**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Master's Educational Programme "Fictional Film Directing"

LEPL – Batumi Art Teaching University

Evaluation Date(s)
26 September 2023

Final Report Submission Date
06 December 2023

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Batumi Art Teaching University
Identification Code of Institution	245628496
Type of the Institution	Teaching University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Costas Mantzalos, Frederick University, CYPRUS
Member (Name, Surname, HEI/Organisation, Country)	Alexander Vakhtangov Shota Rustaveli Theatre and Film Georgia State University Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Gelovani Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamta Tskhovrebadze; International Black Sea University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Liana Zagashvili, Sulkhan-Saba Orbeliani University, Georgia

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	მხატვრული კინოს რეჟისურა
Name of Higher Education Programme (in English)	Fictional film directing
Level of Higher Education	Master's Educational Programme
Qualification to be Awarded[2]	MASTER OF ARTS IN DIRECTING
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	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited Decision N67 of July 26, 2016
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

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[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 Pogramme[4]**
  - This is a Master's Degree level programme that was accredited since 2016. It is now a 2 year MA programme consisting of 120 ECTS, that has been modified after taking into account the analysis of the academic and invited staff, student opinions, labor market research, employers, and the graduates' surveys The syllabi were updated, the content of the study courses was improved based on the new educational and scientific literature, the topics of the training courses were expanded, and the study resource was updated.
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  - **Overview of the Accreditation Site Visit**
  The site visit took place on 26th of September, 2023 and it started with the meeting with the Rectorship, Head of Administration and Dean, and progressed throughout the day with meetings with the team responsible for preparing the SER, the Heads of the Programme, the Academic and Visiting Staff, the Students, Graduates, the Quality Assurance services, and Employers. There was also a tour of facilities including the Library, IT services and studios.

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

  - All members of the faculty from top management to invited staff were found to be very supportive towards the Master's programme. A very enthusiastic and supportive student/alumni body made a positive impression, as well as very positive stake holders. It became evident that the University is a student-centric environment which promotes quality, equality, diversity and inclusivity.
  All the paperwork submitted was studied and found satisfactory with clear aims and objectives as well as clear descriptions on the teaching and learning activity.

    The Institutional Quality Assurance as well as the Faculty Quality Assurance teams are in tune with each other and this provides a thorough system in maintaining quality throughout.

    The University supports various faculty towards art and design practice. Facilities for the new programmes are in place.

    The Master programme in Fictional Film Directing complies with all standards.

    Specifically

    Standard 1: Full Compliance

    Standard 2: Full Compliance

    Standard 3: Full Compliance

    Standard 4: Substantial Compliance

    Standard 5: Full Compliance

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

- **Recommendations**
    - **2.1** It is recommended to announce admission preconditions on web page and other informational sources of the university, as well as requirements confirming foreign language competence for potential candidates.
    - **4.2** It is recommended to clearly define requirements of the master thesis supervisors and co-supervisors and prioritize increasing the number of supervisors with the staff who have obtained doctoral degree in the field.
    - **4.4** To update the library in both as a physical space as well as in the volume of the book. The library needs a good investment to provide students with the latest bibliography from the international contemporary art design fields on both theory and practice and this bibliography should eventually be reflected into the curriculum and the course syllabi.
    - **5.3** It would be recommended to consider local and international experiences, available best practices for the further development of the programme.

- **Suggestions for Programme Development**

    1.4 To enhance the programme's structure with more theoretical input related to research methods. This could be achieved by adding an extra course in Research Methodology or enhancing other existing courses – i.e.. the course Master Thesis - with more context on research methodologies. This is a normal characteristic of any postgraduate level study program in internationally, and this is also one of the main differences between Bachelor level studies and Master level studies.

    3.1 It would be better for the institution to pay attention to teaching foreign language so the students of the institution can present their short films in other countries and/or at international festivals.

    - **4.1** It would be suggested for the programme development to strengthen the research and publications in the field of fictional film directing and publish the articles in the highly rated scientific journals.
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    - **4.4** It is desirable for the students to have quite frequent contact with technical equipment and acquire the knowledge in terms of using it in practice as much as possible, as latest technologies are essential in the development of the filmmaking industry.
    - **4.4** To keep the physical resources up to date and to upkeep the whole space by paying attention to certain conditions for better ventilation, lighting etc.

- **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 has received the arguments by the University and after thorough studying decided not to share the argumentative position of the HEI. The team of experts decided to leave the recommendations and suggestions as they are because despite the existing regulatory framework that exists and that provides evidence to the recommendations and/or suggestions, the University needs not only to consider these but start implementing immediately.

The sharing argumentative position, that HEI submitted the newly updated information concerning the changed qualification, that is in compliance of the qualification classifier.

The university presented the program for Accreditation on 1st of May and the qualification of the program was compliant with the Qualification framework of Georgia. In July, 2023 there were some changes in the fields of Art in the Qualification framework of Georgia, so in some cases the formulations of some qualifications changed. Batumi Art Teaching university has already clarified the issue mentioned above and sent the official letter to the Centre, namely, the qualification of the program was MASTER OF ARTS IN DIRECTING - however according to the above mentioned, the qualification changed into -   "Master's in Audiovisual Directing".

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

The MA program which was initially accredited in 2016 took into account all recommendations of the expert group:

- The evaluation system of entrants to the creative tour was updated and improved;
- Forms of evaluation were specified in the syllabi;
- The literature was updated, readers were added;
- In the reporting period (2013-2018), on the basis of the order of the Minister of Education and Science of Georgia dated August 18, 2016 1102/N, changes were made to the program: the evaluation system was changed, a minimum competence limit was set in midterm and exam evaluations, as a result of which the system of evaluating students' knowledge became more flexible. and focused on raising academic performance.
- The procedure for assigning codes was changed and re-approved

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[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 MA programme are established clearly and are realistic and achievable. The contribution of the programme's objectives to society are specified by the discipline of the field of study and result in the promotion of intellectual development of the society, and the active involvement of young people in contemporary film making. The programme's objectives also allow the development of graduates to form professional values, to appreciate modern social and socio-political life and the role of their own creativity in the film industry particularly in respect for copyrights and professional ethics. The objectives of the programme were established also taking in consideration the practice of various reputable international institutions that run similar fields.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit

- o 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
- o University's website

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
1.1 Programme Objectives	X	☐	☐	☐

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 to the requirements of the fields of Fiction Film Directing.

The formulation of the learning outcomes has been a thorough step by step process and has taken in consideration the particularities of the discipline of the Master programme. 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 of the Master programme provide a sense of responsibility to students to ensure the ongoing teaching and learning process well after graduation.

The Learning Outcomes are divided into 3 main sections being:
- Knowledge and Understanding
- Practical Skills
- Responsibility and Autonomy

Through these 3 categories, the Learning Outcomes of the programme are clear and take into consideration all the ingredients that students need to become professionals with the latest knowledge and skills in the creative industry. The Learning Outcomes of the MA program in Fictional Film Directing are consistent with the specific standards of the film making industry.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit
- o 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
- o University's website

Recommendations:

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

Suggestions for 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
1.2 Programme Learning Outcomes	X	☐	☐	☐

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 (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 evaluation mechanisms for the Learning Outcomes of the programme are in place and carried out systematically in the progression of the 2 year cycle of the Master Degree in Fiction Film Directing.

The learning outcomes of the educational and scientific-research component are evaluated consistently and transparently with periodicity the specifics of the field.

For evaluating the programme, 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, working groups and university faculty and administration). The Faculty Quality Assurance and the University Quality Assurance teams are in tune with each other, and this provides a thorough system in maintaining quality throughout.

It was stated in SER and to certain extent confirmed during interviews that all the relevant parties revealed to be informed and engaged in evaluation procedures. The representatives of the different stakeholders pointed out that they were informed about the process, and it is clear and understandable. In addition, they participate in the process of drawing up and measuring learning outcomes.

Self-assessment process implies identifying strong aspects and areas of improvement of the programme and defining the main needs for their development and planning interventions. The programme has benchmarks for each learning outcome and after monitoring of the results of learning outcomes evaluation and comparison with benchmarks are conducted.

The learning outcomes of teaching and scientific research components are evaluated in a consistent manner. The specific aspects of the study area and education level are properly considered. The evaluation forms and methods, both direct and indirect, are sound. The outcomes of the learning assessment are used to improve the programme.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit
- o 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
- o University's website and other digital platforms (e learning etc)
- o Objectives and Outcomes Maps;
- o Learning Outcomes Maps;
- o Target benchmarks; Assessment Criteria for Educational Program of Ilia State University;
- o Regulations of the implementation of educational programs of Ilia State University;
- o Results of surveys/assessments of various interested parties to assess the program;
- o Changes implemented in the programs as a result of the self-assessment of the programs;
- o Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;
- o Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;

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
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	☐	☐	☐

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 (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 2 year cycle of the Master Degree in Fiction Film Directing has solid and very clear structure that can lead to the provision of all rounded and competent professionals in the creative film 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 the University's 'regulation of the educational process' as well as a variety of opinions including academics, students/graduates and stake holders and was benchmarked with various reputable institutions is the EU and the US.

The content and structure consist of a satisfactory balance of theory and practice allowing the development of teaching and learning through knowledge, skills, and competences. The contents and generally the structure of the program are consistent and justify the awarding of the Master degree. Through the 2-year cycle of the MA program the structure also ensures the achievement of the learning outcomes. The program content revolves around the specifics of the study area which is film-making and directing and utilizes a similar composition to other Master programs in Europe and the US.

It may however be stated that the structure could be enhanced further by increasing the input of theory that relates to research methods. Since this is a Master level programme, more emphasis needs to be applied on the role and significance of academic research including methodologies that deal with data collection and analysis, literature reviews and citations, bibliography etc. This is a normal characteristic of any postgraduate level study program internationally, and this is also one of the main differences between Bachelor level studies and Master level studies. This could be achieved by adding an extra course in Research Methodology or enhancing other existing courses – i.e.. the course Master Thesis - with more context on research methodologies.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit
- o 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
- o University's website and other digital platforms (e learning etc)

Recommendations:

Suggestions for the programme development

o   To enhance the programme's structure with more theoretical input related to research methods.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	☐	☐	☐

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 2-year cycle of the Master Degree in Fiction Film Directing 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 supports and justifies the relationship between content and learning outcomes. The amount of ECTS for the programme are 120 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 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 Apendix 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 courses as well as the achievement of the programme's learning outcomes.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit
- o 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
- o Courses Syllabi
- o University's website and other digital platforms

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
1.5. Academic Course/Subject	X	☐	☐	☐

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

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

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

2.1 Programme Admission Preconditions

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

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

The HEI has defined programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes. The University also utilizes the student body planning methodology by taking into consideration labor market trends, demands and available resources of the university.

Admission preconditions are generally published on website and included in the programme in order to disseminate information among interested sides, however only creative tour results are available on website and there is no additional information that would give potential students information to prepare themselves for becoming students of MA programme. For candidates who have graduated from bachelor's degree in audiovisual arts/cinema-television arts or equivalent, or have minor in the field of film and television arts, are required to pass the cerative tour organized by the university. Whereas candidates coming from different fields are required to pass creative tour and written exam. The programme preconditions are logically linked to the programme, its content and qualification to be awarded. In accordance with the submitted documents and interview results, programme also has a mechanism to determine the foreign language competence level for candidates. However, it would be recommended if program clearly indicates the languages and proficiency level for the candidates willing to apply Fictional Film Directing MA programme.

Evidences/Indicators

- o Self Evaluation Report
- o Site visit
- o 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
- o University's website and other digital platforms (www.batu.edu.ge)
- o Changes implemented in the programs as a result of the self-assessment of the programs;
- o Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;

     o   Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;

Recommendations:

     o   It is recommended to announce admission preconditions on web page and other informational sources of the university, as well as requirements confirming foreign language competence for potential candidates.

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	☐	X	☐	☐

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

Directing is essentially learnt through making films out in the real world. Students are asked to confront the aesthetic and practical challenges generated by the actual process of filmmaking and in doing so develop their critical thinking skill; gain autonomy in multifarious disciplines; and build – throughout the course – their own repertoire of formal approaches. The programme provides students with the opportunity to develop transferable skills, for instance through working in teams and practical exercises. Authentic assessments can create links between theory and practice preparing students for the actual workplace in the future. Upon completion of the program, degree holders are expected to be prepared and qualified to enter a professional life in the fictional filmmaking – as directors, and producers.

Through the development of the learners' ability to have creative and critical thinking skills, and to increase their ability to learn scientific concepts in an interesting manner, the Programme also helps

them predict future scientific discoveries and inventions in the field of filmmaking and contributes to developing the dimensions of future thinking among the students.

It provides a greater rapprochement between criticism and creativity, bringing together diverse disciplines, and modes of knowledge production and expression. It focuses on transformations in film and screen studies and on the ethical and aesthetic possibilities of conducting creative, intermedial research through filmmaking. The creative performance component of the programme is in accordance with the learning outcomes and corresponds to the postgraduate level of it. The programme ensures the development of students practical and creative skills through the associations and cooperation with film festivals such as the Batumi international film festival "BIAFF". Through the festival various activities are organized on a yearly basis that enhance students performance. This activity is carried out in the form of master classes, where members of the Georgian and foreign international jury invited to the festival and other honored guests (film directors, actors, producers, festival art programmers/ selectionists) share their experience with students.

Along with the development of students' practical, scientific/research/creative/performing skills, an important part of the learning course is the development of the practical, transferable skills among students. The ability to clearly communicate ideas to others, solve unexpected problems,
or work well in a team are few examples of portable skills that the course offers its participants.

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)
- Objectives and Outcomes Maps;
- Learning Outcomes Maps;
- Target benchmarks; Assessment Criteria for Educational Program of Ilia State University;
- Regulations of the implementation of educational programs of Ilia State University;
- Results of surveys/assessments of various interested parties to assess the program;
- Changes implemented in the programs as a result of the self-assessment of the programs;
- Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;
- Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;

Recommendations:

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

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
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	X	☐	☐	☐

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 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. The programme is delivered through teacher and student-led lectures, seminars and workshops. Work-based learning is used as a means whereby students gain work experience and strong practical skills through intense training.

The programme provides its students with up-to-date teaching and learning methods, and practical group exercises. Depending on the filed itself – filmmaking and cinematography, the main emphasis is laid on practice and development of practical skills among students, for them to become successful directors in the future.

Evidences/Indicators

- o   Self Evaluation Report
- o   Site visit
- o   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
- o   University's website and other digital platforms (e learning etc)
- o   Objectives and Outcomes Maps;
- o   Learning Outcomes Maps;
- o   Target benchmarks; Assessment Criteria for Educational Program of Ilia State University;
- o   Regulations of the implementation of educational programs of Ilia State University;
- o   Results of surveys/assessments of various interested parties to assess the program;

- o Changes implemented in the programs as a result of the self-assessment of the programs;
- o Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;
- o Regulations of the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences;

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
2.3. Teaching and learning methods	X	☐	☐	☐

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

The student's objective evaluation system is one of the important components for the student. Student's assessment is carried out in accordance with the "rules regulating the educational process" of Batumi Art Teaching University. The student is evaluated with a 100-point system, where 60% (0-60 points) is assigned to the midterm evaluation, and 40% (0-40 points) to the final exam. The student is obliged to get at least 21 points in the midterm assessment (0-20 points "failed"), otherwise will not be admitted to the exam. Final exam - minimum competence limit - 20 points (0-19 points "failed"). The student will be considered to have completed the course if he/she receives one of the following positive grades: Positive assessment: (A) Excellent – 91-100 points of the maximum assessment; (B) very good – 81-90 points of the maximum assessment; (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; Two types of negative assessment: (FX) didn't pass – 41-50 points of the maximum assessment, which means that the student needs more work to pass and is allowed to take an additional exam through independent work, the additional exam will be scheduled at least 5 days after the announcement of the final exam results; (F) Failed – 40 or less of the maximum grade point, which means that the work done by the student is not sufficient and he has to relearn the subject.

Student's assessment is different by subject. In some subjects, an oral examination, a report, a written assignment, a midterm and a final exam are provided. We asked the academic and visiting staff questions about the introduction of the syllabus, where they mentioned that, they introduce the syllabus, assessment and its methods to the students at the first lecture. Also, they mentioned that after any task, the assessment of each student are considered individually and feedback is given. Students can see each grade and its component on their platform (which we saw during the visit).

We asked both students and academic and visiting staff questions about assessment appeals, and both indicated that they had never had to appeal an assessment.

Regarding plagiarism, since it is a creative subject, it cannot be copied.

Although they have not used the assessment appeal, they know that they should write a statement in the name of the dean, and then their assessment will be reviewed. Also, the institution uses Turnitin program to prevent plagiarism.

The master's thesis evaluation includes a theoretical and practical component, in particular: 70 points for the film to be shot by the student (short and/or full-length), 25 points for the theoretical part, where the film should be described, and 5 points for the presentation. During the visit, the experts looked at the defended master's theses and saw the films made by the students, which were really well done.

Evidences/Indicators

- o   1.(appendix 1) self-evaluation report;
- o   2. (appendix 2) Program and Syllabus;
- o   3. Students platform;
- o   4. (appendix 8) List of students which protected master thesis;
- o   5. www.batu.edu.ge;
- o   6. Results of the interview;

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
2.4. Student evaluation	X	☐	☐	☐

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	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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

In addition to studying at the university, it is important for students to have relevant services, projects and activities for development their knowledge.

First of all, I would like to mention the involvement of students in the self-assessment group, where film music, which is very important for the students of the program, was added to the subjects at the request of the students. The student should know exactly how and what form use music in the film.

The institution has a consultation hour with the lecturer, which is posted and agreed upon in advance. All lecturers at the beginning of the lecture tell the students about the consultation hours, as the academic and visiting staff noted, students use it quite a lot.

Students and graduates learn about the activities carried out in the institution, both through the institution's e-mail, and through the Facebook group and website.

It is especially noteworthy that the master's degree students are employed in their profession and have quite good practice.

Students and academic staff listed the activities carried out within the institution. The Lemon Festival was especially important, where the students of the institution presented their short films.

There is also a biaf festival where the students of the institution also participated. (All this information and activities are provided by the institution)

I would especially like to emphasize the involvement of the staff of the institution in the practical development of students. Their close relationship with students was visible.

At university, there are forms of incentives (nominal scholarships, one-time awards) for success in studies and creative activities and activeness in public life. According to the rules of granting named scholarships to distinguished students of Batumi University of Arts, 2 university scholarships - 150 GEL and 5 faculty scholarships - 100 GEL are defined. Nominal scholarships are awarded for one academic year. In addition to competitive scholarships, a one-time scholarship in the amount of 300 GEL can be awarded for outstanding achievements and active scientific-creative activities by the decision of the representative council.

Evidences/Indicators

2. (appendix 1) self-evaluation report;
2. Regulation of BATU educational processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
3. BATU Statute: http://batu.edu.ge/text_files/ge_file_3011_1.pdf
4. Masterclasses;
5. Information of Employment of Alumnies;
6. Alumni Survey Results;
7. www.batu.edu.ge
8. Result of interview;
9. Memorandums;

Recommendations:

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

Suggestions for Programme Development

It would be good for the institution to pay attention to teaching foreign language so the students of the institution can present their short films in other countries and/or at international festivals.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	☐	☐	☐

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

According to Article 6 of the regulation of the educational process of the institution, the master's thesis must be written in the Georgian language. A supervisor, who may be an academic official, is assigned to the student for the completion of the master's thesis.

The supervisor helps the student to choose a topic. Since the students of the program create a short film, in this case the supervisor helps to choose the name of the film.

According to the master's thesis program, the student gets 70 points for the short film he created, and 25 points for the theoretical part and 5 points for the presentation.

We asked the students questions about the process of the thesis, where they noted that the supervisor helped them in everything. Whenever a student had a question, the supervisor was ready to help. Also, the supervisor and the institution as a whole helped the students to have special equipment in order to make a better film for the paper.

According to article 6 of the regulation of the institution, the master's thesis must be submitted to the dean 10 days before the defense, it must be accompanied by the student's signature stating that the master's thesis is not plagiarized. Also, the thesis must be signed by the supervisor.

Experts have seen defended master's theses that were of quite good quality and well executed. During the visit, the students noted that they remember great support from both the supervisor and the institution. According to Article 7 of the institution's study regulation, the defense of the master's thesis must be conducted by a panel consisting of specialists in the relevant field.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	3
Number of master's/doctoral students	4
Ratio	3/4; 0.75

Evidences/Indicators

1. (appendix 1) self-evaluation report;
2. Regulation of BATU educational processes: http://batu.edu.ge/text_files/ge_file_2260_1.pdf
3. www.batu.edu.ge;
4. (appendix 2) syllabus of maste r thesis;
5. Results of interview;

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	X	☐	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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.

➢ 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 profile of the program staff looks like a good combination of theoretical and practical knowledge, with a high potential. The teaching staff are engaged in the programme in accordance with the legislation and internal regulations of the HEI. Sufficient part of the team can be described as practitioners with substantial experience. Strong practical orientation can be treated as strength of the programme, however, among 8 affiliated academic staff, only 2 are having the doctoral degree in Arts. Qualification of the academic staff also is confirmed by the activities, projects, conferences and publications during the past 5 years. Program also includes 3 invited staff, who have relevant knowledge and experience in the subjects they are specialized.

The Heads of the Master Program demonstrate the knowledge, experience and dedication to field, with the strong practical and academic approach. As well it can be declared, that students of the Master Program are provided with an appropriate number of administrative and support staff.

The Panel members would find it helpful to strengthen the research and publications in the field of film directing, actively participate in the research activities with the research colleagues inside and outside the organization, publish the articles in the highly rated scientific journals.

Programme has academic/scientific and invited staff workload scheme. In accordance with the existing regulation, the workload for professor is defined as 200 hours, associate professor - 250 hours, assistant-professor – 320 hours and assistant – 350 hours. The academic staff

workload calculation policy of the university includes teaching, supervision of master thesis and practical component and total workload of the staff at other HEIs of Georgia.

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	8	7	3	8
- Professor	1	1	1	1
- Associate Professor	4	4	1	4
- Assistant-Professor	2	2	0	2
- Assistant	1	1	0	1
Visiting Staff	3	2	1	_
Scientific Staff	-	-	-	_

Evidences/Indicators

- o   Self-evaluation report
- o   Workload Scheme and relevant orders
- o   List of programme staff
- o   Personal files of the programme staff
- o   Interview results

Recommendations:

Suggestions for Programme Development

It would be suggested for the programme development to strengthen the research and publications in the field of fictional film directing and publish the articles in the highly rated scientific journals.

Evaluation

Please, evaluate the compliance of the programme with the component

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[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

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	☐	☐	☐

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

Programme staff consists of qualified persons, who have necessary competences in order to supervise students' theses and help them achieve the programme learning outcomes. The interview results and submitted personal files of the academic and invited staff confirmed they have relevant knowledge, education and competences. The entire staff is equipped with appropriate skills, knowledge and experience and are ready to share it with students. Most of the academic staff who are also supervisors, are currently working in the industry as directors, producers, editors, cinematographers. Their profiles also confirm they have been involved in various creative projects, have publications in Georgia and abroad and have networking to bring best available practices in the field of fictional film directing at university.

University has defined maximum workload for supervision, each supervisor can supervise 3 active students per semester. Despite the fact total number of supervisors indicated in the document – 3 is quite sufficient at this stage, the number of staff holding doctoral degree in the field is 1. It would be recommended if the programme considers increasing number of supervisors, and therefore, academic staff number with professional having obtained PhD degree in the field. Furthermore, as the interviews with different stakeholders revealed, HEI has defined the requirements and responsibilities of the supervisor and they also have a practice of co-supervision, however, this is not dully included in the documentations, it would be useful if the institution defined these details into the study process regulation more clearly.

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	3	1	3
- Professor	1	1	1
- Associate Professor	1	-	2

- Assistant-Professor	1	-	
Visiting personnel	-	-	_
Scientific Staff	-	-	_

Evidences/Indicators

- o Self-evaluation report
- o Personal files of the programme staff
- o Study Process Regulation of the university
- o Interview results

Recommendations:

- It is recommended to clearly define requirements of the master thesis supervisors and co-supervisors and prioritize increasing the number of supervisors with the staff who have obtained doctoral degree in the field.

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	☐	X	☐	☐

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

HEI regularly conducts evaluations of staff involved in the programme; in particular the proper fulfillment of predefined workload limits, that includes not only teaching workload but also scientific activities, participation in the activities promoting educational quality enhancement and etc. As well as self-assessment of the university that includes monitoring of the study process, satisfaction level of students and staff, student's evaluation results. Overall, findings of the evaluation process are assessed by the scientific and performance project coordinators and results discussed at academic board of the university. Evaluation results are generally used for proposing the possibilities of professional development as well as they are considered while promoting staff support mechanisms.

The representative board of the university has approved the plan for staff development and increasing qualification. The plan includes information not only concerning the proposed and realized activities and events aiming at increasing skills and competencies of the staff, but also strategic vision of preparing specialists in the fields where they are vitally needed. HEI ensures fostering creative and performing work, as well as promotes possibilities for cooperation among staff and international partners. For that purpose, the University has organized distance working groups format with the staff from Lodz University.

Evidences/Indicators

- o Self-evaluation report
- o Plan for Staff Development
- o Evaluation mechanism for academic, scientific and invited staff
- o Evaluation reports and results

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

Frequent practical meetings between the staff members and arranging discussions on how to improve would be desirable.

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,	X	☐	☐	☐

scientific and invited staff

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 programme is well equipped with strong, diverse and relevant technical foundation, such as cameras, sound system, editing tools, screens, green screens, etc. All these together allow the students to acquire qualified and diverse education.

The library has a constantly updated electronic catalogue and an electronic search system (EBSCO EP Package ELITE). In order to provide access to international electronic library databases, the university has signed an agreement with "Innovative Systems Management" LLC. Based on the mentioned agreement, the staff and students are allowed to use the relevant electronic scientific databases.

However, it was found that the current premises of the library are somehow cramped for the population of the students and the volume of books as well as IT services available is very marginal. The library needs further improvement and a good investment to provide students with the latest bibliography from the international contemporary art and design fields on both theory and practice and this bibliography should eventually be reflected into the curriculum and the course syllabi.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Visit Findings concerning material-technical base

Recommendations:

- To update the library in both as a physical space as well as in the volume of the book. The library needs a good investment to provide students with the latest bibliography from the international contemporary art, design and film fields on both theory and practice and this bibliography should eventually be reflected into the curriculum and the course syllabi.

Suggestions for the programme development

- It is desirable for the students to have quite frequent contact with technical equipment and acquire the knowledge in terms of using it in practice as much as possible, as latest technologies are essential in the development of the filmmaking industry.
- To keep the physical resources up to date and to upkeep the whole space by paying attention to certain conditions for better ventilation, lighting etc.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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 Fictional Film Directing MA programme is partially financed by the State finances and the institutional budget of the Batumi Art Teaching University. The budget covers the costs for the lecturers' salaries, administrative staff salaries, business trips, equipment, infrastructure and other indirect expenses. The budget corresponds to the requirements for 5 students, that is maximum number of student places announced each year. Financial support is ensured for student's projects not only in the region and within the university, but also in the wider Georgia. Maximum available funding for the course projects is 2000 GEL, however, university also ensures technical assistance and provides cameras and other technical equipment free of charge, for the students while working on the projects. The institutional budget also includes expenses for training of staff and assistance for their professional development.

Evidences/Indicators

- o Budget Resolution # 05-01 / 04 of 28 December 2022 of the Academic Council of BATU
- o Self-evaluation report
- 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   Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	☐	X	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	☐
	Substantially complies with requirements	X
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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

Internal Quality Assurance mechanisms at Batumi Art Teaching University are defined by the regulation of the Quality Assurance. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring, identify objectives and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, programme evaluation is consistent at university and assessment results are generally utilized for programme improvement.

Programme quality assurance is based on the PDCA - "plan –do – check - act" principle. Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of the programme staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is prepared with the involvement of academic and administrative staff. The interviews confirmed that self-assessment process and relevant task distribution among the working group has ensured to identify the areas for improvements during and after the evaluation process, as well as relevant possibilities for future development.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the satisfaction, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services.

BATU has implemented practice of elaborating checklist and specific criteria for internal evaluation of the programme. The internal evaluation report of the Fictional Film Directing MA programme is confirmed by the head of the Quality Assurance Office and summarizes the compatibility with the pre-defined evaluation standards.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Internal Evaluation Report and Checklist
- External Evaluation
- Survey forms and results
- 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
5.1 Internal quality evaluation	X	☐	☐	☐

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

External quality assurance at BATU is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews recommendations and suggestions and the findings are introduced to the departments for further consideration. The QA office ensures compliance of the developments with the received recommendations. The programme also uses the evaluations and feedbacks received from potential employers and peer reviews from local and/or international experts.

The Fictional Film Directing programme has been evaluated by the field expert from the Kyiv National LK. Karpenko-Karyi University of Theatre, Cinema and Television, highlighting relevance of the goals and objectives, structure, practice and participation opportunities in student festivals. Expert's findings related to the certain courses, ECTS credit allocation and suggested changes in course names have been considered by the self-evaluation team during the working process.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Peer review
- 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
5.2. External Quality Evaluation	X	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

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

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

For programme development and service improvement, the QA Office at Batumi Art Teaching University ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with staff, students, graduates, and employers are central tools for implementing monitoring of the educational programmes of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organized. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. Programme benefits from the practice of masterclasses delivered by the colleagues. Sharing experiences contributes to the sharing knowledge and provides platform for cooperative attitudes between the programme staff. It would be recommended if the programme benefitted from sharing local and international available practices to develop a competitive and individual programme.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Educational Programme
- Survey reports and forms

- Evaluation procedure of educational programs
- Interview results

Recommendations:

- It would be recommended to consider local and international experiences, available best practices for the further development of the programme.

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
5.3. Programme monitoring and periodic review	☐	X	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution: Batumi Art Teaching University

Name of Higher Education Programme, Level: Fictional Film Directing , level 7

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 Out comes and their Compliance with the Programme	X	☐	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	☐	☐	☐
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	☐	X	☐	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Costas Mantzalos,

 Accreditation Expert Panel Members

Tamta Tskhovrebadze

Aleksandre Vakhtangovi, signature

Nino Gelovani, signature

Liana Zagashvili