from another academic educational program of the same level available at the Georgian American University, LLC, or from an accredited academic educational program of the same level available at another higher educational institution in Georgia or from an academic educational program of the same level in a foreign higher education institution, if these credits are recognized accordingly by the legislation of Georgia. In order to advance field-specific English language skills, the program provides for mandatory training courses.

According to the Decision #936247 of the Accreditation Council of Higher Educational Programs dated August 23, 2022, the program was granted accreditation for the term of the cluster until December 31, 2023, on the condition of submitting a report after 6 months, as the Council shared certain recommendations made by a group of experts for the development of the program. Meanwhile, the institution has implemented the aforementioned recommendations and modified and developed the educational program accordingly.

▪ **Overview of the Accreditation Site Visit**

- The accreditation site visit took place on 18th of September 2023 at Georgian American University (GAU).
- Review five members (Dr Peter Purg (chair of the panel) Dr Aleksandre Vakhtangovi, Dr Davit Tsintsadze Dr Nino Pataraiia and Mr Dimitri Tsanava) were accompanied by the representatives of the NCEQE. Dr Peter Purg attended all the review activities on site as an international invited expert and chair of the panel.
- The expert group met with the Co-founder and President of Georgian American University, Vice President of Education, Science and Quality Assurance, Dean of Humanities & Liberal Arts

School, Head of Quality Assurance Office of GAU, Heads of The Program. Team also met with representatives of the self-evaluation team, students, alumni, employers, academic & invited staff.

- All members of the faculty from top management to invited staff, were found to be very supportive towards the new programme. A very enthusiastic and supportive student/alumni body made a positive impression, as well as very positive stakeholders.
- All the paperwork submitted was studied. According to documentations and interviews, expert group worked on some key findings for developing the program. The panel has received all due documentation in advance, and has complemented the rest during the site visit.
- A full day site visit, also included a tour of the rooms, inspection of equipment, the library, final works and theses etc.

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

1 Standard - Partially complies with requirements

2 Standard - Substantially complies with requirements

3 Standard - Complies with requirements 4 Standard -

Partially complies with requirements

5 Standard - Complies with requirements

▪ **Recommendations**

1.2 **Sub-standard:**

- Review the relationship of program objectives vs. PLOs (prog. learning outcomes) from the perspective of benchmarks, and focus on particular expert subfields (instead of trying to cover the whole cluster area of media arts);
- In the goals of the program, it is necessary to distinguish highly qualified from basic knowledge and/or specialize in a specific field in a highly qualified manner.

1.4 **Sub-standard:**

- It is necessary to define the main indicators, and then to develop sectoral, in-depth training systems based on these indicators. Reworking the program in this way does not create difficulties if the goals and results are oriented towards more specialization and not familiarization with general technological knowledge at the basic level.
- The name of the educational program should also be clarified, as it covers the largest range of technological resources, the educational vision as related to it is too general for the bachelor's level.
- It is recommended to balance out theory provision with the practical demands of the program.

1.5 Sub-standard:

- Review cohesion and complementarity in topics and methods of some practice related subjects, possibly restructure the courses in terms of their names and position in the curriculum slightly to fit the above recommendation; consider introducing a studio workshop course narrow down the goals and results;

2.2 Sub-standard:

- Assure to fine-tune the development of practical and also transferable skills according to the above two points in a way that reflects a more balanced focus onto individual expert subfields of media arts;
- It is recommended to make a specific targeting of technological fields, create an in- depth training program and further develop it according to specialization. The multi-technological teaching of the program develops the student and at the same time threatens his narrow specialization. The threat is real, especially since different higher education institutions similar programs and competitiveness is quite problematic.

2.3 Sub-standard:

- Major specialty discipline courses require more in-depth study that would be supported by more active methods such as interactive work with students, theory-based practical assignments, seminar works that integrate theory and practice, project work etc.

3.1 Sub-standard:

- Consider introducing more elective options for students both inside (elective courses) and outside of a program (sports, arts, socialisation, placement ..) that they can really choose from freely.

4.1 Sub-standard:

- Enrich the field personnel in the program in terms of diversity of field coverage as well as in terms of engaging more teachers as external staff, which especially goes for field-specific skill trainers and teachers from the field of arts. Consider to gradually employ these to build upon the core staff of the program.

4.3 Sub-standard:

- Develop the studio rooms, their setups and equipment lists in order to reach an actual and present completeness of the technical base that corresponds with the actual practice standards in the employment realities is necessary for the teachers to get access to, and start mastering, as well as for the students to start learning efficiently.

4.4 Sub-standard:

- Acquire a representative list of equipment that would be sufficient for the course's foreseen cohorts and equip and make functional the dedicated studio space currently provided;

- Diversify the library resources in the specific area of the program, both physical stock as well as relevant databases and make sure that teachers will actively support students in using these in their study.

- **Suggestions for Programme Development**

1.3 Sub-standard:

- An active learning outcomes-related competencies attainment monitoring per year and per course, with a special attention to the field-specific competencies (or set of courses) would be advisable; this should go beyond merely centered on grades or student attainment but also mapped onto teachers and esp. employers possibly, in order to fine-tune the skills & knowledge in the courses.

1.4 Sub-standard:

- Update all the online information on the courses as upcoming.

2.2 Sub-standard:

- Improve the central communication system with the students so that teachers are not the prevalent message carriers of organisational information, esp. in the practical part of the programme.

2.3 Sub-standard:

- In the teaching disciplines of the multidisciplinary program, it is desirable to combine interests and deepen learning disciplines towards professional goals.

3.1 Sub-standard:

- Introduce more elective options for students both inside (elective courses) and outside of a programme (sports, arts, socialisation, placement...) that they can really choose from freely.

- o It would be beneficial if the students have a real opportunity for a modern electronic academic management system from which they can choose the optional subjects, along with the main subjects.

4.1 Sub-standard:

- As the program features two heads, an academic vs. an expert - a clear and complementary division of their responsibilities could prove useful.

4.3 Sub-standard:

- o Consider introducing didactic support (training) to all staff, esp. the invited ones.

4.5 Sub-standard:

The budget dedicated to the programme should be raised consistently , in order to equip the HEI with the relevant material resources, ASAP.

5.1 Sub-standard:

- o Develop incentives for employers, esp. lead market representatives to engage in external evaluation.

5.2 Sub-standard:

- o Make sure that the external evaluation is considered deeply in the entire QA process in all the above mentioned aspects, and it should be conducted specifically for the field.

5.3 Sub-standard:

- o The programme periodically should be compared with similar programmes of foreign universities, and best practices should be implemented to develop and improve the programme.

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

The university seems to be doing a very thorough job at surveying the student's satisfaction, and considering their suggestions to improve programs;

The market research has been done in a two-step manner, 2021 and 2023 giving the university a good and up-to-date picture of the employment needs for the program.

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

The panel received "The Reasoned Position of the University on the Recommendations Presented in the Draft Report of the Accreditation Expert Group for the Bachelor's Programme - Media Products and Visual Methods in Design"

and within a very short time that was available, could serve with the following responses as amendments to the original draft report:

Sub-standard 1.2 - Learning outcomes of the program:

Substandard - 1.4 Structure and content of the educational program;

Recommendation 1 - Review the relationship of programme objectives vs. PLOs (prog. learning outcomes) from the perspective of benchmarks, and focus on particular expert subfields (instead of trying to cover the whole cluster area of media arts);

Recommendation 2 - In the goals of the program, it is necessary to distinguish highly qualified from basic knowledge and/or specialize in a specific field in a highly qualified manner;

Recommendation 3 - It is necessary to define the main indicators, and then to develop sectoral, in-depth training systems based on these indicators. Reworking the programme in this way does not create difficulties if the goals and results are oriented towards more specialization and not familiarization with general technological knowledge at the basic level;

Recommendation 4 - The name of the educational programme should also be clarified, as it covers the largest range of technological resources, the educational vision as related to it is too general for the bachelor's level.

GAU position was given as follows:

"We think that the given recommendations overlap each other in many respects, Also, in the descriptive part, the reasoning and argumentation of the expert group are unclear; Therefore, we form a common position regarding them:

- **The group of experts notes** "... do not try to cover the whole cluster area of media arts)... ". According to the classifier field of study, the code of the given Bachelor's programme is "0211.1.6 Media arts/Digital Media", and the qualification to be awarded is: **Bachelor of Media Arts**. In order to award the qualification of Bachelor of Media Arts, it is not enough to master a specific expert field of media art and narrow specialization, because in this case, we cannot award the qualification of Bachelor of Media Arts.

We should neither forget that the programme is implemented at the bachelor's level. To ensure the compliance with the detailed field of qualification, the team working for the development of the program, studied the local market and similar undergraduate programs at various universities abroad (<https://bestaccreditedcolleges.org/articles/media-arts-degree.html>), besides, the heads of the program, academic staff and invited specialists have many years of experience working in the mentioned field. Based on all of the above, the programme is balanced, and the authors of the programme **do not necessarily try to cover the whole cluster area of media arts**; rather, they want the programme and the qualifications to be in line with the classifier, and at the same time, based on their own experience, to provide the market and potential employers with the required qualified personnel.

- **The group of experts notes** "...In the programme objectives, it is necessary to distinguish highly qualified knowledge from basic knowledge....", "the goals and results are oriented towards more specialization and not familiarization with general technological knowledge at the basic level.... ". Highly qualified knowledge is characteristic and indicative of any level of education and does not mean that high qualification of the sixth level is superior to a qualification of the seventh or other level. The syllabi of the courses presented in the programme are developed with the concept of joint development of theoretical knowledge and practical skills; All syllabi include lectures, seminars, practical classes, presentations and are not focused only on "acquiring general technological knowledge at the basic level".

It is significant that none of the compliance with the standards considers the performance aspects of the practical components provided for in the 8th semester of the educational programme - the creation of a portfolio and the qualifying creative project. The 8th semester is fully intended for the creation of a portfolio (9 credits) and the performance of a qualifying work - project (18 credits)". It is during the performance of the qualifying creative project that the student's practical skills are strengthened and specialization is formed.

The student, in cooperation with the supervisor and under his/her guidance, completes the project according to the acquired theoretical knowledge, practical skills and field of interest. Makes a presentation and delivers a report in front of the qualification commission. The information is fully provided in the syllabus of the qualifying creative project.

- As for the name of the educational program, it corresponds to the qualifications determined by the classifier of field of study and also to the goals of the program.

Considering all the above, the Institution does not agree with the given recommendations."

In response to these argumentations, the panel decided to reformulate one recommendation among the four disputed, as follows:

- o Recommendation 2 – In the goals of the program, it is necessary to distinguish highly qualified expert skills and knowledge from basic knowledge, while consistently remaining within Bachelor-level descriptors; the goals should be formulated as to allow for specializing in a specific field;

As for other recommendations sufficient autonomy is left to the institution on which exactly aspects they will consider and in what form of response in terms of gradually reformulating the POs, PLOs, and the goals.

Substandard 1.4 Structure and Content of the Education Programme:

Substandard 1.5 Study Course/Subject

Substandard 2.2 Development of practical, scientific/research/creative performance and transferable skills:

Substandard 2.3. Teaching - learning methods:

Recommendation 5 - It is recommended to balance out theory provision with the practical demands of the program.

Recommendation 6 - Review cohesion and complementarity in topics and methods of some practice related subjects, possibly restructure the courses in terms of their names and position in the curriculum slightly to fit the above recommendation; consider introducing a studio workshop course narrow down the goals and results;

Recommendation 7 - Assure to fine-tune the development of practical and also transferable skills according to the above two points in a way that reflects a more balanced focus onto individual expert subfields of media arts;

Recommendation 8 - It is recommended to make a specific targeting of technological fields, create an in- depth training program and further develop it according to specialization. The multi-technological teaching of the program develops the student and at the same time threatens his narrow specialization. The threat is real, especially since different higher education institutions similar programs and competitiveness is quite problematic.

Recommendation 9 - Major specialty discipline courses require more in-depth study that would be supported by more active methods such as interactive work with students, theory-based practical assignments, seminar works that integrate theory and practice, project work etc;

GAU's response: "Regarding the above-mentioned recommendations, we think that they overlap each other to some extent, therefore we form a common position regarding them:

- As the group of experts notes in the recommendations, we have already formulated our position regarding "balancing theoretical material and practical requirements of the program". As for "introducing a studio workshop course" we can say that within the educational program, each course includes, among other activities, seminar work and the presentation of the student's work in front of an audience, so it is not clear where and when the recommended course should be taught?
- Within the framework of the educational program, in order to qualify, the student must accumulate 240 credits; compulsory courses corresponding to the main field of study include - 153 credits, which is 64% of the total volume of the programme and in order to develop transferable skills, the student accumulates 30 credits in the free component, which is 12.5% of the total volume of the program. Based on these quantitative data, the emphasis on specific areas of media art has already been made;
- **As the group of experts notes, the programme requires:** "...use of more active methods, such as interactive work with students, theory-based practical tasks, seminars combining theory and practice, project work...". In relation to this recommendation, we emphasize once again the fact that the practical component of the programme and the qualification project have not been studied by the group, and the descriptive part of the sub-standard does not provide a reasoned explanation of which training courses this recommendation refers to. Considering all the above, the Institution does not agree with the given recommendations."

The panel thankfully considered the response, however it did not agree on changing the recommendations, as they are formulated to be concrete enough to allow for due improvement response. The reference to individual courses is considered clear even if they are named "major specialty discipline courses," which albeit leaves the accordingly autonomy to the institution on which exactly courses to develop further, and how.

Sub-standard 3.1. Student Consulting and Support Services

Recommendation 10 - Introduce more elective options for students both inside (elective courses) and outside of a programme (sports, arts, socialisation, placement...) that they can really choose from freely.

GAU's response pointed out that regarding this recommendation should rather be qualified as a suggestion, as " *It goes beyond the scope of the program, however, it does not and cannot take into account and see university policies and approaches, for example, in the direction of socialization, sports and so on. Importantly, the programme includes elective courses, and students benefit from many extracurricular activities and services at the university.*"

The panel agreed on changing the recommendation into a suggestion.

[Substandard 4.1. human resources:](#)

[Substandard 4.3. Professional development of academic, scientific and guest personnel:](#)

[Substandard 4.4. Material Resources:](#)

[Substandard 4.5. Program/faculty/school budget and Financial Sustainability:](#)

Recommendation 11 – Enrich the field personnel in the programme (engage them more as external staff), consider employing them.

GAU response: "It should be noted that at this stage, 16 academic staff and 9 invited specialists are involved in the implementation of the bachelor's program, a total of 20 students are enrolled in the program, because as we mentioned above, its implementation began in September 2023. Therefore, the character and content of the above-mentioned recommendation are unclear to us, because if the expert group considered the implementing staff to be incomplete considering the specifics of the training courses and specialization, and not in terms of quantity because you agree with us that the staff is not few quantitatively, the content of the recommendation and its argumentation should have been different. Otherwise, in the form as it is presented, this is a suggestion that the institution will definitely take into account, and this is a reality that we cannot ignore in the next stages of programme implementation, inviting new specialists will be necessary considering the growth of the contingent as well as market requirements and other criteria in case of development of the program. As for their permanent employment, this issue is subject to mutual agreement, however, it should be noted that the university's strategy and tactics are directed and open to the issue of employment of qualified specialists in the field and this directly affects the sustainability and viability of the program. The recommendation is very general and it is difficult to see its connection with concrete reality both today and in the future."

The panel agreed on not changing the recommendation, but rather to specify it as follows below.

Enrich the field personnel in the program in terms of diversity of field coverage as well as in terms of engaging more teachers as external staff, which especially goes for field-specific skill trainers and teachers from the field of arts. Consider to gradually employ these to build upon the core staff of the program.

Recommendation 12 - Completeness of the technical base is necessary for the teachers to get access to, and start mastering, in order for the students to start learning efficiently.

GAU response "At the current stage of programme implementation, the university has three laboratories fully equipped with appropriate computer equipment - a total of 70 computers and appropriate software. This technical base is available for teachers and students. The descriptive part of the sub-standard does not directly state what the expert group means by the technical base, if we are talking about a studio, the educational studio is being equipped, the full implementation of which, taking into account the architecture of the program, is planned from the 4th semester, a list of equipment to be purchased has been developed; part of the studio is currently operating, namely, a photo studio;"

The panel agreed on not changing the recommendation, however to specify it further as follows below.

o Develop the studio rooms, their setups and equipment lists in order to reach an actual and present completeness of the technical base that corresponds with the actual practice standards in the employment realities is necessary for the teachers to get access to, and start mastering, as well as for the students to start learning efficiently.

Recommendation 13 - Acquire a representative list of equipment that would be sufficient for the course's foreseen cohorts and equip and make functional the dedicated studio space currently provided.

The panel agreed on not changing this recommendation, in the light of the above response to R 12.

Recommendation 14 - Diversify the library resources in the specific area of the program, both physical stock as well as relevant databases and make sure that teachers will actively support students in using these in their study;

- GAU response: “The library resources intended for the programme were created and purchased at the request of the academic and invited staff implementing the educational program, the authors of the syllabuses. It is obvious that in the future library resources will be diversified in specific areas of the program, in accordance with the rapid development of the branch and field. In relation to this recommendation, it should be noted that during the visit to the library, the expert group was provided with all the requested resources, the descriptive part of the sub-standard does not mention exactly what resources are being talked about; Therefore, due to its general nature and lack of argumentation, it will be impossible to take into account the above recommendation, even if the institution wishes to do so;”

The panel agreed on not changing the recommendation.

Recommendation 15 - The budget dedicated to the programme should be raised consistently, in order to equip the HEI with the relevant material resources, ASAP.

- GAU response: “The budget allocated for the programme will logically increase in the coming academic years along with the increase in the number of students and the development of the program; From the above recommendations, we agree with the recommendation regarding the equipment of the studio, and we noted above that the institution is dealing with this issue. As for other recommendations, it will be impossible to take them into account due to their general nature and without presenting non-existent and/or additional evidence/argumentation from the expert group.”

The panel agreed on changing the recommendation into a 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

The main objective of the bachelor's program in media arts (to prepare a highly qualified specialist in graphic and digital media products, mobile product production and creation of creative projects, media arts and advertising in various visual communication fields, who will be able to create various visual designs and illustrations of different print and media products of graphic, video, animated stories, audio, television, advertising and visual-educational products) was considered a bit too broad and ambitious by the panel, however as one of very few such programs it might be relevant for the needs of the actual environment even with such a broad appeal. (In 2021, a labor market survey was conducted in order to take into account both, the requirements of the local market, and the modern trends of the international market. Market research was also carried out in 2023, and both were compared.)

All employers present in the interviews confirmed that this is a fairly new and unique program in Georgia/Tbilisi and as such stands a good chance of filling the obvious niche. They approved of the "dual nature" (practice + theory) profile of the programme, since graduates will also develop an author profile. The competencies and skills in knowledge transfer is what employers see as the most important, as this might support the Georgian creative sector (and prevent brain-draining the country), which the alumni and external teachers confirmed.

The program is compliant with the Learning Outcomes Required to Acquire a Bachelor's Degree (Benchmark Statement). Moreover, the programme and the discussions as laid out at present in its objectives positively reflect the main issues of internationalization of the educational programme, esp. considering the peculiarities of the field of study and, and are corresponding well with the level of education foreseen.

Evidences/Indicators

- Bachelor's program (program goals, program learning outcomes, program outcome map);
- Discussions and cross-mapping of documents;

- syllabi.

Recommendations:

○

Suggestions for the Programme Development

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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	■	<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

The program is mostly compliant with the Learning Outcomes Required to Acquire a Bachelor's Degree (Benchmark Statement) on the level familiarization with technologies at the basic level, however not completely with their high qualification at the professional level.

Based on the self-assessment and other documents - during the interview, it is said that after the completion of the program, the students are highly qualified and able to produce graphic and digital media products, mobile products and create creative projects, media art and advertising in various visual communication fields, graphic, video, animated stories, audio, television, advertising, creation of artistic visual design and illustrations of visible educational products, various print and media products. Also, will be able to skillfully and creatively use color reproduction, photography, computer graphics and other visual methods in design, combine images, words and decorations, design and produce brand style, banner, poster, books, magazines, posters, advertising, in accordance with the demand of the consumer

market, management and use in any communication field, in various commercial, publishing,

advertising, scientific-educational and innovative creative activities; - The mentioned goals are a very broad spectrum, and each field or field of technology is taught in some cases at a much deeper level in various higher education institutions to reach high qualification. As a result of the understanding of the program and its analysis, disciplines and their unity, we think it is unthinkable to study such multi-profile, heterogeneous complex technological disciplines in a highly qualified manner in the time provided by the program.

The panel holds that the training provided by the program includes familiarization with technologies at the basic level and not their high qualification at the professional level depending on their training time, the technical resources of the university and the training schedule.

The training provided by the program unconditionally includes getting to know the technologies at the basic level, and not teaching them at a highly qualified professional level. In the goals of the program, it is necessary to distinguish highly qualified from basic knowledge and/or specialize in a specific field in a highly qualified manner. In such a case, part of the disciplines will become profiling subjects. The majors will focus on specific specializations and the difficulty or duration of their studies will be more in line with reality.

The basic knowledge of the disciplines/subjects included in the program is general and in some cases it is not clear how it goes to the result or in what context one subject helps another. The difficulty of reaching the goal is greatly expanded, the more extensive technological or software knowledge is provided by the learning network.

Evidences/Indicators

- o Bachelor's program (program goals, program learning outcomes, program outcome map);
- o Discussions and cross-mapping of documents, syllabi etc.

Recommendations:

- o Review the relationship of program objectives vs. PLOs (prog. learning outcomes) from the perspective of benchmarks, and focus on particular expert subfields (instead of trying to cover the whole cluster area of media arts);
- o Recommendation 2 - In the goals of the program, it is necessary to distinguish highly qualified expert skills and knowledge from basic knowledge, while consistently remaining within Bachelor-level descriptors; the goals should be formulated as to allow for specializing in a specific field;

Suggestions for 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
1.2 Programme Learning Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The higher education institution has appropriate mechanisms for the evaluation of the learning outcomes, according to its regulations and international standards for accreditation.

The Quality assurance office and boards at the University and Faculty levels rely on appropriate protocols for data collection and analysis. The techniques, which often use both direct and indirect mechanisms, are quite effective. Feedback mechanisms are both adequate and expertly designed.

For evaluating all programs, an internal self-evaluation mechanism has been developed, which takes into account the internal process of self-evaluation with various stakeholders (students, graduates, employers, external evaluators..).

Through the analysis of students' academic performance, which is carried out at the end of each semester, the results of the students' studies are determined. By analyzing the academic performance, it is determined how correctly the credit is assigned to the study component; the topics, literature, teaching methods, evaluation criteria, etc.

This is the general approach of the university but this specific program does still not feature any learning outcomes-related competencies attainment monitoring per year and per course, since it is too early now for this.

The alumni (from English and Georgian Philology programs) however confirmed that their feedback was observed in changing the programs; they were generally satisfied with provision acquired and would return to a master program here if it was offered. One field-relevant

employed alumni confirmed the relevance of such a profiled program.

Besides, the representatives of the different stakeholders pointed out that they were informed about the process, and it is clear and understandable.

It should be underlined that the programme has benchmarks for learning outcomes. The target standard of the learning outcome is the normal indicator of academic achievement, therefore, in case of a 20% deviation of the learning outcome from the given range, depending on the specifics of the study component, based on the recommendation of the quality assurance service, the learning outcomes of the educational program/syllabus and the ways to achieve it will be revised.

During the interview, it was revealed that Academic/Scientific and visiting staff of the programme are familiar with the methods of evaluation of learning outcomes. The lecturers are informed of the final results of the survey and take part in appropriate changes based on the results, if it is necessary.

Despite all the above-mentioned factors, if we talk about effective mechanisms for evaluating the learning outcomes of the program, an active learning outcomes-related competencies attainment monitoring per year and per course, with a special attention to the field-specific competencies (or set of courses) would be advisable; This should go beyond merely centered on grades or student attainment but also mapped onto teachers and esp. employers possibly, in order to fine-tune the skills & knowledge in the courses.

Evidences/Indicators

- o Bachelor's program (program goals, program learning outcomes, program outcome map);
- o Labor market analysis;
- o A mechanism for evaluating the learning outcomes of the program;
- o Alumni and employer survey results;
- o Interview results.

Recommendations:

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

Suggestions for the Programme Development

- o An active learning outcomes-related competencies attainment monitoring per year and per course, with a special attention to the field-specific competencies (or set of courses)

would be advisable; this should go beyond merely centered on grades or student attainment but also mapped onto teachers and esp. employers possibly, in order to fine-tune the skills & knowledge in the courses.

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	<input checked="" type="checkbox"/>	<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

The content, volume and complexity of the programme by and large does correspond to the learning cycle; and The programme is designed in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System. The name of the program is questionable and should be revised.

The general impression is that the indicators have not been considered in developing sectoral, in-depth training systems based on these indicators: Reworking the program in this way does not create difficulties if the goals and results are oriented towards more specialization and not familiarization with general technological knowledge at the basic level

Some aspects in the currently presented programme might be exaggerated in terms of how much share is dedicated to certain non-expert fields, according to what is in the standard descriptors and also what is needed in the employment sector. E.g. "History" or "psychology" courses do not appear clearly aligned with the programme learning objectives; this might be improved with elements of practical and more field-specific content within these courses, or a conflating (combining) of these into joint courses, so that more space is left for field-specific content.

The Teaching, Learning and Evaluation part of the standard descriptors are considered in the

presented syllabi. The content and structure of the programme ensure the individuality of the programme and its content and structure are by and large consistent with the qualification to be awarded and ensure the achievement of programme learning outcome. However the goals and results should be more clearly oriented towards more specialization and not mere familiarization with general technological knowledge at the basic level. Also, by and large, the learning outcomes of the concentration / module (if any) of the major field of study are consistent with the learning outcomes of the programme.

The programme structure is mostly consistent; teaching and scientific-research components of the programme (including each individual course) are logically organised and logical development of the content is ensured. Admission preconditions to the next component are adequate. Some aspects of theory are overspecified, while others feature some unnecessary contents, thus the philological course offers should be balanced out with the practical courses.

The programme considers new research findings and modern scientific achievements; and judging from the interviews, the staff is bound to envisage the key issues of internationalization, whereas engagement of all stakeholders (academic / research / visiting staff, students, graduates, employers, etc.) is considered to a solid extent. The HEI ensures the publicity and availability of the information on the program, which is yet to start and as such needs to be properly updated online.

Evidences/Indicators

- o Bachelor's program (program goals, program learning outcomes, program outcome map);
- o Alumni and employer survey results;
- o Interview results.

Recommendations:

- o It is necessary to define the main indicators, and then to develop sectoral, in-depth training systems based on these indicators. Reworking the program in this way does not create difficulties if the goals and results are oriented towards more specialization and not familiarization with general technological knowledge at the basic level.
- o The name of the educational program should also be clarified, as it covers the largest range of technological resources, the educational vision as related to it is too general for the bachelor's level.
- o It is recommended to balance out theory provision with the practical demands of the program.

Suggestions for the programme development

- o Update all the online information on the courses as upcoming.

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	<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.

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

The learning outcomes of the compulsory study courses poorly respond to the highly qualified learning interests of the program. The mentioned problem is due to the lack of technological base, as well as the lack of time for basic disciplines in the program and multi-technological studies. More targeted training is desirable.

For a more effective educational process, some similar one complementing the other programs may be taught together, in the future. Theory of color and design in structure are standing extremely close to each other and their innovative application in modern media technologies would be more effective for students. Perhaps it would make sense joining together such a masterpieces of this discipline, as are Cameron Chapman with his "Color theory for designers", and Johannes Itten with his "Design and Form" and "The Art of Color", to give a good example for development of students skills - e.g. if teaching video editing, then the program must also teach (minimal) theory related for it. Learning of computer video editing with different video editing programs (like Premiere, Vegas etc) and giving only mechanical skills of editing to students isn't enough in modern art practice. It might make sense to add to the learning of editing also a theoretical part, which will give fundamental knowledge of this discipline. It is very useful not to forget theoretical works of "Fathers" of editing like Sergey Eisestain and Michael Rabiger - e.g. a studio workshop course would be very recommendable; to fulfill the practical but also the community cohesion function. It contains a very effective method of practical and theoretical education together during the lesson hours.

Evidences/Indicators

- o Syllabus;
- o program;
- o Interview results.

Recommendations:

- o Review cohesion and complementarity in topics and methods of some practice related subjects, possibly restructure the courses in terms of their names and position in the curriculum in order to fit the above analyzed recommendation; consider introducing a studio workshop course narrow down the goals and results.

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
1.5. Academic Course/Subject	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input checked="" 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

Program has fair and transparent prerequisites for admission. The prerequisites specified in the program are in accordance with the applicable legislation. GAU ensures publicity and availability of information about prerequisites for admission to educational programs. The program is placed on the university's website, and information about the program is provided in the catalog of higher education programs.

Entrants are required to have passed the Unified National Examinations in accordance with the rules established by the Ministry of Education and Science of Georgia.

Enrollment of students in the program without the unified national exams is possible only in the cases stipulated by the legislation of Georgia.

Evidences/Indicators

- o Educational Programs;
- o Documents for the admission to the programs;
- o Website https://www.gau.edu.ge/en/schools/humanities-school/media-product-and-visual-methods#admission-criteria_1;
- o Self-Assessment Report;
- o Results of conducted interviews.

Recommendations:

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

Suggestions for the programme development

- o 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
2.1 Programme Admission Preconditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

According to the learning outcomes and the level of education, the programme mostly ensures development of practical skills of students and/or development of creative/performance skills and their engagement in the scientific/research projects. The practical / creative /performance component of the programme is in principle organised and planned in accordance with the learning outcomes of the programme and corresponds to the level of education.

However, students and alumni were openly critical but also very positive about the teacher's pedagogical work with students. Information to students comes mostly through lecturers and not in a centralized way, which might be improved. In the interviews they were encouraging a relevant and possibly big offer of extracurricular activities. The student-produced TV show seems to be an example of good practice, giving a range of relevant skills.

Student evaluation takes into account the growth of students and their understanding of technological directions. The features of study according to the program are wide-ranging and include specialization in a number of fields. Expected results are widely varied, therefore demanding to be published, although likely to be difficult in terms of competitiveness, with different and parallel disciplines being taught in different higher education institutions, many

sectoral and specialisation-oriented. At the same time, we do not rule out that the graduates were young people with natural technological talent who will explore the path independently. In the framework of a practice component, and/or a scientific-research/performance project, the interviews could not confirm that the students get supervised by a qualified person in the field who evaluates student's activity. The agreements/memorandums and/or their appendices signed with employers or centers of practice envisage the number of students, objectives, outcome and duration of practice and support the achievement of the programme learning outcome were not presented in sufficient details and quantity.

Evidences/Indicators

- o Programme documents;
- o Interviews.

Recommendations:

- o Assure to fine-tune the development of practical and also transferable skills according to the above two points in a way that reflects a more balanced focus onto individual expert subfields of media arts;
- o It is recommended to make a specific targeting of technological fields, create an in- depth training program and further develop it according to specialization. The multi-technological teaching of the program develops the student and at the same time threatens his narrow specialization. The threat is real, especially since different higher education institutions similar programs and competitiveness is quite problematic.

Suggestions for the programme development

- o Improve the central communication system with the students so that teachers are not the prevalent message carriers of organisational information, esp. in the practical part of the programme.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with	Partially complies with	Does not comply with
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	requiremen ts	requiremen ts	requiremen ts
2.2.The Development of practical, scientific/research/creative/per forming and transferable skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The programme is mostly implemented by using student-centered teaching and learning methods as the syllabuses show, however in practice it appears that teachers will need a bit more motivation to apply teaching and learning methods of the most up-to-date kind, in the future. The syllabi as coded at present do correspond to the level of education, course/subject content, learning outcomes and ensure their achievement.

The methods that were presented in the syllabi can be confirmed as flexible, responding to the individual needs of students. The interviews could largely confirm this is the practice at the HEI. According to the syllabi given in the training courses, the goals and results are balanced, however, their duration and intensity of teaching do not respond to the high qualification. The course is considered a basic level recognition qualification.

Teaching methods are standard and consistent with the courses. It is worth noting that the existence of a technical base is essential for teaching methods, the problem of which is actually the direction.

Evidences/Indicators

- o Interviews
 - o Syllabus documents
 - o SER and programme documents on teaching

Recommendations:

- o Major specialty discipline courses require more in-depth study that would be supported by more active methods such as interactive work with students, theory-based practical

assignments, seminar works that integrate theory and practice, project work etc.

Suggestions for the programme development

- o In the teaching disciplines of the multidisciplinary program, it is desirable to combine interests and deepen learning disciplines towards professional goals.

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	<input type="checkbox"/>	<input checked="" 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 "Media Production and Visual Methods in Design" undergraduate program of the Georgian American University, based on the results of various documents and the information received during the accreditation visit, it was confirmed that the evaluation of students at the university is carried out by the standards established in the state, according to which the evaluation component is in full compliance with the educational legal framework of Georgia, with the order of the Minister of Science N-3 of January 5, 2007, which is confirmed by the educational program and the syllabi of the courses.

According to the evaluated program of "Media products and visual methods in design", the student's learning outcomes are assessed using a 100-point system. At the same time, the evaluation of a student's knowledge is done by breaking the evaluation system into several parts, where 40 points are distributed among the final exam component, and the remaining 60 points for interim assessment components, which may include: testing, seminar, practical assignment, presentation, homework, etc. All interim assessment methods follow the specifics of program courses and are developed/formalised by their leading professors. The lowest mandatory score for midterm assessment is 25 points, where the students have to accumulate at least 16 points at the final exam. Overall, the credits are granted to students after receiving the scores in different assessment components. The students pass the subject/course after accumulating at least 51 scores in total.

Student assessment is determined according to the following assessment system:

There are five types of positive assessment, which appear compliant:

(A) Excellent- maximum grade 91 points and above:

(B) Very good – maximum grade 81–90 points:

(C) Good – 71–80 points of the maximum assessment:

(D) Satisfactory - 61-70 points of the maximum assessment:

(E) Sufficient – 51–60 points of the maximum assessment.

There are two types of negative assessment:

(FX) failed to pass the maximum score of 41-50 points, which means that the student needs more work to pass the subject and is given the opportunity to retake the exam.

(F) Failed - A maximum grade of 40 points or less, which means that the student has not adequately worked on the subject and has to retake the subject.

Assessment methods are transparent and accessible to all students from the moment the learning process begins. The following form of assessment is acceptable for students.

Evidences/Indicators

- o Bachelor program;
- o Syllabus of the program;
- o Results of interviews with students;
- o Graduate interview results.

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for 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
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2.4. Student evaluation



Compliance with the programme standards

	Complies with requirements	<input type="checkbox"/>
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Substantially complies with requirements	X
	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

During the evaluation process of the undergraduate program Media Production and Visual Methods in Design at the Georgian-American University, it was confirmed that students have the opportunity to receive all kinds of necessary information from the HEI representatives of various administrative positions. The students are mainly consulted by the academic process management manager. Students are provided with detailed information regarding their academic performance and have communication with the institution's administration, academic and visiting staff, as well as access to course materials, curriculum and academic calendar.

Within the framework of the program, students participate as much as possible in various activities that are mainly related to science, they participate in university conferences, but they do not participate in other local or international conferences. In this direction, it is advisable for HEI to encourage and assist students to integrate them with other University students. It would

be good if HEI provides financial support for students, which will be spent for participation in conferences at the local or international level.

For the proper implementation of the program, the student needs to have an opportunity to make an independent decision and choose the main or optional subjects, they should have an appropriate electronic academic management system where they can communicate with the administration, with the course professors.

It would be good if the head of the program and the dean of the faculty create a platform for a unified dialogue, where students from different levels of the faculty would be represented, where the opinions and demands of the students would be heard in details, and at the same time the activities to be implemented within the program would be planned according to the demands of the students.

In the educational system, the mentioned program is undergoing accreditation for the first time and, naturally, it does not have extensive experience, although it fully meets the requirements of the adjacent students and the educational system - student coordination. Counseling, coordination, familiarization with learning systems, student interests, personal affairs, control of online learning, protection of student interests, electronic journals, availability of documentation, and other benchmarks are consistent with the standard. We think that the regulation of the mentioned requirements, their relevance and functionality will be similarly successful in the presented program.

Evidences/Indicators

- o undergraduate program;
- o Material and technical base;
- o Results of interviews with students;
- o Graduate interview results.

Recommendations:

Suggestions for Programme Development

- o Consider introducing more elective options for students both inside (elective courses) and outside of a program (sports, arts, socialisation, placement ..) that they can really choose from freely.

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	■	<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

-

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- o 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	<input checked="" type="checkbox"/>
	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

Qualification of personnel is in compliance with legislation and internal regulations of the university. Staff competence is adequate to meet the objectives required by the syllabus. However, the objectives of the program require the enrichment of personnel in accordance with the diversity of the field.

Invited staff and teachers are truly qualified staff and also their personal data if during the interview their qualification is confirmed in both practical and theoretical directions. Based on the general principle of the university, the program has developed a scheme of staff workloads and their semester studies, which is adequate to the interests given in the program and it logically responds to the training network.

The program's teaching and academic and visiting staff quantitative characteristics and hourly workload allow the program to operate freely. The workload of the existing staff, their quality and various experiences are useful for the program. Since the program is still new and has no experience with the consultation form, the timeliness of questions and interests is theoretically correct. The mentioned point needs to be monitored after the departure process and revised if necessary.

For the sustainability of the program, the number of academic staff and their qualifications are balanced, although it needs more field-expert academic staff. For the sustainability of the program, it is necessary to increase the disciplines according to the semesters and in-depth teaching of special subjects related to the workload of the staff and their knowledge.

The university implements a multi-disciplinary teaching program, however, the sustainability of the program requires the addition and development of in-depth study disciplines of the main disciplines. The program is multi-disciplinary and requires a lot of technological knowledge, which is quite difficult to imagine in the time frame of the study semesters given by the program.

According to the Standards, the panel could confirm that the Head of the Programme possesses necessary knowledge and experience required for programme elaboration according to the level of the programme.

The program features two heads, an academic vs. an expert - gradually they seem to be aware that their role should become more clearly specific respectively, a complementary division of responsibilities could prove useful. The qualification of the Heads of the programme is certified by relevant education in the field, practical experience and/or scientific papers/creative work. As much as the panel could review, the Heads of the Programme is personally involved in programme assessment and development, programme implementation, student advising, in various events planned within the programme. Programme students are provided with an

adequate number of administrative and support staff with appropriate competence; Qualification of administrative and support staff is consistent with their functions.

Teachers of practical courses in the conversations showed a strong, slightly exclusive opinion about the relevance of practical skills in the program (also confirmed by students and employers), while the existing academic staff from philology field does not yet see a clear way of how to integrate the interdisciplinary link in the programme.

Some employed teachers in the interviews were not knowledgeable of the general and field-specific transferable skills which might indicate they were not included into the curricular design to a sufficient extent.

Invited teachers agreed that they would be prepared to enter into full time employment at the school, and the programme, and that they feel supported for such a scenario by the school. However they claimed their ranks are few, and that they would like to be more involved.

In some cases, the teachers involved in the program do not have the relevant higher education, although they have many years of experience in the subject.

The main and visiting personnel of Folbs disciplines, have experience, are multidisciplinary education and also have a lot of experience not only in terms of practical activities. The diversity of these personnel exceeds the requirements of a single discipline and their multi-profession makes it confusing to achieve the target marks - all the more so when studying at the undergraduate level.

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	16	8	1	
- Professor	5	5		4
- Associate Professor	11	11		11
- Assistant-Professor	0	0		
- Assistant	0	0		
Visiting Staff	9	9		—
Scientific Staff				—

Evidences/Indicators

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

- o Interview;
- o Self-assessment document;
- o Based on the documentation received during the accreditation process.

Recommendations:

- o Enrich the field personnel in the program in terms of diversity of field coverage as well as in terms of engaging more teachers as external staff, which especially goes for field-specific skill trainers and teachers from the field of arts. Consider to gradually employ these to build upon the core staff of the program.

Suggestions for Programme Development

- o As the program features two heads, an academic vs. an expert - a clear and complementary division of their responsibilities could prove useful.

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	<input type="checkbox"/>	<input checked="" 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

-

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			
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- Assistant-Professor			
Visiting personnel			
Scientific Staff			

Evidences/Indicators

0

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for 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

Because of the newness of the program, staff evaluations include only a certain combination of

external activities and, in some cases, activities performed by staff involved in an adjacent program. However, the evaluation system provided in the program will respond to the analysis and evaluation of the activities of the personnel involved in the practical and educational process in the future.

The institution tries to support the development of the staff as much as possible, however, a number of material resources improvements need to be met in order to support the mentioned program. We assume that after the start of the program, the material base will be covered.

The school and esp. this program depends greatly on market research and practice-oriented teachers to develop the program. They seem to be evaluating staff and analyse this on a regular basis.

Internal academic staff seems to be well supported in their scientific development, not completely so the didactic support of invited staff.

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results;
- o Interview;
- o Program document;
- o Syllabus;
- o self evaluation document.

Recommendations:

- o Develop the studio rooms, their setups and equipment lists in order to reach an actual and present completeness of the technical base that corresponds with the actual practice standards in the employment realities is necessary for the teachers to get access to, and start mastering, as well as for the students to start learning efficiently.

Suggestions for the programme development

- o Consider introducing didactic support (training) to all staff, ps. the invited ones.

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	<input type="checkbox"/>	<input checked="" 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

The studio is still under construction, no equipment was yet provided at the time of the visit (which shows the HEI did not follow the recommendation of the previous report yet). A list of the ordered equipment was provided by the end of the meetings, however it was considered insufficient for the planned cohorts of students; at the time of visit there was not enough equipment presented to cover the programme needs.

The library is very modestly equipped with paper book resources related to the program, and only 3 major databases that could be relevant for the specific field are accessible, which might not suffice for the seminar and thesis works as foreseen, with a broad theoretic appeal. The e-databases in the library were not recognized by the interviewed students as an option to support their studies.

Evidences/Indicators

- o List of equipment provided at visit to be bought;
- o Equipment indications in syllabi;
- o Discussions with staff and the visit to the premises, inspection of equipment.

Recommendations:

- o Acquire a representative list of equipment that would be sufficient for the course's foreseen cohorts and equip and make functional the dedicated studio space currently provided.

Suggestions for the programme development

- o Diversify the library resources in the specific area of the program, both physical stock as well as relevant databases and make sure that teachers will actively support students in using these in their study.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The budget is set up in a way so that it reacts to the demand for students, however increases in particular realms such as equipment or extracurricular activities offer might be useful. The overall budget of 50.000 Lari on an annual basis is considered too little for an investment-heavy program like this, in particular as regards obtaining equipment and furnishing of the studio.

The school leadership presented a very conscious stance toward investments and it appeared that the school has a certain access to international funds, esp. those of the US embassy, and the US Chamber of Commerce representation in Georgia. However the program leadership was not aware of these possibilities and did not seem to be involved in the financial planning pertaining to the programme.

Evidences/Indicators

- o Budget;
- o Documents;
- o Interviews.

Recommendations:

- o The budget dedicated to the programme should be raised consistently , in order to equip the HEI with the relevant material resources, ASAP.

Suggestions for the programme development

- o The budget dedicated to the programme should be raised consistently , in order to equip the HEI with the relevant material resources, ASAP.

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	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	X
	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

For quality assurance and development at “Georgian- American University”, the Quality Assurance Office is guided by Georgia's Law on Higher Education, Authorization and Accreditation Regulations, and other regulatory documents.

Based on the self-assessment report submitted by the university, the attached documentation and the interviews conducted during the accreditation visit, it is clear that the personnel involved in the program cooperate with the internal quality assurance office.

The mechanisms and procedures for ensuring the quality of programs are subject to the principle: “PDCA” Plan - Do - Check - Act.

The binding of this cycle is ensured by the effective involvement of all parties in the implementation of internal quality assurance mechanisms of the university. The conducted studies are analyzed, the results of the study and ways of responding to them are reflected in the reports of the relevant structural units and presented to the decision-making bodies.

Based on these decisions, further changes were made, which actively contributed to the development and improvement of the program.

In each area of activity of the quality assurance office (educational programs; personnel and research; learning/teaching process; student services and information; smooth operation of the structures of the university), tools for gathering the opinion of interested parties have been developed, which ensure the evaluation of various components.

The interviews conducted during the accreditation visit clarified that the Quality Assurance office is involved in the process of planning the evaluation of program quality, developing the evaluation instruments and implementing the evaluation.

As a result of the interviews, it was also confirmed that the academic/visiting staff is aware of the results of the survey and actively works on issues for improvement, if such are identified.

Based on the presented documents, it can be said that the theoretical foundations of quality assurance are fully relevant and the procedures performed based on these documents are also transparent and consistent.

Evidences/Indicators

- o Internal quality assurance mechanisms;
- o The results of the internal quality assessments;
- o The questionnaires of the quality assurance office;
- o Self-Assessment Report.

Recommendations:

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

Suggestions for the programme development

- o Develop incentives for employers, esp. lead market representatives to engage in external evaluation.

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	<input checked="" type="checkbox"/>	<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

The university uses external assessment tools for program accreditation in the process of preparing higher education programs. It cooperates with the National Center for Educational Quality Enhancement.

As a result of documents and interviews, it was confirmed that the recommendations given earlier by external evaluators (accreditation experts of the National Center for Educational Quality Enhancement) were taken into consideration in the process of work on the program and improvement of it.

The conclusion of the external evaluator was also presented. The external evaluator was not a representative of the evaluated program, did not represent an interested party and had the competencies of relevant fields.

The external evaluator noted that the program is relevant, interesting, and the presented courses respond to labor market requirements. However, this evaluation was very superficial, and it would be good if an external evaluator could address the program's strengths and also areas for improvement.

It is desirable to make sure that the external evaluation is considered deeply in the entire QA process in all the above mentioned aspects, and it should be conducted specifically for the field.

Evidences/Indicators

- o External peer evaluation of program;
- o Conclusion of previous accreditation experts/Council protocol;
- o Educational program;
- o Self-Assessment Report;
- o Results of conducted interviews.

Recommendations:

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

Suggestions for the programme development

- o Make sure that the external evaluation is considered deeply in the entire QA process in all the above mentioned aspects, and it should be conducted specifically for the 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
5.2. External Quantity Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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

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

Monitoring and periodic evaluation of the program is carried out with the involvement of academic, visiting, administrative, support staff, students, alumni, employers and other interested parties, through the systematic collection, processing and analysis of information.

The system seems to be formally in place, the documentation is satisfactory. The school is conducting regular monitoring activities esp. through student surveys, sometimes amended with focus group (or similar) qualitative methods, informal talks etc.

The university has pre-developed and approved questionnaires, which allow students to express their opinion about the educational process, as well as the content of the educational program, human and material resources, with complete anonymity. The questionnaire processing methodology provides for the statistical processing of the answers to the pre-prepared questions, analyzing the results, developing recommendations, informing the relevant service and/or staff and responding to feedback. For the continuity of the PDCA cycle, the implementation of recommended issues is again monitored until the problem or issue is finally resolved.

The university took into account the recommendations developed by the previous council and worked in this direction as well. In the process of modifying the programs, the involvement of the implementing staff was highlighted both from the presented documents and from the conducted interviews.

The self-evaluation report provides no evidence that the programme has been compared with similar programmes of foreign universities. To bring the programme in compliance with the modern requirements, the best practice of international programmes should have been

consulted and implemented in consideration of its own context. Therefore, the expert group suggests that the programme periodically should be compared with similar programmes of foreign universities, and best practices should be implemented to develop and improve the programme.

A big part of the teachers however showed great knowledge about the evaluation mechanisms of the university, they are familiar with the evaluations and follow the processes as it is documented.

Evidences/Indicators

- o Conclusion of previous accreditation experts/Council protocol;
- o Educational program;
- o Quality assurance mechanisms;
- o The questionnaires of the quality assurance office;
- o Analysis of the personnel performance study;
- o Self-Assessment Report;
- o Results of conducted interviews.

Recommendations:

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

Suggestions for the programme development

- o The programme periodically should be compared with similar programmes of foreign universities, and best practices should be implemented to develop and improve the programme.

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
5.3. programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**monitoring and
periodic review**

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	<input checked="" type="checkbox"/>
	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):

Name of the Higher Education Institution:

Georgian American University (GAU)

Name of Higher Education Programme, Level:

Media products and visual methods in design (BA)

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Full name, signature

Peter Purg

Peter Purg

Digitally signed by Peter Purg DN:
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