



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Bachelor program of Visual Art

LTD Free University of Tbilisi

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Tbilisi

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Information about a Higher Education Institution ¹

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

Expert Panel Members

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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ვიზუალური ხელოვნება
Name of Higher Education Programme (in English)	Visual Art
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Fine Arts
Name and Code of the Detailed Field	0213 Fine Arts 0213 სახვითი ხელოვნება
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 December 4th 2018 Decision №181
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)	Creative Tour (Portfolio Review)

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

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

II. Accreditation Report Executive Summary

- **General Information on Education Programme⁴**
 - The Bachelor level programme in Visual Arts derived from an existing and previously accredited programme titled Bachelor in Visual Art and Design and resides in the School of Art, Architecture and Design also known as (VA[A]DS).
 - The Bachelor programme in Visual Art is a 4-year cycle programme of 240 ECTS, and it is well structured with courses that have a developmental progression covering both theory and practice. The programme utilizes updated teaching methodologies which also allow experiential learning through courses that run from the industry (live projects) which include areas as contemporary art, art history, studio practice etc.
- **Overview of the Accreditation Site Visit**
 - During the course of the 29th September, the day started with a meeting with the Rectorship, Head of Administration and Dean, and progressed with the team responsible with preparing the SER, the Heads of the Programme, the Academic and Visiting Staff as well as with Students and Graduates. A tour of facilities including the Library, the Examination Centre, the IT services, classrooms and studios, as well as the exhibition center followed. For the last 2 sessions of the day there were conclusive meetings with employers and the University's Quality Assurance Team.
- **Brief Overview of Education Programme Compliance with the Standards**
 - All members of the University and Faculty from the top management to invited staff were found to be very supportive towards the new programme. The University supports various faculty towards art and design practice. A very enthusiastic and supportive student/alumni body, as well very positive stake holders were met up, and generally it became evident that the University is a student-centric environment which promotes quality, equality, diversity and inclusivity, as well as generating young professionals who are all-rounded thinkers and professionally competent cultural producers.
 - The Institutional Quality Assurance is in tune, and it provides a thorough system in maintaining quality throughout.
 - The Bachelor programme in Visual Art complies with all standards. Specifically
 - Standard 1: Full Compliance
 - Standard 2: Full Compliance

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

- Standard 3: Full Compliance
- Standard 4: Full Compliance
- Standard 5: Full Compliance

▪ **Recommendations**

N/A

▪ **Suggestions for Programme Development**

N/A

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

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

The Team of Experts received the arguments from the FREE University and shares the position of the HEI, therefore the two suggestions made in sections 2.2 and 5.2 have been removed.

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

Since the last accreditation in 2018 the programme has been updated and kept better informed with additional content on contemporary art which was introduced as a course in the structure. All courses of the programme were also kept updated of the latest trends and tendencies of the contemporary art field, including theory and practice as well as technological advancements.

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

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

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

- Educational Activity
- Research Activity
- Internationalization

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

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

Evidences/Indicators

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

Recommendations: N/A

Suggestions for the Programme Development: N/A

Evaluation

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

1.2 Programme Learning Outcomes

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

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

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

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

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

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

Evidences/Indicators

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

Recommendations: N/A

Suggestions for Programme Development: N/A

Evaluation

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

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

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

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

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

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

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

Evidences/Indicators

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

Recommendations: N/A

Suggestions for the Programme Development: N/A

Evaluation

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

1.4. Structure and Content of Education Programme

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

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

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

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

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

- conceptual thinking, idea formation, implementation and presentation;
- history, theory and culture;
- rethinking/revaluing creative processes, interpretation;
- experimental, innovative approaches and thematic studies;
- Digital and technological tools/software;
- communication, collaboration and interdisciplinary operation;
- Creative entrepreneurship.

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

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

contribution to changing the image of the artistic space of the country, influencing design and visual vision in Georgia.

This is evidenced by the successful students who systematically exhibit at various exhibitions and are actively employed. From the interviews, it seems that they have a good collaboration with the employers, although they were less involved in the process of creating the curriculum and improving the program, they got to know the finished program later. Nevertheless, they evaluated the results of the program well and are satisfied with the staff provided by them. They are satisfied with their multidisciplinary knowledge, which implies their flexibility for different employers, whether it is a creative agency, a publishing house, etc. This multidisciplinary activity stems from the openness of the university, and they are given the opportunity to get to know the experiences of other countries during the teaching process, which the university provides with international invited guests. During the site visit of the team of experts and the session with the students, it became evident that students are with a positive attitude towards their studies, and very supportive towards the University as a whole. They stated that if they have to start over again, they would choose to study at this university again since they believe that the University utilizes innovations and novelties within the whole study environment. I

It is very positive to see an establishment that tries to create such an environment and educational programs that are of international level and are available to everyone in Georgia.

The teaching methods also involve "teaching to learn" to develop self-education skills and a culture of updating knowledge in the future, which, is very important for working in this field and abides with the European Union directive on life long learning.

Evidences/Indicators

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

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

1.5. Academic Course/Subject

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

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

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

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

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

consider the latest research in the relevant field taking into account the specifics of the academic course as well as the achievement of the programme's learning outcomes.

In general, the study materials indicated in the syllabus through the structure of the programme ensure the achievement of the learning outcomes.

Evidences/Indicators

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

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

Compliance of the Programme with the Standard

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

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

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and

ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

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

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

Admission to the Visual Art Bachelor's Program at Free University of Tbilisi have defined transparent, fair, and publicly accessible prerequisites and procedures for the admission of persons to the program, which ensures the inclusion of persons with appropriate knowledge and skills in the program to achieve the learning outcomes of the program. Admission of students to the Programs is carried out on the basis of the current legislation. Admission follows a combined approach. Process consists of two components: Creative Tour (Portfolio Review) Unified National Exams (two compulsory subjects: Georgian Language and Literature, Foreign Language).

The following persons will be admitted to the program:

A person with a complete general education shall be admitted to the educational program, based on the results of the unified national exams (subjects to be taken according to priority).

Enrollment in the program without unified national exams is carried out within the time limits and according to the established procedure. In particular, I. for citizens of foreign countries and stateless persons who have received complete general or equivalent education in a foreign country; II. For citizens of Georgia who received full general education or its equivalent in a foreign country and studied the last 2 years of full general education in a foreign country; III. For persons who study/have studied and received credits in a foreign country in a higher education institution recognized in accordance with the legislation of that country.

The mobility of students from other higher educational institutions is carried out in accordance with the order # 10/n of the Minister of Education and Science of Georgia dated February 4, 2010, and on the basis of normative acts established by the university.

A methodology for planning the student contingent has been developed and admission to programs is carried out in accordance with it. The specifics of artistic programs, existing human, financial and material resources are taken into account during the planning of the admission contingency. Therefore, the number of students accepted is balanced.

Description and Analysis - Visual Art Bachelor's Program , Level 6

The requirements for the creative tour (portfolio review) are determined on an annual basis by the order of the Rector and can be accessed by interested individuals on the university's website.

The creative tour (portfolio review) consists of two stages: 1) Submission of a digital portfolio. 2) Interview with selected/shortlisted candidates.

As part of the creative tour (portfolio review), the entrants are evaluated by the commission approved by the order of the Rector. The requirements mentioned above ensure the implementation of transparent and fair procedures for program admission, ensuring the enrollment of students who possess the necessary knowledge, skills, and interests for the program.

An important component of admission to the program is the creative tour - candidates must present a digital portfolio and undergo an interview. Such a form should be evaluated positively in the artistic field. The program has a good practice in terms of reception - the number of open door days is increased and additional information about the details of the creative tour is available to everyone.

We can conclude that, students are admitted to the BA level in a prescribed manner; Students note that all issues were clear to them at the time of passing and consider that the level of difficulty of the exams corresponds to the level of knowledge obtained as a result of general education. The conditions and task of the creative tour are also clear to them.

Evidence/Indicators

- BA Educational program
- Planning methodology for student contingent
- Website of the
- Results of interviews with heads of programs, academic staff, students

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

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

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

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

Visual Art Bachelor's Program places a significant emphasis on practical and studio-based subjects. It is important to highlight that student exhibitions play a crucial role in the educational process. Typically, two exhibitions per semester are organized for each studio subject. In practice-based subjects students participate in over 20 public exhibitions held in the VA[A]DS exhibition spaces, which greatly contributes to the development of their practical skills.

The program syllabi show that there are different emphases and priorities in different disciplines for developing the skills that are important for arts education.

Due to the specificity of teaching in the artistic field, the program takes care of the development of practical-creative skills - this is reflected both in the process of studio work and in exhibitions that are regularly held for students.

Artistic cooperation with foreign colleagues is also an important part of the development of practical and creative skills - the program works in this way as well.

We can conclude that, the development of Practical, Scientific/Research/Creative/Performing and Transferable Skills in all three level of education takes place in appropriate, different forms and provides students with the acquisition of good knowledge and skills in the artistic field.

Evidence/Indicators

- BA program structure and syllabi
- Results of interviews with Heads of Programs, professors, invited teachers, students
- Website - <https://freeuni.edu.ge>
- Self-Assessment Report;

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

2.3. Teaching and Learning Methods

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

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

The program is implemented using student-oriented teaching-learning methods. Teaching-learning methods correspond to the level of teaching, course/subject content, learning outcomes and ensure their achievement. The syllabus of each training curriculum foreseen by the educational programs considers methods to achieve the objective of the training curriculum, which is based on the principles of student-centered teaching. The teaching-learning methods foreseen by the syllabus of each training curriculum are focused not only on acquiring knowledge, but also on developing skills.

The program uses a variety of teaching methods that suit the purpose of each course. The following methods are used:

- Verbal
- Text-based
- Written
- Teamwork
- Problem-based
- Demonstration
- Inductive
- Deductive
- Analysis
- Synthesis
- Practical
- Explanatory
- Interactive
- Comparative
- Action-oriented
- Cooperative

- Discussion/debate

The Programs description and syllabus shows, that the program use different teaching-learning methods. It is important, that both academic staff and invited lecturers are actively involved in the creative use of these methods. Invited lecturers are well involved in the general educational process with their own subjects. It is important that different methods are prioritized in different disciplines.

The varied and integrated methods presented in the programs give us the basis to draw conclusions, that programs are implemented using student-oriented teaching-learning methods. This is confirmed by students, who talk about the necessary learning/creative character-oriented methods for the Art field, which are well suited to the development of individual interests in the field.

If necessary, description and analysis according to the education programs

Not necessary

Evidence/Indicators

- Bachelor's program
- Syllabi of program
- Results of interviews with Head of Programs, academic staff and professors, students

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

2.4. Student Evaluation

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

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

Visual Art Bachelor's Programs Evaluation of a student is carried out according to established procedures, transparent, reliable, and compliant with legislation. The assessment system ensures the active involvement of students in the learning process and is based on the principle of continuous evaluation of acquired knowledge.

The evaluation of the work done by the student during the semester considers evaluation during the semester and evaluation of the final exam . During the implementation of the program and the teaching of academic disciplines, the student's performance in each discipline is evaluated by the European Transfer and Accumulation System (ECTS). Programs use a 100- point grading system for students' evaluation. The evaluation of the educational component is 100-point and multi-component.

In programs evaluation criteria are detailed in the syllabus of the particular subject.

The grading system and grading criteria for each component are given in the subject syllabus. evaluation forms and components correspond to the learning outcomes of the subject.

The evaluation components and their specific share are outlined in the syllabus of each learning component. Also, in the program is describe the midterm or final exam format and evaluation criteria for any course. Program are accompanied by the evaluation criteria. The maximum positive rating is 100 points, the minimum positive rating is 51 points.

According to this system, evaluation is clear and transparent.

The evaluation system varies according to the components and also according to the disciplines. For example: 1) activity - 30 points, first midterm exam - 15, second midterm exam - 15, final exam - 40; (Introduction to Contemporary Art) 2) Activity - 30 points, midterm exam - 30, final exam - 40. (Drawing studio).

Based on the specificity of art education, the evaluation system provides for the evaluation of activities of different forms. It depends on the nature of the disciplines. Students are evaluated by written test and presentation, as well as project, practical work and exhibition and other activities.

During the meetings, questions were asked about the evaluation system. It is worth noting that both program leader, professors, and invited teachers have a well-formed vision of this issue, are well versed in the nuances; We heard arguments about both the ratio of the components and the criteria. Educators talk about examples of specific disciplines, as well as about the assessment system in general.

Evidence/Indicators

- BA Educational program
- Syllabi of program
- Results of interviews with Heads of Programs, academic staff, invited teachers, students

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a

variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

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

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

Services offered at Free University of Tbilisi are designed to support student success. Students have access to comprehensive information and counseling services to help them define their academic profile, plan their studies, and enhance their achievements. These services cover various aspects, including administrative assistance, social support, and resources for career development and employment counseling.

Free University of Tbilisi is committed to protecting the rights and legitimate interests of its students, as outlined in its bylaws and regulatory documents.

Upon enrollment, every student is provided with a contract that establishes the formal relationship between the student and the university. This contract explicitly outlines the rights of the student and serves as a legal guarantee that these rights will be fully respected.

The regulatory documents of the university, including the Bachelor's Provision and Student Code of Ethics, are accessible on the university's website. These documents comprehensively outline the rights, duties, and opportunities of students within the educational system. They provide detailed information on what students are entitled to in the academic process and how their legitimate interests are protected in specific circumstances. By making these documents publicly available, the university ensures transparency and facilitates students' understanding of their rights and responsibilities.

Alongside the aforementioned documents, there are additional resources that outline examination procedures, internal and external mobility processes, and relevant procedures. These documents provide comprehensive information about the rights and opportunities available to students within the university system.

At the beginning of their studies, students receive information about the university's regulatory documents during the preparatory period before the first semester. Links to access these documents are sent to students via email, ensuring easy and prompt access to the necessary information.

The Dean, who also is the Head of the Program and the Coordinator of the Visual Art, Architecture and Design School hold the responsibility of designing the learning process and enhancing academic achievement within the program.

The school Dean is responsible for overseeing various aspects of the educational process. They play a crucial role in developing and updating educational materials and syllabuses, contributing to program development, providing guidance to lecturers, participating in the selection of academic staff, and overseeing the school Coordinator. Additionally, the Dean is involved in activities related to university authorization and program accreditation processes.

Students and graduates can always contact Head of the Program and Coordinator for assistance. Moreover, individualized support is available to address specific student needs and improve learning outcomes. All the program's faculty members, whether elected or invited, are committed to providing personalized guidance and counseling to students as necessary.

At Free University of Tbilisi, the protection of students' legal rights is institutionalized and ensured through the presence of the Dean of Students who leads the Office of Alumni, Student and Prospective Student Affairs and serves as the primary contact point for students in case of any issues or concerns.

Acting as an intermediary, the Dean of Students bridges the gap between students and the academic or administrative management of the university, voicing and addressing the problems and challenges faced by students.

The Office of Alumni, Student and Prospective Student Affairs at Free University of Tbilisi plays a crucial role in introducing and developing cognitive projects for students. They provide students with important information, offer assistance in solving various issues that may arise during their study period, and organize student events. Additionally, the office coordinates student participation in international exchange programs and other relevant initiatives.

A significant component of the Office of Alumni, Student and Prospective Student Affairs is the Career Development Service. This service is dedicated to supporting the career development of students and graduates from Free University of Tbilisi. They regularly interact with students, graduates, and employers

to facilitate employment opportunities and foster professional connections.

The Career Development Service at Free University of Tbilisi plays an active role in monitoring and analyzing the labor market. Based on systematic research, the service takes necessary measures to create and enhance career opportunities for students. It actively collaborates with various sectors including private companies, public institutions, and non-governmental organizations.

The Career Development Manager maintains active communication with a wide range of companies, both in the public and private sectors, as well as galleries, museums, and other art institutions. The information about current job vacancies is shared with students and graduates on a daily basis and this includes providing detailed job descriptions so that

students can assess their interest and suitability for the positions. Additionally, students are often given further consultations and recommendations in this section.

CV drafting and interview skills training:

The Career Development Service organizes training sessions for students' multiple times per semester, aiming to assist them in writing effective resumes, understanding their own skills, and succeeding in job interviews. For students of the Visual Art Bachelor's Program, additional guidance is provided on creating an effective portfolio. These trainings are particularly valuable for junior students who may experience more pressure when planning their careers due to their limited experience. The timing and duration of the trainings are scheduled in consideration of the academic timetable to ensure minimal disruption to students' lecture and seminar attendance.

Organizing the Employment Forum:

The Career Development Service arranges an Employment Forum once per semester, attracting approximately 100 companies on average. The forum provides a dedicated space where each company has its own individual stand, allowing students to closely familiarize themselves with the activities of various companies and explore potential career opportunities. Within the forum, HR managers or recruitment officers from these companies conduct on-site interviews with specific students, discussing potential career prospects within their organizations. Prior to the forum, students receive comprehensive information and preparation to ensure they are well-equipped for the process. A list of participating companies, along with brief descriptions of their operations and employment opportunities, is shared with students in advance. This helps students identify the fields of interest and employment prospects associated with each company. The Employment Forum serves as a platform for students and graduates to showcase their abilities and skills to prospective employers, while also facilitating their career development. It is noteworthy that students the Visual Art Bachelor's Program actively participate in these forums. In addition to their specialized subjects, they also acquire knowledge in general university subjects, enhancing their competitiveness in the job market. As a result, companies from diverse sectors show interest in students and graduates from this program.

Informing about various competitions, internships and projects:

The Career Development Service consistently updates students on various competitions organized by different entities. Students have the opportunity to participate in these competitions and, if successful, they receive various types of rewards. Many organizations specifically design internship programs tailored for students from Free University of Tbilisi, and successful participants often receive employment offers. In this context, the VA[A]DS School of Free University of Tbilisi actively collaborates with numerous Georgian and international organizations, including Redbury, ForSet, Fabrika, Gallery Artbeat, Tbilisi Architecture Biennale, Bank of Georgia, TBC, and others.

Survey of students/graduates and monitoring of indicators:

The Career Development Service conducts annual surveys to monitor the career progression of both students and graduates. Through these surveys, valuable information is gathered about the employment fields, positions held, and remuneration of students and graduates. By comparing the survey results, the effectiveness of the programs is evaluated, ensuring their alignment with the demands and needs of the labor market. The latest survey results indicate a 100% employment rate among graduates. Participants also provided an approximate salary range, with an average monthly salary of 1500-1700 GEL. This figure is noteworthy, considering it surpasses the average salary for entry-level positions, reflecting the promising nature of the field. The majority of VA[A]DS students and graduates find employment in advertising companies, architecture and design studios, publishing houses, or as freelancers on various online platforms. The high demand for skilled professionals in these areas has led to employment opportunities for not only graduates but also third- and fourth-year students as freelancers. This trend is facilitated by the involvement of practicing lecturers in the educational process, providing students with the chance to gain practical experience by working on real projects. As a result, students graduate with a solid foundation of both theoretical knowledge and practical skills.

Regular communication with employers:

The Career Development Service maintains regular and effective communication with various employers in the Georgian market, including private companies, international organizations, public services, and non-governmental organizations. This communication serves two main purposes: firstly, it allows the service to stay updated on the current state of the labor market, including the demands and requirements of companies. This information helps in shaping educational programs to ensure they are relevant and aligned with industry needs. By understanding the skills and knowledge that employers are seeking, students can acquire the necessary qualifications for successful employment. Secondly, employers provide valuable feedback on the career development of students and graduates. They share updates on the progress and achievements of individuals who have been hired. Additionally, at the request of the the Career Development Service and companies themselves, thematic meetings are frequently organized between company representatives and students. These meetings offer a valuable platform for companies to not only present current job vacancies but also provide students with insights into industry news and advancements.

Collaborative partnerships for practical experience:

Free University of Tbilisi actively collaborates with a wide range of private companies, non-governmental organizations, government institutions, galleries, museums, and international art organizations. To formalize these partnerships, the university has established numerous Memorandums of Cooperation with these entities. These Memorandums serve as a framework for fostering internships and employment opportunities for students enrolled in the Visual Art Bachelor's Program. Our partner organizations generously contribute by

providing hands-on training to our students, organizing events to enhance their practical skills, and even offering study grants to outstanding individuals

Evidences/Indicators

- "What Happens Next?" (2019) - VA[A]DS Alumni Non-Charity Auction
<https://at.ge/2019/12/24/what-happens-next/>
- The Future is Equal - VA[A]DS students won the second and third place at the hackathon (2019)
<https://www.facebook.com/VisualArtArchitectureandDesignSchool/posts/pfbid02FwVVqqpmF77LaDm4ziEdZfjpAwFCKBgCHF8sA1fjYvcMyNftJw47ykURLzGeGzJml>
- VA[A]DS student Yona Tsulaya's work was named as the most important memory of 2019 by artist Sir Serpas in the first issue of L'Officiel magazine 2020
<https://www.lofficielusa.com/art/artists-to-watch-spring-2020-round-up>
- The 2020 Tsinandli Prize in Fine Arts was awarded to former VA[A]DS student Shota Aptsiauri
<https://tormeti.com/2020/12/01/news-59/>
- Nita Gongadze, VA[A]DS graduate in 2021, became the winner of Forbes Georgia project 30 UNDER 30 culture and style
<https://under30.ge/ka/directory/profile/216/>
- The 2022 Tsinandli Prize in Fine Arts was awarded to Anna Jibladze, a former student of VA[A]DS
<https://forbes.ge/thibisi-tsinandlis-premiis-mkhardamtcheria/>
- Nutsa Mikaberidze participated in the Espacio Lavadero residence in Spain
<https://espaciolavadero.com/>
- VA[A]DS students Anka Koiava's project named RECKLESS (2020) -
<https://at.ge/2020/08/31/reckless/>
- VA[A]DS students Luka Kordzakhia and Marie Mamasakhlisi won the bronze prize at Young Lions Georgia 2022
<https://www.marketer.ge/young-lions-georgia-2022-print/>
- The works of VA[A]DS students Archil Tsereteli, Tinatin Shonia, Nata Subeliani, Elene Dgebuadze and Mari Mamasakhlisi were published in the print edition of "Indigo" magazine. Salome Jokhadze (2019), Mari Kalabegashvili (2021), Tata Potskhverashvili (2022) were in residence in Germany, near Düsseldorf-
https://www.frauenkulturbuero_nrw.de/index.php/projekte/zu-gast-die-reisende-kuenstlerin/internationaler-austausch-2/ <https://weltkunstzimmer.de/residency/>
- The work of VA[A]DS students is in the permanent exhibition of Stoa 169 in Munich (2022)
<https://stoa169.com/en/stoa/vaads/>

Recommendations: N/A

Suggestions for Programme Development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

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

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

Evidences/Indicators

Recommendations:

Suggestions for the programme development

Evaluation

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

Compliance with the programme standards

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

4. Providing Teaching Resources

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

4.1 Human Resources

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

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

The implementation of the Visual Art Bachelor's Program at Free University of Tbilisi involves individuals who possess the necessary qualifications and expertise to effectively deliver the program's outlined learning outcomes. The number and workload of personnel responsible for program implementation are carefully balanced to ensure the smooth conduct of the educational process, timely completion of scientific research activities, and the successful execution of all assigned functions.

The program benefits from a combination of academic and visiting staff, ensuring a balanced and sustainable program delivery. To maintain program quality and effectiveness, the university conducts periodic evaluations of academic staff and supports their professional development activities. The number of academic staff is proportionate to the number of enrolled students in the program.

Furthermore, the Head of the Program has the requisite knowledge and international experience to effectively develop and oversee the program. They actively participate in its implementation, contributing to its success. Administrative and support staff are adequately staffed and possess the necessary competence to fulfill their roles.

It is essential to note that Free University of Tbilisi has established a methodology for determining the appropriate number of academic, scientific, and guest personnel for the program, as outlined in subchapter 8.5 of the university's strategic review and plan.

The academic staff consists of full-time professors and lecturers employed by the university and/or holding academic positions. The scientific staff includes all university employees, both academic and non-academic personnel, as well as invited experts engaged in scientific and research activities.

The planning of personnel is a collaborative process involving discussions and agreements among professors, the Head of the Program, academic administration, and other internal and external stakeholders. These discussions revolve around university and program goals and strategies for achieving them.

The composition of academic, scientific, and invited staff is influenced by various factors, including whether the program emphasizes theoretical or practical knowledge and the availability of highly qualified academic and professional personnel in the local educational market. The university carefully considers the competence and expertise of potential staff members to ensure they can effectively meet the program's goals.

For the Visual Art Bachelor's program, the academic staff composition should include:

- Professors: At least 20% of the staff.
- Scientific Personnel: At least 20% of the staff.
- Invited Staff: Up to a maximum of 70% of the staff.

This balanced approach to staffing and faculty composition ensures the effective delivery of the Visual Art Bachelor's Program at Free University of Tbilisi. It is worth noting that the Visual Arts undergraduate program at Tbilisi Free University has a well-defined methodology in place for determining the appropriate number of academic, scientific, and guest personnel required for the successful operation of the program. This methodology is an essential component of ensuring that the program has the right mix of qualified individuals to effectively meet its educational goals and objectives. It is worth noting that the Visual Arts undergraduate program at Tbilisi Free University has a well-defined methodology in place for determining the appropriate number of academic, scientific, and guest personnel required for the successful operation of the program. This methodology is an essential

component of ensuring that the program has the right mix of qualified individuals to effectively meet its educational goals and objectives.

In conclusion, the staff responsible for implementing the Visual Art Bachelor's Program at Free University of Tbilisi comprises qualified individuals who possess the necessary competences to guide and support students in achieving the program's learning outcomes. Their expertise and careful workload management ensure a seamless educational process, timely completion of scientific research activities, and the successful fulfillment of all program-related responsibilities. This dedicated and competent staff plays a vital role in the program's commitment to providing students with a high-quality education.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	65			
- Professor	7			
- Associate Professor	6			
- Assistant-Professor	1			
- Assistant	1			
Visiting Staff	46			–
Scientific Staff	4			–

Evidences/Indicators

- Personal files of academic, invited, administrative and support staff;
- Free University of Tbilisi Strategic Review and Plan;
- Interviews;
- Site visits;
- Academic personnel labor agreement samples;
- Number of administrative and assisting personnel;
- Regulation on conducting a competition for academic positions and employment conditions;
- Regulation on hiring teaching personnel;
- Visual Art Bachelor's Program at Free University of Tbilisi program;
- Program self-assessment report;

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

- Mechanism and methodology of planning of student contingent of Visual Art Bachelor's Program at Free University of Tbilisi
- Semester Plan - Visual Art - 2023-2027
- Website - <https://freeuni.edu.ge>

Recommendations: N/A

Suggestions for Programme Development: N/A

Evaluation

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

The Bachelor of Arts (BA) educational program in visual arts and design at Free University operates at the undergraduate level, and as such, it does not encompass the supervision of master's and doctoral students.

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

Evidences/Indicators

Recommendations:

Suggestions for the programme development

Evaluation

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The Free University of Tbilisi has instituted a comprehensive system to foster the professional development of its academic, scientific, and invited staff. This system is meticulously designed to equip all staff members with the necessary skills and competencies to effectively carry out their roles and responsibilities within the university.

Two pivotal roles within this system, the Faculty Development Manager and the Research and Development Coordinator, are integral to its success. The Faculty Development Manager is tasked with enhancing the professional growth of academic staff through strategy development, organizing training sessions, and advocating for modern teaching methods and technologies. They also play a crucial role in aligning teaching and learning approaches with the curriculum to ensure quality education.

Conversely, the Research and Development Coordinator focuses on facilitating and promoting scientific and research activities within the university. They engage in grant research, budget development, and maintaining relationships with grant coordinators, all essential for supporting the university's research efforts.

The evaluation schemes for scientific and academic staff are well-structured and seek to evaluate their productivity and overall effectiveness. Criteria for scientific staff encompass grant funding, publication records, educational engagement, and doctoral student supervision. The use of criteria-specific coefficients ensures that evaluations are comprehensive and resources are effectively allocated.

For academic staff, evaluations revolve around pedagogical skills, subject management, and professional/research activity. The use of a scale allows for nuanced evaluation, with poor or very poor assessments prompting further investigations and remedial actions.

The professional development mechanisms in place involve training and consultation, both proactively and reactively. Training sessions familiarize academic staff with modern teaching methods and learning strategies, while consultations provide guidance and support for syllabus development and aligning evaluation methods with contemporary teaching approaches.

The Faculty Development Manager plays a pivotal role in both proactive and reactive approaches, ensuring that academic staff are actively engaged in the university's educational process and their teaching quality is continuously improved.

The Free University of Tbilisi is committed to fostering continuous improvement and professional development among its staff. This commitment ensures that the quality of teaching, research, and other university activities remains at a high standard.

In conclusion, the Free University of Tbilisi has established a robust and comprehensive system for the continuous professional development of its academic, scientific, and invited staff. This system, facilitated by the Faculty Development Manager and the Research and Development Coordinator, ensures that staff members have the essential competencies to excel in their roles. The well-defined evaluation schemes for both scientific and academic staff play a critical role in assessing productivity and effectiveness, motivating staff, and allocating resources efficiently. These evaluations encompass grant funding, publication records, pedagogical skills, subject management, and professional/research activities.

Moreover, the proactive and reactive professional development mechanisms, including training and consultation, foster a culture of quality in teaching and research. The Faculty Development Manager's role is instrumental in ensuring that staff actively engage in the educational process, enhancing the overall quality of teaching.

The Free University of Tbilisi's commitment to the continuous improvement and professional development of its staff is central to maintaining high standards in teaching, research, and all university activities.

Evidences/Indicators

- Professional Development Mechanisms for Staff Activities at Free University of Tbilisi.
- Visual Art Bachelor's Program at Free University of Tbilisi program;

- Program self-assessment report;
- Personal files of academic, invited, administrative and support staff;
- Free University of Tbilisi Strategic Review and Plan evaluation
- Interviews;
- Site visits;
- Website - <https://freeuni.edu.ge>

recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

4.4. Material Resources

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

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

Free University of Tbilisi takes great pride in its state-of-the-art infrastructure, designed to provide a dynamic and conducive environment for both students and staff. The institution's commitment to safety, functionality, and sustainability is evident throughout its facilities:

Classrooms and Auditoriums: The university boasts modern classrooms and auditoriums, each equipped with projectors, enhancing the teaching and presentation capabilities, ensuring an enriched learning experience.

Artistic Studios: The Kakha Bendukidze Campus houses specialized studios for practical classes within the VA[A]DS school, meticulously furnished with artistic equipment, and regularly improved. Additionally, the construction of a dedicated exhibition hall is in progress, slated for completion by May 2023.

Laboratories: Laboratories are designed for interactive, hands-on learning, catering to small groups, and offering individual workspaces with access to essential tools for experiments and practical coursework.

Library: The university's library is well-stocked with modern literature, providing students and staff with a valuable learning resource.

Examination Center: Equipped with 305 computers, the university's examination center ensures a transparent and organized examination process, preparing examination setups in advance.

Health and Well-being Facilities: A well-equipped gym, sports hall, and a spacious cafeteria with more than ten food service providers promote healthy competition among vendors and offer a diverse range of affordable food options for students.

Parking Facilities: The Kakha Bendukidze campus features a modern parking lot with the capacity to accommodate up to 500 cars. The university prioritizes safety, with speed limiters, designated pedestrian crossings, and parking spaces for electric vehicles and individuals with disabilities.

IT Infrastructure: The institution has reinforced its IT infrastructure to ensure smooth exam processes and improve connectivity.

Sustainability: The university embraces sustainability by harnessing solar energy with the installation of solar panels, contributing significantly to energy production, approximately 35%-40% of the total energy consumption. It offers three alternative methods of heating: central heating, split systems in auditoriums for individual heating and cooling, and a ventilation system maintaining a constant circulation of fresh air.

Safety and Accessibility: The campus strictly adheres to fire safety standards and displays evacuation plans, first aid resources are readily available, and 24-hour security personnel and surveillance cameras ensure safety. It promotes inclusivity with ramps, elevators, and adapted bathrooms for individuals with special needs.

Free University of Tbilisi's dedication to providing outstanding infrastructure and material resources is a testament to its commitment to fostering an environment that facilitates the attainment of the program's learning outcomes. This commitment exemplifies the institution's unwavering pursuit of excellence in education and research, ensuring an optimal setting for all its stakeholders.

In summary, Free University of Tbilisi has established a modern and safe campus, well-equipped to support academic excellence. The institution's commitment to inclusivity, safety, and sustainability is evident through its infrastructure and resources, ensuring a conducive environment for learning and research. This dedication underscores its mission to provide a top-tier educational experience.

Evidences/Indicators

- Site visits;

- Interviews;
- Financial report and budget;
- Program self-assessment report;
- Documentation of Property Ownership;
- Website - <https://freeuni.edu.ge>

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

Free University of Tbilisi's financial operations reflect a comprehensive and prudent approach to sustain its educational programs, particularly the Visual Art Bachelor's Program. The university relies on a unified budget system where the finances of its educational programs are not managed independently.

The primary source of funding for Free University of Tbilisi comes from tuition fees, accounting for a substantial 91.3% of total revenues. These fees are paid by bachelor's, master's, and doctoral students, with a breakdown of student payments and state-funded study grants. Student payments represent 64% of tuition fees, while state-funded study grants contribute 36%. Notably, social grants and other forms of financing do not significantly impact the university's budget.

Additional sources of funding include grants supporting research projects, constituting 5.2% of total revenues. Income generated by various certificate programs contributes 3.5% of total revenues. This diversified income structure ensures the institution's financial sustainability.

Free University of Tbilisi has demonstrated remarkable financial stability, consistently fulfilling its financial obligations with integrity. Furthermore, the institution's income is

stable and easily projected as it consistently enrolls close to 100% of its announced student capacity each year.

The university is a subsidiary of NNLE "Knowledge Fund," which owns 100% of the company and has no private beneficiaries, ensuring transparent and charitable operation. Surplus funds cannot be distributed as dividends and are entirely reinvested in education and research. These funds are allocated to co-finance the operations of the Knowledge Fund, emphasizing support for the Learning Centre LLC, an integral part of the Knowledge Fund Group. The Bazaleti Training Centre, utilized for academic activities and presentations for university applicants, is fully funded by Free University of Tbilisi. Additionally, the university offers introductory lectures and subject reviews to first-year students. A stronger financial cushion for the university is also enhanced.

Despite being a self-sufficient and independent institution, Free University of Tbilisi has the assurance of support from its parent company, NNLE "Knowledge Fund," which regularly provides financial assistance to students, covering tuition fees and expenses for participation in international events, competitions, and conferences. This support aligns with the institution's mission to promote academic excellence.

The university's tuition fee policy is built upon rigorous financial modeling and analysis, considering market factors, students' financial capabilities, and competition. This policy ensures the university attracts highly qualified students and provides exceptional value for their investment in education.

Personnel management at Free University of Tbilisi follows principles of fairness in evaluating professional skills and fostering competitiveness. The academic and teaching salary policy aims to enhance the productivity of the academic staff while supporting their growth as researchers and professionals. Lecturers' compensation is calculated based on several factors, including the number of hours taught and subjects covered. It also includes a fixed salary for administrative and scientific activities. This salary system is competitive and ensures the attraction of highly qualified lecturers and administrative personnel. Free University of Tbilisi is dedicated to research funding and allocates a minimum of 10% of its total expenses to research funding each academic year. This commitment reflects the institution's dedication to advancing knowledge and fostering a culture of research.

In summary, Free University of Tbilisi's detailed financial analysis highlights its prudent financial practices, transparency, and commitment to providing a conducive environment for academic excellence. The institution's reliance on diverse funding sources and its reinvestment in education and research underscore its commitment to quality education and financial sustainability.

Evidences/Indicators

- Budget (document on provision of financial resources);
- Financial Statement Knowledge Foundation 2021.

- Site visits;
- Interviews;
- Financial report and budget;
- Program self-assessment report;
- Documentation of Property Ownership;
- Website - <https://freeuni.edu.ge>

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

Compliance with the programme standard

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

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available

at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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

The work of the quality assurance service has an integrated nature and is based on the principles of quality development, improvement, and open cooperation with staff and students.

The quality assurance service is not the only entity that takes responsibility for these processes, but structural units of the university are actively involved in quality control and assurance.

The Quality Assurance Department collaborates closely with the Vice-Rectors, Deans, School Coordinators, the Office of Registration and Academic Process Management, Human Resources, and the Faculty Development Manager. I think it is this approach that determines the correct identification of problems and ways to solve them. Program staff consider quality assurance outcomes when making program-related decisions. The role of “the dean of students” in all these processes should be emphasized, which is a kind of connecting link of both students and graduates with the university administration.

The Quality Assurance Department operates based on the "Quality Assurance Cycle" (PDCA) model, which follows the principles of "plan, do, check, act."

During the learning process, internal assessment is carried out throughout the semester, systematically, through various types of surveys conducted using the SurveyMonkey platform. Students are entitled to anonymously rate academic and visiting staff. During the interviews, it was clarified that the academic and visiting staff are aware of the student surveys and actively take them into account in the development of the program.

After processing the questionnaires, the statistical and content analysis of the results of the student survey is naturally carried out both in terms of unit programs and at the university level.

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

- Free University of Tbilisi Strategic Review and Plan Evaluation;
- Quality Assurance Mechanisms;
- Templates of questionnaires;
- Report of internal assessment;

- Self-Assessment Report;
- Results of conducted interviews.

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

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

5.2 External Quality Evaluation

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

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

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.

The undergraduate program in Visual Art and Design received full accreditation without any recommendations or suggestions in 2018. In 2021, the program again went through the process of external quality assessment and was evaluated within the framework of the 3-year interim report by the accreditation expert group. Program was fully compliant with all accreditation standards.

The program has gone through the external evaluation process twice in the last 5 years and has now been resubmitted for re-accreditation purposes in the National Center for Educational Quality Enhancement.

External evaluation of the educational program was not carried out by independent external expert(s) and/or other (including international) external evaluators. It is not critically important; however, the involvement of an external evaluator is desirable, especially in the part of evaluating the learning outcomes of the program and the content and structure of the program.

The external evaluator should not be a representative of the evaluated program, should not represent an interested party and should have the competencies of relevant fields.

Evidences/Indicators

- Decision N181 of the Accreditation Council of December 4, 2018;
- 2021 Accreditation Expert Group Report (3-Year Evaluation);
- Self-Assessment Report;
- Results of conducted interviews.

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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

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

Program monitoring and periodic evaluation at Tbilisi Free University is carried out systematically using both direct and indirect research methods. Indirect measurement uses

surveys of students, alumni, and employers and analyzes these results to identify areas for program improvement and plan for improvement.

The direct method of evaluation involves analyzing the program's target achievement rates, learning outcomes assessments, and grade statistics.

Depending on the composition of the survey and the collection of various statistical data, some amendments are made to the program (when such necessity is identified). During the interviews, the existence of such changes was confirmed, including the issue of changing the credit for the training course based on the results of the survey and additional research.

In addition to surveys, periodical monitoring reports of specific programs are regularly produced, within which program activities and indicators are discussed in various relevant directions.

As it was already mentioned, during the learning process, internal assessment is carried out throughout the semester, systematically, through various types of surveys conducted using the SurveyMonkey platform. Students are entitled to anonymously rate academic and visiting staff.

During the interviews, it was clarified that the academic and visiting staff are aware of the student surveys and actively take them into account in the development of the program. The document development and analysis stages involved the involvement of relevant stakeholders, including academic and administrative staff, students, alumni and employers.

Evidences/Indicators

- Free University of Tbilisi Strategic Review and Plan Evaluation;
- Free University of Tbilisi Strategic Plan Reports;
- Quality Assurance Mechanisms;

Recommendations: N/A

Suggestions for the programme development: N/A

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

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

Name of the Higher Education Institution: LTD Tbilisi Free University

Name of Higher Education Programme, Level: Bachelor program of Visual Art

Compliance with the Programme Standards

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

Signatures:

Chair of Accreditation Expert Panel

Costas Mantzalos, 

Accreditation Expert Panel Members Levan Silagadze, signature



Nino Sanadiradze, signature 

Nino Pataraia, signature 

Vaja Kelikhashvili, 