NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Fine Arts

BA Painting, MA Painting, BA Visual Arts, MA Stage Scenery Painting, BA Graphic Art, MA Graphic Art

LEPL – Tbilisi Apollon Kutateladze State Art Academy

Evaluation Date(s)
5th –7th September 2023

Report Submission Date

18.12.2023

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Apollon Kutateladze Tbilisi State Art Academy Legal entity of public law
Identification Code of Institution	203851545
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Prof. Jörg Obergfell, TUAS Trier, Germany
Member (Name, Surname, HEI/Organization, Country)	Tamar Chkheidze, Tbilisi State Conservatoire
Member (Name, Surname, HEI/Organization, Country)	Tamta Turmanidze, Shota Rustaveli Theatre and Film University
Member (Name, Surname, HEI/Organization, Country)	Levan Kharazishvili, Ilia State University
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6
Name of the educational programme	Painting	Painting	Visual Arts	Stage Scenery Painting	Graphic Art	Graphic Art
Level of higher education	First level (Bachelor's degree)	Second level (Master's degree)	First level (Bachelor's degree)	Second level (Master's degree)	First level (Bachelor's degree)	Second level (Master's degree)
Qualification to be awarded	Bachelor of Fine Arts in Painting	Master of Fine Arts in Painting	Bachelor of Fine Arts	Master of Fine Arts in Stage Scenery Painting	Bachelor of Fine Arts in Graphic	Master of Fine Arts in Graphic
Name and code of the detailed field	0213 Fine Arts	0213 Fine Arts	0213 Fine Arts	0213 Fine Arts	0213 Fine Arts	0213 Fine Arts
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]						
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240 ECTS	120 ECTS	240 ECTS	120 ECTS	240 ECTS	120 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited 21.10.2011 N143	Accredited 09.08.2012 N341	New	Accredited 09.08.2012 N338	New	New

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[1] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

- General Information on the Cluster of Education Programmes[2]

Tbilisi State Art Academy named after Apollon Kutateladze was established in 1922 and aimed to establish a centre of higher art education in Georgia. In the same way, educational programs in various fields of fine arts, such as painting, and graphics have been developed and continuously implemented in the academy for 100 years. Drawing upon the pedagogical experience accumulated during this time, a synthesis of traditional and contemporary teaching methods in art has led to the creation of bachelor's and master's programs that are united in this cluster. Each program belongs to the field of fine art; however, each program also has its own distinct profile, encompassing technical, technological, and stylistic characteristics.

Several bachelor and master programs underwent revision, and the following programs were developed: bachelor and master programs in graphics/graphic arts and a bachelor program in Visual Arts. As a continuation of the Visual Arts Programme, the Master Programme Stage Scenery Painting /Scenography was implemented.

- Overview of the Accreditation Site Visit

During the Accreditation site visit on 5th -7th September 2023 the experts had access to panting and graphic studios as well as to various printing workshops and computer facilities. The current library and spaces for the future library where examined. Furthermore, a display of works from Master students was presented.
Meetings were held with stakeholders like university administration, Self-Assessment Group, heads of different programs, academic staff, invited staff, students, and employers.

- Brief Overview of Education Programme Compliance with the Standards

Programme 1 Painting BA substantially complies with the following standards:
3. Student Achievements, Individual Work with them
4. Providing Teaching Resources

Programme 1 Painting BA complies with the following standards:

1. Educational Programme Objectives, Learning Outcomes

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

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

5. Teaching Quality Enhancement Opportunities

Programme 2 Painting MA substantially complies with the following standards:
4. Providing Teaching Resources

Programme 2 Painting MA complies with the following standards:

1. Educational Programme Objectives, Learning Outcomes
2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering
3. Student Achievements, Individual Work with them
5. Teaching Quality Enhancement Opportunities

Programme 3, Visual Arts BA substantially complies with the following standards:
4. Providing Teaching Resources

Programme 3, Visual Arts BA complies with the following standards:
1. Educational Programme Objectives, Learning Outcomes
2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering
3. Student Achievements, Individual Work with them
5. Teaching Quality Enhancement Opportunities

Programme 4, Stage Scenery Painting MA substantially complies with the following standards:
4. Providing Teaching Resources

Programme 4, Stage Scenery Painting MA complies with the following standards:
1. Educational Programme Objectives, Learning Outcomes
2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering
3. Student Achievements, Individual Work with them
5. Teaching Quality Enhancement Opportunities

Programme 5 Graphic Art BA substantially complies with the following standards:
4. Providing Teaching Resources

Programme 5, Graphic Art BA complies with the following standards:
1. Educational Programme Objectives, Learning Outcomes
2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering
3. Student Achievements, Individual Work with them
5. Teaching Quality Enhancement Opportunities

Programme 6 Graphic Art MA substantially complies with the following standards:
4. Providing Teaching Resources

Programme 6, Graphic Art MA complies with the following standards:
1. Educational Programme Objectives, Learning Outcomes
2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering
3. Student Achievements, Individual Work with them
5. Teaching Quality Enhancement Opportunities

The overall impression is of a faculty that complies with the standards, with a sense of camaraderie among its members. The website, available in both Georgian and English, contains substantial information that garnered our attention. It's notable that all stakeholders actively participated in the accreditation process.

The three programs are dedicated to internationalization, demonstrated through documented Erasmus exchanges and international exhibition activities in the Self-Evaluation Report (SER) and interviews.

The programs show adaptability to current labour market needs while maintaining connections to established traditions.

The recurring theme of a familial atmosphere within all programs, with intensive collaboration between students and supervisors, is a commendable aspect.

While student feedback is generally positive, some concerns were raised.

Issues primarily revolve around resource limitations, including timely supply and access to high-quality art materials.

Additional suggestions encompass extended workshop and library hours, designated reading spaces, and studio spaces for MA projects. Students also propose involving curators and gallerists during thesis defences to increase the exposure of their work.

Program revisions, especially in graphics, introduced more diverse courses, a change welcomed by all stakeholders.

To enhance students' transferable and professional skills, the addition of interdisciplinary workshops or elective courses, potentially in collaboration with the architecture department, is suggested. It's important to note that while there are numerous extracurricular activities, these activities are currently not credited.

Changes in student admission criteria, including a mandatory portfolio, seem to have resulted in improved student quality, although not all parties may be fully aware of this shift.

The university has a solid future strategy in place, with plans to expand the library and offer a Ph.D. in Fine Arts.

To better prepare students, it is recommended that the MA thesis incorporate a more substantial written component, meeting scientific standards, particularly in programs such as theatre painting.

The university's proactive approach to future planning and its close ties to professional stakeholders positively impact the professional prospects of its graduates, contributing to an optimistic outlook for the institution's future.

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- **Recommendations**

1.3 Evaluation Mechanism of the Programme Learning Outcomes
Cluster
- It is recommended for QA department to create field specific benchmarks for reaching program learning outcomes and members of QA department should involve program implementation staff in the process.

1.5. Academic Course/Subject
Cluster
- It is recommended to increase the number of educational literature and availability in Georgian language.

3.1 Student consulting and support services

Painting (BA)

- It is recommended to clearly inform the students about the elective courses.

4.1 Human Resources

Visual Art –BA
- It is recommended to increase the number of academic staff to ensure the program's sustainability of the program.

Scenography- MA
- It is recommended to increase the number of academic staff to ensure the program's sustainability.

4.3 Professional Development of Academic, Scientific and Invited Staff
Cluster
- It is recommended to improve the financing mechanisms of scientific research/creative activities, change the procedure for staffing the evaluation commission, and develop criteria for evaluating creative projects.
- It is recommended to include funds in the program budget to promote the staff's professional development.

4.4. Material Resources

Cluster

- It is recommended to supply the auditoriums with technical aids so that the student has maximum access to material and technical means.
- In addition, timely delivery of working materials, which they will use within the framework of the diploma thesis.

5.3. Programme Monitoring and Periodic Review

- It is recommended QA department to conduct student/alumni surveys not only related to program implementation staff. Students should periodically evaluate university services also.
- It is recommended that the thematic scale of the student survey be further increased and diversified, so that it covers not only the evaluation of training courses and lecturers, but also general university issues. At the same time, it should have a periodic appearance and actively analyze the results.

- **Suggestions for the Programme Development**

1.1 Programme Objectives

Visual Arts, BA

- The name of the programme should refer more precisely to the objective to train theater and film artists.

Stage Scenery Painting, MA

- It is suggested to specify more clearly the advantages of a practice-based generalist MA course compared to in the field in the field courses like scenery, stage design, costume design.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Cluster

- It is suggested for QA department that University should share international good practice about the program benchmarks and use resource of their partner European Universities.

1.4. Structure and Content of Educational Programme

Painting, MA

- It is suggested to award more credit points to art history and less to detailed components, e.g. symmetric and asymmetric composition (each 5 ECTS).

Visual Arts, BA

- Award less ECTS to specialized subjects. e.g. Logical grouping of colors / cold and warm colors Color/Polarity-Contrast
- - It is suggested to think about replacing some subject related to the cinema from elected courses into mandatory. Cinematography should be presented more comprehensively in the program and not only in the form of elective courses.

Stage Scenery Painting, MA

- It is suggested to implement more sound and general theory courses e.g., art history, writing, philosophy in order to help students expressing their ideas verbally and written and also help them to position their own works and concepts precisely in the history and contemporary practice of theatre.

- It is desirable to increase the time of English language teaching. At the same time, focus more on enriching the vocabulary needed for painting;

- It is desirable to increase the teaching time of the following training courses - "painting technology", "anatomy";

- It is desirable, as far as possible, to take into account the requests of students regarding the addition of the following study course: "Cultural Management".

- Given that the course covers such a diverse field of practices it could be good to offer the ^students more room for choice e.g., elective courses, or alternative courses of studies for self-chosen specialisation.

- It would be a good opportunity to invite field related lecturers offering courses in foreign languages.

Graphic Art, MA

- It is suggested to offer a dedicated course in typography maybe in combination with composition.

1.5. Academic Course/Subject
BA Painting

- It is suggested to reflect on the objectives and outcomes of the program the possibility of the subjects "Vector Graphics" and "Raster Graphics" to give the students the means to create work using modern computer technology.

2.1 Programme admission preconditions
Cluster

- The content of the specialty exam for admission to the master's degree should be specified on the Academy's web page

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

Cluster
- It is suggested to extend contact with West European Universities and organizations.
- There should be, more practical projects e.g., poster competitions and exhibitions outside the Academy.

Painting, BA
- There could be more focus on opportunities to utilise the variety of skills in projects and exchanges. Especially the practice of exposition seems to be quite marginal in terms of credits given its importance in the application of holistic skills and in the future practice of graduate artists.

Painting MA
- More exhibitions should be conducted.
- To be more in line with international standards of Fine Art Master's degrees, an essay written to academic standards about the practical part is strongly suggested.

Graphic Art, BA
- To fulfil the Learning Objectives and Learning Outcomes in terms of the utilisation of digital tools a stronger implementation and specification of the computer software, e.g., for animation is suggested.

3.1 Student consulting and support services
Cluster
It is suggested to offer more support for material supplies.

3.2. Master's and Doctoral Student Supervision
Cluster
- It is desirable to increase the number of external evaluators during the defense of the diploma so that more competent persons can see and evaluate their work.

- It is desirable that the written part of the diploma qualification thesis, especially at the master's level, should become more representative, where, considering the specifics of the field, relevant scientific research will be conducted.

Theatre Painting (Art of Scenography)

- It is suggested to strengthen the program's sustainability by increasing the number of academic staff serving as supervisors of the MA Project.

Graphic Arts, (MA)

- It is suggested to strengthen the program's sustainability by increasing the number of academic staff serving as supervisors of the MA Project.

4.1 Human Resources

Graphic Art -BA
- It is suggested to raise the involvement of Academic personnel in Programs, in the specialty field.

Graphic Art-MA
- It is suggested to raise the involvement of Academic personnel in Programs in the specialty field.

4.3 Professional Development of Academic, Scientific and Invited Staff

Cluster
- It is suggested to improve the evaluation criteria and regularly conduct staff evaluations.

4.4. Material Resources
Cluster
- Students should have access to high quality materials that can be used multiple times.

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability
Cluster : Budget should be allocated for practice and field work, external lectures and Scientific/research.

Painting BA
- Considering the plus in budget more money could be allocated to support students with study materials.

Painting, MA

- Considering the plus in budget more money could be allocated to support students with study materials.

Theater Painting/Scenography Art, MA

- To make the programme more sustainable a negative balance should be avoided.

Graphic Art, MA

- More money could be spent for providing art materials for the students.

5. Teaching Quality Enhancement Opportunities

5.1 Internal Quality Evaluation

Cluster

- Invited lectures should be involved during program and syllabi modifying processes.
- It is suggested that the QA department should monitor that all stakeholders received results of evaluation.

5.2. External Quality Evaluation

Cluster

- It is suggested that the QA department create an external evaluation strategy for a cluster educational program and help the program implementation staff to get peer evaluations for each program of the cluster even under international collaboration.

5.3. Programme Monitoring and Periodic Review

Cluster

- It is suggested that the QA department should create comparative analysis of similar programs for all programs discussed in cluster. Also, comparative analysis does not include crucial information of similarities, differences and program future development.

- Brief Overview of the Best Practices (if applicable)[3]

At the beginning of each semester there are planning meetings in place to coordinate the semester activities.

Collaboration with external stakeholder: Print workshop collaboration with Art Gallery Vanda.

Possibility for students to be involved in real practical work process of filmmaking

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

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

Overall the experts recognise the efforts of the HEI to implement the recommendations and acknowledge that important changes already have been made after the site visit. Due to the HEI's response 3 recommendations were omitted (concerning 1.4 and 1.5 and 2.1). All others were left in place.

1.3 Evaluation Mechanism of the Programme Learning Outcomes
Cluster
- The experts concluded that the argument of TSAA is not strong enough to omit the recommendation. HEI is writing that they have benchmarks. But during site visit there were not presented any field benchmarks and they were too general for such kind of practical field. Also, program implementation personnel were not familiar and aware of the procedure of evaluating program learning outcomes based on benchmarks.

1.4 Structure and Content of Educational Programmes
Painting (Bachelor)
- The experts follow the argumentation of the HEI that a sufficient number of elective courses is on offer. Therefore the recommendation is omitted.

1.5 Training Course/Subject
Cluster
- The experts' position remains unchanged. It is recognized that some successful actions are being taken by TSAA, but there is more that needs to be done since special literature is very important for achieving the goals of the curriculum.
- The recommendation about incomplete book references in the syllabi has been removed since this was corrected by TSAA.

2.1 Programme Admission Preconditions
Cluster
- After reviewing the information on admission procedures on the TSAA website the the institution's was approved position was approved and the recommendation in question removed.

4.4 Material Resources
Cluster
The recommendation is kept as it is clear from the attached materials, all activities were carried out in the post-visit period.

5.3 Programme Monitoring and Periodic Review

The HEI is sates that the concerning evaluation is implemented. But during the site visit only a questionnaire was sent and not the results of evaluation. According to regulation any new documents are not valid to change the recommendation.

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

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation[4]
2. Cluster evaluation[5]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster

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[4] **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

[5] **Assessment approaches:** In case of necessity, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

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

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

One of the prime objectives of the Tbilisi State Art Academy is the training of specialists of the Faculty of Fine Arts. The purpose of the programmes included in the cluster is to develop skills in painting, graphic arts, visual arts (including theatre and film/television painting as a combined program at the bachelor's level) and theatre painting.

The programmes aim to educate specialists in accordance with international standards who will serve the rich culture of Georgia and contribute to its development. The purpose of the cluster is to provide undergraduate students with knowledge about the general principles, approaches, modern theories, and norms of professional ethics in the field of fine arts. It aims to introduce students to the specifics of different areas of fine arts. At the master's level, the goal is for students to deepen their knowledge, both in the classical disciplines of fine arts in general and in the principles, approaches, contemporary theories, and norms of professional ethics specific to their chosen field.

In general, the BA courses offer a sound foundation routed in the longstanding tradition of Tbilisi State Art Academy.
This tradition ensures that the practical aspects of the program are clearly established and achievable. In terms of the newer theoretical contents and subjects there is room for improvement in terms the sequence of programs e.g. aiming for more theoretical objectives for the MA courses.
A number of international objectives are in place however there could be more activities and exchange partners especially in western countries.
Information is well available trough the website however information given in English is limited compared to information in Georgian, e.g. course descriptions.

Painting BA

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

The program aims to educate qualified specialists in the field, who will lead the process of working on painting and are able to communicate their ideas in mother tongue and foreign language. Besides a sound foundation in technical, technological and compositional practice this is clearly considered by means of the different courses e.g., foreign language 1-4, Basics of culturology, art history, exposition and so on.

Additionally, in response to program revisions, digital training, encompassing skills in raster and vector graphics, has been seamlessly integrated into the curriculum.

Overall, the revisions make of the programme more adaptable to contemporary needs while not giving up on its' strong tradition. This was also confirmed by the stakeholders of the labour market.

Painting MA

The modified painting programme offers increased flexibility and a greater focus on subjects like Creative Pedagogy, Presentation Skills, Visual innovations / intercultural communication, or Adobe Creative Suite, all suitable for adapting the program outcomes to contemporary requirements.

Visual Arts BA

The term Visual Arts is too wide and unspecific to give a precise idea of the aims of the programme as this course is closely related to Stage Scenery Painting and states as aim to train students in film and theatre painting. In an international context the term Visual Arts includes all visible art forms in contrast to for example Sound Art.

The description of the programme names the following aims: The ability to properly plan time and organize the work process to implement a creative project (play, film, etc.). Solve compositional tasks in the process of creating an artistic face of film/television or theatre art. Become an artist of local and international cinema, television and theatre art. Adequately and effectively use new media and computer technologies. During interviews it got clear that these aims seem especially targeted at a certain type of Georgian film and theatre production. However, it remains unclear how the programme is situated in relation to courses in Scenery or movie production especially in an international context. There is no comparable programme named in the comparison map. This could be a opportunity for the programme but also a big challenge.

Stage Scenery Theater Painting MA

The programme has broad, generalist aims that cover almost all aspects of theatre production e.g., Painting/ colour dramaturgy, Construction of theatrical scenery, Mock up, theatrical costume, poster, make up, project management. For all these subjects there are dedicated specialist courses at other HEIs. Unfortunately, the SER doesn't sate a clear profiling in relation to specialized theatre courses.

Graphic Art BA

The new program combines previously separate courses, such as easel graphics, book design, illustration, poster design, and animation, into a single comprehensive course. This integration aims to enhance graduates' professional skills and, consequently, broaden their employment opportunities in various sectors, including advertising agencies, book publishers, museums, art galleries, mass media, corporate firms, or as independent creators.

The revamped curriculum offers a well-rounded selection of course objectives that align with the demands of today's job market, as substantiated by external evaluations from employers. Students have the opportunity to pursue their individual interests through a diverse range of elective courses. The program's objectives encompass a wide array of traditional printing techniques as well as modern digital production methods.

Graphic Art MA

The programme is a logical continuation of the BA course with more elective courses to choose from thus giving students the opportunity to specialise and customise their learning objectives. As the BA the

programmes objectives have been updated to include for example more foreign language and digital technique courses.

Evidences/Indicators

- ○ Website
- ○ Programme description
- ○ Syllabus
- ○ Learning-results-map-painting-MA
- ○ Analysis and comparison document

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding advice for the programme development

General recommendations of the cluster:

General suggestions of the cluster:

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

Programme 3 (Visual Arts, BA)

Recommendation(s):

Suggestion(s):

- The name of the programme should refer more precisely to the objective to train theater and film artists.

Programme 4 (Stage Scenery Painting, MA)

Recommendation(s):

Suggestion(s):

- It is suggested to specify more clearly the advantages of a practice-based generalist MA course compared to in the field in the field courses like scenery, stage design, costume design.

Evaluation [6]

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	x	☐	☐	☐
Programme 2 (Painting, MA)	x	☐	☐	☐
Programme 3 (Visual Arts, BA)	x	☐	☐	☐
Programme 4 (Stage Scenery Painting, MA)	x	☐	☐	☐
Programme 5 (Graphic Art, BA)	x	☐	☐	☐
Programme 6 (Graphic Art, MA)	x	☐	☐	☐

1.2 Programme Learning Outcomes

➢ The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

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

Cluster and individual evaluation

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

Among others the SER states as Leaning Outcomes extensive knowledge of technique, technology, and stylistic characteristics specific to their chosen specialty. Furthermore, critical thinking and logical reasoning skills and the ability to work independently as well as in a group setting. This is well reflected in the courses offerings with basic training rooted in tradition and new elective courses. For these courses recommendations by employers were taken into account. Students confirmed the stipulated workload is realistic. The self-evaluation group included all important stakeholders.

Overall, there is a strong empathizes on composition and technique with a slight lack of project based and interdisciplinary offerings.

Description and Analysis - Programme 1 (Painting BA)

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[6] Evaluation is performed for each programme separately.

As main learning outcomes the course description sates knowledge about the fundamentals and general principles of easel painting across different historical periods and being familiar with key theoretical courses in modern art theory, culturology, art history, and a foreign language. Graduates can apply their theoretical knowledge into artistic endeavours. They master the creation of light shadow compositions and recognize the importance of planning and continuing academic education for the purpose of enhancing professional competencies.

Description and Analysis - Programme 2 (Painting MA)

Students who graduate from the programme should possess systematic knowledge of the research-based field and subfield of the stylistics and technology of monumental and easel painting knows the traditional techniques of monumental wall painting (al seco, al fresco). They successfully plan access and adjust form and content of a painting in relation to each other. To achieve this, students have knowledge of the theory of contemporary art, and history of art. To position themselves in an international context they can communicate and write in a foreign language including the terminology of painting.

Description and Analysis - Programme 3 (Visual Arts BA)

Students master the basic disciplines of fine arts (painting, drawing, composition). They are able to utilise current trends in technologies for the visualization of an artistic idea or a dramatic text and successfully combine form and content to cerate of a given dramaturgical text to create an artistic face of cinema/television or theatre art. Students have broad knowledge of art history. They also learn a foreign language, enhancing their artistic skills and competitiveness in international cinema, television, and theatre arts.

The learning outcomes of the programme are very broad and generalist. However, it is not exactly clear if the learning outcomes are more optimised to theatre and film or towards skills similar to the Painting BA programme.

Description and Analysis - Programme 4 (Stage Scenery Painting, Scenography)

The programme description names the following main learning outcomes: Systematic knowledge of theatre painting, including the history of scenography. Development of new artistic concepts and transformation of this knowledge and impulses into a three-dimensional, unified design for a play/performance/action/opera/ballet, etc. Students have knowledge of and apply theories of contemporary art, foreign languages and art history to their own projects. Students possess team working skills for effective communication and cooperation with the creative team, director, actors, and other relevant stakeholders. The programme offers a wide range of courses to cover the main aspects of artistic, stenographic production with a slight danger of leaving not enough room for the students to specialize or customize their individual learning outcomes.

Description and Analysis - Programme 5 (Graphic Art BA)

By completing the course students will be able to master graphic drawing and the method of creating a painting, artistic methods, technical-technological characteristic utilize composition and properly plan time and organize the work process when working on a graphic artistic/creative project. They can evaluate the artistic-aesthetic value of the graphic work and can express a critical verbally. The Learning Outcomes correspond well with the programme aims and offer a logical balanced approach negotiating well between handcraft, digital media, concept and theory.

Description and Analysis - Programme 6 (Graphic Art MA)

The Master graduates are equipped with aesthetic, historical, cultural knowledge and judgement. They master and work innovatively with Adobe Photoshop, Adobe InDesign, and Adobe Illustrator. They can transfer their learned skills to educational purposes mainly in artistic higher educational institutions. They can formulate an argumentative conclusion, both in native and foreign languages, and demonstrate the ability to critically analyse and utilise different types of information. Through a range of elective courses students can individualise their Learning Outcomes. For an MA programme there is a slight overemphasis compositional courses, but most courses offer opportunities for research and practical application which is important to give room for individual professional self-development.

Evidences/Indicators

- SER
- Interviews
- Website
- Description Painting Programme
- Learning Outcomes Map

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

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

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

Programme 1 (Painting, BA)

Recommendation(s):

Suggestion(s):
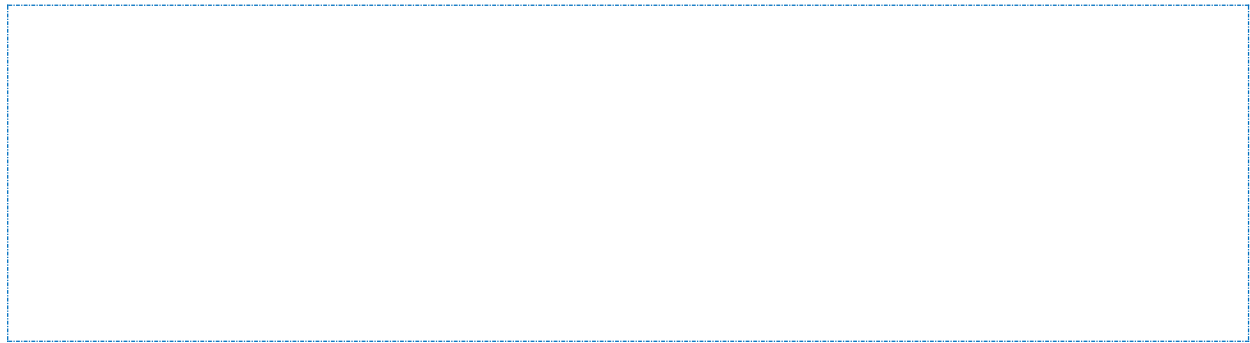
Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting BA)	X	☐	☐	☐
Programme 2 (Painting MA) level)	X	☐	☐	☐
Programme 3 (Visual Arts, BA)	X	☐	☐	☐
Programme 4 (Stage Scenery Painting, MA)	X	☐	☐	☐
Programme 5 (Graphic Art, BA)	X	☐	☐	☐
Programme 6 (Graphic Art, MA)	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

University in its cluster SER presented program learning outcomes assessment mechanisms both direct and indirect. The student is evaluated according to how well he/she has mastered the course provided by the program. The results of both individual and group work are evaluated. For indirect evaluation University presented: the results of a survey of students participating in the program; the results of a survey of academic staff / invited staff involved in the implementation of the program; The rate of academic achievement of students participating in the program etc.

The program learning outcomes evaluation mechanisms is described in the program learning outcomes evaluation and evaluation of students' academic performance rule. The program has target benchmarks

for each learning outcome. The results of the assessment of the learning outcomes are monitored periodically.

Based in interviews with the QA department members, program heads and program implementation staff, expert panel found out that the program learning outcomes evaluation process is very general approach for all cluster programs. Program heads and program implementation staff have very general view about evaluation mechanisms and actual program benchmarks. Also, they cannot explain individual plan reaching learning course outcomes that is crucial for reaching program learning outcomes itself. Also, it should be mentioned that University should create some specific benchmarks for each program. Students' academic performance not fully describe how successfully they are reaching program learning outcomes. University should also share international good practice about the benchmarks and use resource of their partner European Universities.

Evidences/Indicators

- ○ Cluster self-evaluation report;
- ○ Cluster programs;
- ○ Interview results;
- ○ Rule of evaluation program learning outcomes and students' academic performance.

General recommendations of the cluster:

It is recommended for QA department to create field specific benchmarks for reaching program learning outcomes and members of QA department should involve program implementation staff in the process.

General suggestions of the cluster:

It is suggested for QA department that University should share international good practice about the program benchmarks and use resource of their partner European Universities.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Component 1.3 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting BA)	☐	X	☐	☐

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Programme 2 (Painting MA) level)	☐	X	☐	☐
Programme 3 (Visual Arts, BA)	☐	X	☐	☐
Programme 4 (Stage Scenery Painting, MA)	☐	X	☐	☐
Programme 5 (Graphic Art, BA)	☐	X	☐	☐
Programme 6 (Graphic Art, MA)	☐	X	☐	☐

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

The programmes included in the cluster of Tbilisi State Academy of Arts (Painting (BA), Painting (MA), Visual Arts (BA), Stage Scenery Painting/Scenography (MA), Graphic Art (BA), Graphic Art (MA)), was compiled by the Council of the Academy of Arts, and approved according to the rule on development, approval and evaluation of educational programmes of the Apollon Kutateladze Tbilisi State Academy of Arts. The Bachelor's and Master's educational programmes presented in the cluster are developed in accordance with the rules established by the Georgian legislation and the European Credit Transfer and Accumulation System. The educational programmes are developed based on the analysis of internal and external data, which helps to reveal the strengths and weaknesses of the programme. A five-year programme development plan has been developed, where the periodicity of the planned activities is determined. Professors, invited lecturers, students, alumni and potential employers participate in the development of the complete programme package by the working group. In the updated programme, optional and mandatory courses are defined, which ensures that the diverse interests and requirements of the student are met. The content of the programmes of different levels presented in the cluster is in full compliance with the requirements of the Bachelor's and Master's levels of education and takes into account the admission requirements of the corresponding programme. The programme content and structure are in compliance with the qualification to be awarded and ensure the achievement of the programme learning outcomes. Duration of the Bachelor's and Master's programmes are eight and four semesters and include 240 and 120 credits (respectively). In the structure of the programme, in the curriculum, the sequence of study, practical and theoretical components, compulsory and optional courses are arranged consistently and logically, ensuring the successful achievement of the learning outcomes. Bachelor's and master's degree programmes are built sequentially, so that the student completing the bachelor's degree has the opportunity to consolidate knowledge and acquire new skills. The content and structure of the programmes are in line with the qualification to be granted. The prerequisites of the subjects are adequate and based on necessity, which contributes to the development of the student from course to course. The

approaches provided in the programme promote teaching in the old, classical method and also include elements of modern arts, which allows students to deepen their knowledge, both in the direction of the classical approach and modern techniques and means, and to combine them, if necessary.

Tbilisi State Academy of Arts is actively working in the direction of internationalization. Exchange programmes can be used by students and academic staff, and workshops and exhibitions are organized where foreign artists participate. During the interview, the students mentioned that they would like to expand the exchange programmes in the direction of Western Europe.

Information about the programmes is available to all interested persons on the University's website, however, during the interview, it was revealed that even students cannot see the syllabi yet, because there is no electronic programme where the syllabi can be posted. In the library, both Georgian and foreign literature are available for students, although there is a shortage of Georgian-language literature. The new programme envisages the promotion of the English language, which means the study of the English language in a professional direction. During the interview, it was noted that foreign examples were used for the development of programmes.

The close spatial proximity of the courses in the cluster provides the ideal setting for interdisciplinary courses and collaborations e.g., painting exhibitions with posters and booklets designed by graphic students etc. However, these kind of activities and projects are not documented and were not mentioned during interviews.

With the reform of the program more elective courses have been added considering recommendations of different stakeholders e.g., employers. These courses are also designed to foster logical thinking, as well as independent and teamwork skills, however except of the programme Stage Scenery and Painting no group projects were presented and in case of Stage Scenery and Painting only a group project and no individual projects were presented.

The relation of technical, traditional courses and contemporary and theoretical ones is well balanced according to the program's aims. However not all students seemed to be aware of the offerings of elective courses.

Students also expressed the following wishes: to have relatively longer time spent in their workshops and in the library; International mobility/exchange programs should be more active, especially in Western European countries; The duration of teaching English should be increased, while more attention should be paid to the study of terminology relevant to painting.

Students also expressed a desire to increase the time spent on the "painting technology" and "anatomy" courses. Also, add the subject: "Cultural Management".

Optional subjects raise questions: as it became clear during the interview, students are deprived of the opportunity to choose optional subjects, they are directly given the list of subjects prescribed by the university, the student cannot choose the desired subject himself.

Programme 1 Painting, BA

The Bachelor educational program of painting has been developed in accordance with the requirements of the "rules and procedures for developing, approving, amending and canceling the educational program"

in force at the university. The program in its content, volume and complexity corresponds to the undergraduate level. The program includes 240 credits, of which credits are allocated to specialty elective courses and university elective courses.

- Basic training courses - 18 ECTS, directly participate in the development of student qualifications;
- Specialty training courses - 140 ECTS, serve to acquire the knowledge and skills necessary for the qualification of a painter;
- University study courses - 36 ECTS, Allows the student to receive general education (for example, history of Georgian art, history of world art, philosophy, foreign languages, etc.)
- Specialty elective courses - 46 ECTS, allows the student to choose a subject to acquire additional knowledge not only of painting, but also of other fields of art; University elective courses - 18 ECTS, gives the student the opportunity to choose a subject according to his own interests, which will improve the qualification quality of his future specialty;
- Bachelor's thesis - 20 ECTS - which serves to summarize the knowledge gained in the bachelor's program and to demonstrate relevant skills.

During the interview with the students, it was noted that the list of optional subjects is not diverse, and it would be useful to increase the volume of optional subjects, which would help students to master other specialties besides their specialty.

Interviews with the program head, academic staff, students and graduates revealed their active involvement in the discussion regarding increasing professional English language contact hours. The team working on the program took into account the demands/needs of all these stakeholders and decided to add a professional English language course.

Programme 2, Painting, MA

The Painting – MA program is built on the basis of the ECTS system, is student-centered, and is based on the student's academic workload required to achieve the goals of the educational program. The program includes credits, of which credits are allocated to specialty elective courses and university elective courses.The duration of the program is 2 years. 4 semesters. The academic year consists of 2 semesters and includes 38 weeks. Duration of the first semester - 18 weeks (15 - academic week, 3 - sessional) The duration of the II semester is 20 weeks (15 - academic week, 3 - sessional, 2 - practice). Upon successful completion of the educational program, graduates are awarded the academic degree of Master of Arts in painting. The degree is accompanied by a diploma issued in accordance with the established state model.

The master's educational program includes 120 credits. It includes compulsory courses and optional courses.

As a result of the interview, we can conclude that all interested parties were involved in the development of the program. Program Directors, Faculty Administration, Quality Assurance Office, Academic Staff, Students, Graduates and Employers.

Students mentioned that they do not have access to working materials which is expensive and can be used multiple times. For creating diploma works.

Some subjects, such as composition, are broken down into very detailed components, such as symmetric and asymmetric composition, each awarded 5 ECTS. In comparison, other crucial courses like contemporary art history receive only 3 ECTS. This allocation of credits may seem disproportionately high for the composition component in relation to its importance.

Programme 3, Visual Arts, BA

The bachelor's program is built on the basis of the ECTS system. The duration of the program is 4 years. 8 semesters. The academic year consists of 2 semesters and includes 38 weeks. Duration of the first semester - 18 weeks (15 - academic week, 3 - sessional) Duration of the second semester - 20 weeks (15 - academic week, 3 - sessional, 2 - practice). Upon completion of the educational program, the graduate is awarded the academic degree of Bachelor in Painting, and is given a diploma of the state-specified model.

The training courses in the program are logically and meaningfully related to each other related to what can be achieved with the appropriate preconditions.

Program Individuality appears precisely by offering mandatory-optional blocks, where Study courses closely related to each other in terms of content are grouped, It allows the student to deepen his knowledge.

The purpose of the bachelor's program in visual arts is to foster the student's ability to creatively depict the various elements of plastic form, such as shape, volume, color, space, and rhythm, utilizing traditional fine art methods. Additionally, the program aims to equip students with the necessary skills to effectively utilize new media and computer technologies in visualizing artistic ideas or dramatic texts.

The presented study program provides the bachelor's degree student with the opportunity to select and deepen their knowledge in their desired specialty, building upon their experiences at the master's level.

The specialized subject of Logical grouping of colors / cold and warm colors Color/Polarity-Contrast is rated quite high in terms of ECTS. This is at odds with the more generalist ambition of the program.

The artist's art is of great importance in shaping the structure of a play or film, in revealing the nature of the characters, or in creating the environment and atmosphere corresponding to the dramaturgical content in general. In the mentioned program, the emphasis is still on painting in the mandatory courses of the specialty, and if there are several subjects in the direction of theater (Decoration sketching (introduction); Decoration sketching/spatial narration; Decoration sketching/visualization of dramaturgical ideas) subjects aimed at performing the function of an artist in cinema: *Composition of the film frame; Basics of framing; Framing - the artistic strategy of the film* are presented only as elected courses. According to the information presented in the selfassigment report, the theater and cinematography programs were combined based on the existing demand, which was based on the results of the survey of students, graduates and employers, therefore cinematography should be presented more comprehensively and not only in the form of elective courses.

Programme 4, Theatre Painting Art of Scenography, MA

The Painting – MA program is built on the basis of the ECTS system, is student-centered, and is based on the student's academic workload required to achieve the goals of the educational program. The duration of the program is 2 years. 4 semesters. The academic year consists of 2 semesters and includes 38 weeks. Duration of the first semester - 18 weeks (15 - academic week, 3 - sessional) The duration of the II semester is 20 weeks (15 - academic week, 3 - sessional, 2 - practice). Upon successful completion of the educational program, graduates are awarded the academic degree of Master of Arts in painting. The degree is accompanied by a diploma issued in accordance with the established state model. The master's program logically continues the formation of a professional artist-painter from the bachelor's level. It allows students to develop in-depth, focused knowledge and skills in the field of painting as well as its adjacent areas. The master's educational program consists of 120 credits and the number of relevant subjects is logically distributed. The aim of the presented master's program in theater painting is to prepare a professional theater artist who possesses comprehensive and systematic knowledge in the field of the history of scenography, its specificities, and technical-technological features. The program is dedicated to fostering the professional development of future theater artists and equipping students with the necessary skills for a successful career in the field.

For a programme on Masters level the percentage on theory credits is rather low with only one 3 ECTS very specific course (Philosophy of Art and Sociology of the 20th century In Germany - some Overview) related to philosophy and art history.

Programme 5, Graphics/Graphics art (BA)

The bachelor's program "Graphics/Graphic Art" is built on the basis of the ECTS system, is studentcentered, and is based on the student's academic load, which is necessary to achieve the goals of the educational program.

The bachelor's program is built on the basis of the ECTS system. The duration of the program is 4 years. 8 semesters. The academic year consists of 2 semesters and includes 38 weeks. Duration of the first semester - 18 weeks (15 - academic week, 3 - sessional) Duration of the second semester - 20 weeks (15 - academic week, 3 - sessional, 2 - practice). Upon completion of the educational program, the graduate is awarded the academic degree of Bachelor in Painting, and is given a diploma of the state-specified model.

The purpose of the Bachelor's program in Graphics/Graphic Art, as presented, is to provide students with comprehensive training in both traditional graphic methods and techniques, as well as in the use of new media and modern digital technologies. The program aims to develop broad competencies in creating graphic works, including easel graphics, book illustration, posters, and artistic animation.

During the interview, it was mentioned that the issue of internationalization is a problem and students want to cooperate with more Western European universities.

Programme 6, Graphics/Graphics Art MA

The master's education program Graphics/Graphic Art includes 120 credits.

The duration of the program is 2 years. 4 semesters. The academic year consists of 2 semesters and includes 38 weeks. Duration of the first semester - 18 weeks (15 - academic week, 3 - sessional) The duration of the II semester is 20 weeks (15 - academic week, 3 - sessional, 2 - practice). Upon successful completion of the educational program. The degree is accompanied by a diploma issued in accordance with the established state model.

The goal of the master's program in Graphics/Graphic Art, as developed in the presented form, is to enhance the student's ability to combine traditional graphic techniques with alternative materials and modern technologies when tackling artistic tasks. The program aims to provide students with the competencies necessary to create final creative compositions in their chosen medium, specializing in areas such as illustration,advertising graphics, easel graphics, and drawing. Graduates of the program will develop professional skills that align with the evolving demands of the contemporary art industry within the context of globalization trends. The presented study program also allows bachelor's degree holders to further deepen their knowledge and expertise in their desired specialization at the master's level, building upon their previous experiences and accomplishments.

During the interviews, the students mentioned that they do not have access to expensive materials that can be used multiple times. It was also noted that they do not have full knowledge of safety rules, how to protect themselves from acids and specific materials.

Evidences/Indicators

- o Programme documents (curricula and Interviews with teaching staff, students, graduates and administrators
- o Self-Evaluation Report

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

Programme 1 (Painting, BA)

Recommendation(s):

Suggestion(s):

Programme 2 (Painting, MA)

Suggestion(s):

- It is suggested to award more credit points to art history and less to detailed components, e.g. symmetric and asymmetric composition (each 5 ECTS).

Programme 3 (Visual Arts, BA)

Suggestion(s):

- Award less ECTS to specialized subjects. e.g. Logical grouping of colors / cold and warm colors Color/Polarity-Contrast
- It is suggested to think about replacing some subject related to the cinema from elected courses into mandatory. Cinematography should be presented more comprehensively in the program and not only in the form of elective courses.

Programme 4 (Stage Scenery Painting, MA)

Suggestion(s):

- It is suggested to implement more sound and general theory courses e.g., art history, writing, philosophy in order to help students expressing their ideas verbally and written and also help them to position their own works and concepts precisely in the history and contemporary practice of theatre.

- It is desirable to increase the time of English language teaching. At the same time, focus more on enriching the vocabulary needed for painting;

- It is desirable to increase the teaching time of the following training courses - "painting technology", "anatomy";

- It is desirable, as far as possible, to take into account the requests of students regarding the addition of the following study course: "Cultural Management".

- Given that the course covers such a diverse field of practices it could be good to offer the students more room for choice e.g., elective courses, or alternative courses of studies for self-chosen specialisation.

- The number of credits allocated to foreign language courses has been increased compared to the old program. This would be a good opportunity to invite field related lecturers offering courses in foreign languages.

Programme 6 (Graphic Art, MA)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	X	☐	☐	☐
Programme 2 (Painting, MA)	X	☐	☐	☐
Programme 3 (Visual Arts, BA)	X	☐	☐	☐
Programme 4 (Stage Scenery Painting, MA))	X	☐	☐	☐
Programme 5 (Graphic Art, BA)	X	☐	☐	☐
Programme 6 (Graphic Art, MA)	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.

Cluster and individual evaluation

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

The analysis of Bachelor's and Master's programmes, competency maps, syllabi shows that the structure of the study courses, prerequisites, and teaching methods help students develop the learning outcomes, skills, and competencies envisaged in the programme. The learning outcomes of the study courses of all six programmes are aligned with the learning outcomes of the programme. The content of the training courses and the expected outcomes determine the distribution of credits, the contact and independent work hours are adequately distributed in the syllabi. The relevant assessment components, methods and criteria are properly defined in the syllabi, ensuring the achievement of the desired learning outcome.

In the syllabi of all the six programmes, a small list of study literature is presented, mainly in a foreign language. It needs to be updated and filled with necessary literature. A small list of vocational literature in the Georgian language prevents the development of a student who does not know a foreign language. As the heads of the program and the students mentioned during the interview, it was based on the students' request that the number of hours for learning a foreign language was increased, but it would still be

desirable for the teachers of different subjects to prepare appropriate readers in the Georgian language, based on the specified literature.

The literature presented in the syllabi needs special review. Often only the title of the book is indicated, without the author, publisher and date.
Mandatory literature indicated in the syllabi of study courses is available in the University library, however, due to the reconstruction of the reading room, students are not able to use it, they can only take out a book, which is presented in several copies. During the interview, it was mentioned that this problem will be solved soon and students will be able to use the reading room.

Programme 1, Painting, BA

63 study disciplines/subjects are united in the painting bachelor's program. The majority of subjects, 39 subjects, are devoted to the compulsory subjects of the specialty. The 6 subjects included in the basic block of the program, the credit relevance of which will be 18 ECTS in total, serve to acquire the basic knowledge and skills needed for the specialty of painting. The content of each study course of the foundation block corresponds to the learning outcomes of this course, and the outcomes of each course are aligned with the learning outcomes of the bachelor's program.

The learning outcomes in the program's compulsory and compulsory-elective courses are described by measurable verbs and evaluated based on the components and criteria defined in the evaluation system.

The learning outcomes of the training courses of the main learning area of the program are developed in accordance with the learning outcomes of the program and are reflected in the map of program competencies.

The relevant assessment components, methods and criteria are properly defined in the syllabus, ensuring the achievement of the desired learning outcome.

It should be noted that it is very good that students of the Bachelor of Painting program will study the subjects "Vector Graphics" and "Raster Graphics", which will give them the means to create work using modern computer technology. However, it would be good if this direction of knowledge were also reflected in the objectives and outcomes of the program.

Programme 2, Painting, MA

25 study disciplines/subjects are united in the master's program of painting. The majority of which, 19 disciplines, ensure the development of the necessary competencies for the specialty of painting. The 6 subjects included in the basic block of the program, the credit relevance of which totals 28 ECTS, serve directly to acquire the basic knowledge and skills necessary for the specialty of painting. The content of each study course of the foundation block corresponds to the learning outcomes of this course, and the outcomes of each course are aligned with the learning outcomes of the bachelor's program.

Each study course within the block of university study courses is carefully designed to align with specific learning outcomes. The content covered in these courses is directly relevant to the intended outcomes,

ensuring that students acquire the necessary knowledge and skills required for the master's program in painting. By aligning the outcomes of each course with the overall goals of the program, a cohesive and comprehensive learning experience is provided to the students.

The learning outcomes of each course are also aligned with the learning outcomes of the Bachelor of Painting program, ensuring coherence and integration between the elective courses and the program as a whole.

The learning outcomes of the training courses are relevant with the learning outcomes of the program, and the learning material provided by the training course largely ensures the achievement of learning outcomes.

Programme 3, Visual Arts, BA

79 study disciplines/subjects are combined in the visual arts bachelor's program. The majority of subjects, 43 subjects, are devoted to the study of the mandatory disciplines of the specialty. The 6 subjects included in the basic block of the program, the credit compliance of which will be 18 ECTS in total, serve to acquire the basic knowledge and skills needed for the visual arts specialty. The content of each study course of the foundation block corresponds to the learning outcomes of this course, and the outcomes of each course are aligned with the learning outcomes of the bachelor's program.

Syllabus of training courses integrated into the program includes information on the status of the training course, its authors, implementing persons, goals of the training course, number of credits and distribution of hours, prerequisites for admission, teaching-learning methods and relevant activities, knowledge assessment forms.

Programme 4, Theatre Painting Art of Scenography, MA

Disciplines/subjects are combined in the master's program of theater painting (art of scenography). Most of which, 21 disciplines ensure the development of competencies necessary for the specialty of theater artist. The 4 subjects included in the basic block of the program, the credit relevance of which will be 18 ECTS in total, serve to acquire the basic knowledge and skills needed for the theater artist specialty. The content of each study course of the foundation block corresponds to the learning outcomes of this course, and the outcomes of each course are aligned with the learning outcomes of the bachelor's program.

The master's program of theater painting study blocks and the subjects included in them will teach the master's degree the basic and in-depth principles of the theater artist's specialty, modern theories, and take care of the development of the student's professional ethics and the formation of a sense of responsibility.

Programme 5, Graphics/Graphics Art, BA

47 study disciplines/subjects are combined in the Bachelor of Graphics/Graphic Arts program. The majority of subjects, 41 subjects, are devoted to the study of the mandatory disciplines of the specialty. The 6 subjects included in the basic block of the program, the credit compliance of which will amount to 18 ECTS in total, serve to acquire the basic knowledge and skills directly needed for the graphic art specialty. The content of each study course of the foundation block corresponds to the learning outcomes

of this course, and the outcomes of each course are aligned with the learning outcomes of the bachelor's program.

The undergraduate level consists of both compulsory subjects and includes a block of optional subjects, which ensures that the student can choose and take subjects of interest to him based on his interests.

Programme 6, Graphics/Graphics Art, MA

The Graphics/Graphic Art Master's program consists of a total of 31 study disciplines/subjects. Among these, 16 disciplines focus on developing the competencies required for the specialty of a graphic artist. The basic block of the program includes 4 subjects with a total credit relevance of 12 ECTS, aimed at acquiring fundamental knowledge and skills necessary for the specialty of a graphic artist. Each study course in the foundation block aligns with the learning outcomes of the respective course and is consistent with the learning outcomes of the bachelor's program.

The study blocks and subjects included in the Graphics/Graphic Art Master's program aim to teach students the fundamental and advanced principles of the graphic artist specialty, modern theories, and foster the development of professional ethics and a sense of responsibility.

As a result of the interviews with the heads of the program, academic staff, students and graduates, it was determined that the requirements/needs of the interested parties were taken into account in the program of optional training courses. In terms of diversity.

Which ensures that the student will develop into a full-fledged artist who will be able to independently create complex compositions and work in the material.

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

Evidences/Indicators

- Bachelor's programmes
- Master's programmes
- Program syllabi
- TSSA website http:/www.art.edu.ge
- Interview with administration and academic staff

General recommendations of the cluster:

- **It is recommended to increase the number of educational literature and availability in Georgian language.**

General suggestions of the cluster:

Programme 1 BA Painting

Recommendation(s): None

Suggestion(s): It is suggested to reflect on the objectives and outcomes of the program the possibility of the subjects "Vector Graphics" and "Raster Graphics" to give the students the means to create work using modern computer technology.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	X	☐	☐	☐
Programme 2 (Painting, MA)	X	☐	☐	☐
Programme 3 (Visual Arts, BA)	X	☐	☐	☐
Programme 4 (Stage Scenery Painting, MA)	X	☐	☐	☐
Programme 5 (Graphic Art, BA)	X	☐	☐	☐
Programme 6 (Graphic Art, MA)	X	☐	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	X	☐	☐	☐
Programme 2 (Painting, MA)	X	☐	☐	☐
Programme 3 (Visual Arts, BA)	X	☐	☐	☐
Programme 4 (Stage Scenery Painting, MA)	X	☐	☐	☐
Programme 5 (Graphic Art, BA)	X	☐	☐	☐

Programme 6 (Graphic Art, MA)	X	☐	☐	☐

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

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

2.1 Programme Admission Preconditions

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

TSAA has defined the relevant conditions for admission to the programs of both levels included in the cluster, which take into account the specifics of the program and the skills that are necessary for the applicant to join the program, so that s/he can overcome the program and acquire the relevant knowledge and competence. The prerequisites for admission to the program also take into account the specifics of the field and the requirements of different levels of education.

The Academy of Arts has the appropriate admission requirements of the programme, which ensures the inclusion of students with relevant knowledge and skills in the programme to achieve the learning outcomes of the programme. Admission requirements and procedures for the Bachelor's and Master's educational programmes presented in the cluster are in accordance with the legislation of Georgia and intra-university regulations (in all six programmes).

In case of a Bachelor's programme, the admission requirements are the unified national exams and an intra-university exam, performance of a free composition and presentation of a portfolio. While in case of the Master's programme, the admission requirements are nude painting (duration 5 hours), English language test and presentation of a portfolio.

Information about the rule on admission to the Bachelor's programmes presented in the cluster, the admission requirements and procedures of the programme can be found on the university's website: www.art.edu.ge.

The website also contains information about admission to the master's degree programmes, although it does not include a complete description of the specialty exam.

As a result of the interviews with the programme directors, the administration of the University and the Quality Assurance Service, it was confirmed that the admission of students to the Bachelor's and Master's programmes presented in the cluster is carried out in accordance with the current methodology and rule for determining the student body in the University. This entirely takes into account the material and human resources available in the University.

Admission to the programs is possible only in case of passing the unified national exam and the internal creative tour of drawing.

The conditions for enrolling persons without passing the national exam are also defined in the Academy:

1. For citizens of foreign countries and stateless persons who have received complete general or equivalent education in a foreign country;
2. 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;
3. For persons who study/have studied and received credits in a foreign country in a higher educational 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 of the Minister of Education and Science of Georgia dated February 4, 2010 N 10/N and on the basis of normative acts established by the university

Description and Analysis - Programme 1 BA Painting Level 6

Taking into account the specifics of the field, entrants who have passed the TSSA creative tour and unified national exams will be admitted to the educational program: for the entrants of the bachelor's program of visual arts, Georgian language and foreign language are taken at the unified national exams.

The creative tour has two components, the commission members first get acquainted with the applicant's portfolio, and then the drawing test is held. As the representatives of the administration and academic staff mentioned during the interview, this year there was a certain change in the subject of the exam, and if before the entrants had to complete a specific task, now they can create a work on a free topic, which gives more freedom and courage, and gives the evaluators an opportunity to get to know the applicants better.

Information about the creative tour is available to the entrant at least two months before the tour.

Description and Analysis - Programme 2 MA Painting Level 7

The applicant must have a bachelor's academic degree, have passed the T.S.S.A. Entrance examination of the educational program of the Faculty of Fine Arts in drawing and foreign language (B2 level).

At the drawing test, entrants draw a standing naked model. The criteria for evaluation of the paper are described in detail in the document published on the website of the Academy.

A novelty was added to the master's exam, in particular, it became necessary to present a portfolio.

Description and Analysis - Programme 3 BA Visual Arts Level 6

Entrants who have passed the TSSA creative tour and the unified national exams will be admitted to the educational program: for the entrants of the bachelor's program of visual arts, Georgian language and a foreign language are required on the unified national exams.

The creative tour has two components, the commission members first get acquainted with the applicant's portfolio, and then the drawing test is held.

Description and Analysis - Programme 4 MA Stage Scenery Painting/Scenography Level 7

The applicant must have a bachelor's academic degree, have passed the T.S.S.A. Entrance examination of the educational program of the Faculty of Fine Arts in drawing and foreign language (B2 level). At the drawing test, entrants draw a standing naked model. The criteria for evaluation of the paper are described in detail in the document published on the website of the Academy. A novelty was added to the master's exam, in particular, it became necessary to present a portfolio.

Description and Analysis - Programme 5 BA Graphic Art Level 6

Entrants who have passed the TSSA creative tour and the unified national exams will be admitted to the educational program: for the entrants of the bachelor's program of visual arts, Georgian language and a foreign language are required on the unified national exams.

The creative tour has two components, the commission members first get acquainted with the applicant's portfolio, and then the drawing test is held.

Description and Analysis - Programme 6 MA Graphic Art 7

The applicant must have a bachelor's academic degree, have passed the T.S.S.A. Entrance examination of the educational program of the Faculty of Fine Arts in drawing and foreign language (B2 level). At the drawing test, entrants draw a standing naked model. The criteria for evaluation of the paper are described in detail in the document published on the website of the Academy. A novelty was added to the master's exam, in particular, it became necessary to present a portfolio.

Evidences/Indicators

- Bachelor's programme
- Master's programme
- BA entrance exam procedure
- BA entrance exam issues
- BA entrance exam criteria
- MA entrance exam procedure
- MA entrance exam issues

- MA criteria of entrance exams
- TSSA website http:/www.art.edu.ge
- Interview with administration and academic staff

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General recommendations of the cluster: None

General suggestions of the cluster:

The content of the specialty exam for admission to the master's degree should be specified on the Academy's web page

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Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA Painting Level 6)	X	☐	☐	☐
Programme 2 (MA Painting Level 7)	X	☐	☐	☐
Programme 3 (BA Visual Arts L:evel 6)	X	☐	☐	☐
Programme 4 (MA Stage Scenery Painting/Scenography Level 7)	X	☐	☐	☐
Programme 5 (BA Graphic Art, Level 6)	X	☐	☐	☐
Programme 6 (MA Graphic Art, Level 7)	X	☐	☐	☐

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

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

Cluster and individual evaluation

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

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

The Educational programs grouped in a cluster ensure the development of students' practical, transferable, and research skills, as well as creative skills, and their involvement in creative projects based on learning

outcomes. As all programs have an artistic profile, the development of students' skills is visible in the curriculum of the programmes. In the process of working on research-artistic components, students are guided by qualified academic and visiting staff with relevant research and artistic experience.

For creative-practical skills development, the programmes include special workplaces for practical-creative work, and workrooms are equipped with appropriate technical equipment and lighting. The HEI has contributed to Developing students' skills outside the program's Curriculum. The Administration of Faculty and Academy supports the involvement of students in various activities outside the Curriculum: exhibitions, workshops, competitions, and creative projects.

The Art Academy often announces different projects for students, which help students develop transferable and creative skills. The process is facilitated by the close cooperation HEI with the employers, and cultural networks abroad and in the country. In developing students' creative-practical skills, partner organizations with which relevant memorandums have been signed, play a significant role. Students also can benefit from the intellectual and technical resources of partner institutions and donor organizations and to engage in various joint creative activities within the framework of the memorandum of cooperation concluded with museums, art galleries, educational institutions, and other artistic centres.

Interviews with students, academics, visiting staff, and employers revealed active student engagement with other institutions, as well as a high degree of student satisfaction with Art Academy support. Therefore, during an interview with students, they revealed their wishes to extend contact with West-European Universities and organizations.

One of the good practices is to use in the frame of the curriculum the fieldwork (Plenair painting). The effectiveness of developing students' creative skills is further enhanced by the fact that lecturers are also representatives of employers (particularly the practice is seen regarding programme 3 BA - Visual Arts and programme 4 MA- Stage Scenery Painting).

The Important memorandum was signed with Shota Rustaveli Theatre and Film Georgia University, which creates the prospect of interesting collaborations, in particular, the inclusion of academy students in the process of artistic design of a play or filming, which will give them the experience of working in a team along with the development of practical skills. It is also planned to sign a memorandum of mutual cooperation with the State Conservatory.

Description and Analysis - Programme 2 (Painting, BA)

The practice of exposition seems to be quite marginal in terms of credits given its importance in application of holistic skills and in the future practice of graduate artists.

Description and Analysis - Programme 2 (Painting, MA)

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

The Master program in painting aims to deepen the skills and knowledge received during BA studies. However, there seems to be an emphasis on practical sophistication and less on further theoretical studies. This is at odds with the aim of a logical sequence of courses considered that the next step for students might be to take on PhD studies which require academic writing skills. The theoretical skills of MA students should be fostered. To be more in line with international standards of Fine Art Master's degrees, an essay written to academic standards about the practical part is strongly suggested.

Description and Analysis - Programme 2 (Graphic Art, BA)

Due to the trends in digitalisation that the programme wants to stronger implement there is always the question which particular software and level of skills in one particular program is required. This could be stated more clearly as well as the relation of the digital skills to the analogue skills.

Evidences/Indicators

- Materials of TSAA Fine Arts Faculty projects, exhibitions, and workshops.
- Website of TSAA - art.edu.ge
- Interview with students
- Interview with employers
- Self-evaluation report

General recommendations of the cluster:

General suggestions of the cluster:

- It is suggested to extend contact with West European Universities and organizations.
- There should be, more practical projects e.g., poster competitions and exhibitions outside the Academy.

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

Programme 1 (Painting, BA)

Recommendation(s):

Suggestion(s):

It is suggested to put more focus on opportunities to utilise the variety of skills in projects and exchanges.

Programme 2 (Painting, MA)

Recommendation(s):

Suggestion(s):

- To be more in line with international standards of Fine Art Master's degrees, an essay written to academic standards about the practical part is strongly suggested.
- More exhibitions should be conducted.

Programme 5 (Graphic Art BA)

Recommendation(s):

Suggestion(s): To fulfil the Learning Objectives and Learning Outcomes in terms of the utilisation of digital tools a stronger implementation and specification of the computer software, e.g., for animation is suggested.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA Painting)	x	☐	☐	☐
Programme 2 (MA Painting)	x	☐	☐	☐
Programme 3 (BA Visual Arts)	x	☐	☐	☐
Programme 4 (MA Stage Scenery Painting/ Scenography)	x	☐	☐	☐
Programme 5 (BA Graphic Art)	x	☐	☐	☐
Programme 6 (MA Graphic Art)	x	☐	☐	☐

2.3. Teaching and Learning Methods

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

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

Apollon Kutateladze Tbilisi State Academy of Arts is the oldest higher education institution in Georgia in terms of art education. It is natural that during the 100 years of its existence, quite a lot of pedagogical experience has been accumulated, which is expressed in traditional and proven teaching methods. But while speaking with the administration, academic and visiting staff of the higher education institution, we were convinced that the institution tries not to lag behind world trends and to synthesize traditional and modern methods of teaching different areas of fine arts, which is reflected in the teaching and learning methods of the teaching programs united in the cluster.

There are the following forms of organization of the learning process in TSSA: studio teaching, lecture, practical.

Studio teaching is one of the oldest and traditional forms of fine art teaching. However, it should be noted that, on the other hand, in the syllabi, studio teaching is presented by implementing various methods: enquiry, croquis, sketches, etudes, drafts, exposition, presentation, group discussion, debate, reasoning, etc.

Practical education includes working in the planner, working with anatomical atlases (plastic anatomy), laboratory work (painting technique and technology), etc. On the other hand, theoretical courses also use various teaching methods, such as:

1. Verbal, or oral.
2. Working on the book.
3. Discussion/debate,
4. Case study
5. Brainstorming,
6. Heuristic.
7. Demonstration.
8. Explanatory.

But, apart from the methods mentioned above and, in the syllabi, TSSA academic and visiting staff are actively trying to get much better results by using active teaching methods with students through extracurricular activities.

Students are actively involved in various art exhibitions and festivals, for which they actively use the space of the academy itself.

Bachelor of Visual Arts students, with the help of their teacher, have the opportunity to be directly involved in the filmmaking process and develop practical skills.

The best practices from abroad are shared at the master's program, which means that the master's student, in addition to the work, must present a certain written concept about his/her work.

It will be good if all these alternative teaching methods, activities or practical experiences will also be reflected in the syllabi of specific subjects.

It is planned to develop the infrastructure for the arrangement of artistic residencies, which represents the sharing of the best international practices.

Evidences/Indicators
• Bachelor's program;
• Master's program;
• Program syllabi
• Interview with academic and visiting staff,
• Interview with students
• Interview with employers

General recommendations of the cluster: None

General suggestions of the cluster:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA Painting Level 6)	x	☐	☐	☐
Programme 2 (MA Painting Level 7)	x	☐	☐	☐
Programme 3 (BA Visual Arts L:evel 6)	x	☐	☐	☐
Programme 4 (MA Stage Scenery Painting/Scenography Level 7)	x	☐	☐	☐
Programme 5 (BA Graphic Art, Level 6)	x	☐	☐	☐
Programme 6 (MA Graphic Art, Level 7)	x	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

At the Apollon Kutateladze State Art Academy of Tbilisi, the assessment of students is carried out according to the established procedures, it is transparent, reliable and in accordance with the legislation. During the implementation of the program and the teaching of study disciplines, the student's performance in each discipline is evaluated by the European Transfer and Accumulation System (ECTS) and the evaluation system according to the "Rules for calculating credits for higher education programs" approved by the Order #3 of the Minister of Education and Science of Georgia on January 5, 2007.

The academy has a 100-point student evaluation system. The maximum positive score is 100, and the minimum is 51 points. In addition, the following are considered positive grades: A (91-100), B (81-90), C (71-80), D (61-70), E (51-60). A negative grade is considered: FX (41-50), F (40 or less).

The assessment criteria are detailed in the syllabus of the particular subject. For the successful completion of training courses, the active involvement of the student in the process is required. The evaluation scheme in TSSA is simple and consists of several components, namely: evaluation of independent work, evaluation of midterm exam, evaluation of final exam.

As evidenced by documents and interview results, the Academy does not write points in daily lecture activities. The answer to the question - whether this approach has a negative impact on students' motivation - was no. On the other hand, in order to maintain a high rate of student attendance, TSSA has developed the following regulatory rules for the educational process: a student will not be admitted to the final exam if the number of missed contact hours in a particular subject is 50% or more; At each stage of study, the student is allowed to retake the final exam only if he/she has a total score of at least 41, including the final exam; In each form of intermediate assessment, the minimum competence limit represents 30% of the maximum score determined for this assessment, and in the final assessment (exam) 50% of the maximum score; In case plagiarism is found in the TSSA student's paper (midterm or final exam/task), it will not be graded; The student is given the opportunity to pass the intermediate or final exam (take an additional exam).

Assessment forms and components correspond to the learning outcomes of the subject. The assessment components and their specific share are outlined in the syllabus of each learning component. Also, the syllabi of all level programs describe the midterm or final exam format and evaluation criteria for any course. All presented programs are accompanied by information on the evaluation criteria of the qualification thesis (bachelor's, master's and doctoral).

As for the evaluation system of diploma theses, it is of the following type: the thesis is evaluated with a maximum of 100 points, for which the graduate must take into account the following criteria: selection of the subject of the bachelor's thesis, concept/argumentation - 20 points; Selected material and performance techniques for the diploma thesis (sketches, etudes) – 20; The integrity of the idea of the theme and the artistic side - 20; Diploma thesis presentation - 40 points.

As mentioned during the interview, the students' attitude towards the existing assessment system and components is positive. The scheme mentioned is understandable and acceptable to them, and they would not like to change anything in this direction.

As for the appeal mechanism, as it became clear during the interview, the Academy provides students with this mechanism as well. If they are not satisfied with the results of the exams, they could appeal the score. Students are also informed about the appeal mechanism. In turn, the lecturers recalled several cases when the student used the mentioned tool and changed the result.

To ensure academic integrity, the Academy has signed an agreement with the association "For Scientists". The academy sends the students' papers, and they are returned after being checked. We are talking about written assignments.

Evidences/Indicators
• The regulatory document of the evaluation system;
• Evaluation methods and criteria outlined in the attached syllabuses of the educational program;
• Electronic student evaluation system/portal;
• Procedure for appeal of assessment results;
• Plagiarism prevention, detection and response mechanism;
• Norms of ethics of scientific-research activity;
• website;
• Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 – Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting (BA)	v	☐	☐	☐
Programme 2 (Painting (MA)	v	☐	☐	☐
Programme 3 (Visual Arts (BA)	v	☐	☐	☐
Programme 4 (Stage Scenery Painting/Scenography (MA)	v	☐	☐	☐
Programme 5 (Graphic Art (BA)	v	☐	☐	☐
Programme 6 (Graphic Art (MA)	v	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	X	☐	☐	☐
Programme 2 (name, level)	X	☐	☐	☐
Programme 3 (name, level)	X	☐	☐	☐
Programme 4 (name, level)	X	☐	☐	☐
Programme 5 (name, level)	X	☐	☐	☐

Programme 6 (name, level)	X	☐	☐	☐

3.Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster evaluation

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

Students of the Tbilisi Apollon Kutateladze State Academy of Arts receive consultation and support on planning the educational process, improving academic achievements and career development by the persons involved in the program and/or the structural units of the institution, namely: the dean, the head of the quality assurance service of the faculty, the coordinators of bachelors, masters and doctoral students, IT department, library, program supervisor and academic staff implementing the program.

To improve teaching results and individual work with students, the schedule of academic staff includes consulting hours, information about which is written in the syllabus itself and the student has access to it. Students of both levels could familiarize themselves with the syllabi of the study courses of the program in advance.

Students are informed about various local and international projects and events. As mentioned, a special page has been created on the social network, on which information about artistic projects, competitions, workshops are systematically published.

As mentioned by the administration and the students during the interview, the Academy provides the students with the necessary information all the time. The main channels of information dissemination are the Academy's official Facebook and website, the "Emis" training base, in addition, students use the university e-mail created by the Academy, where various types of information are also sent.

Within the framework of the program, students could participate in local and international projects, events, performing and creative activities.

Regarding student services, it is worth noting their feedback forms, which primarily include surveys. Student survey is conducted every semester. The survey is periodic, anonymous and mandatory. The questionnaire was drawn up to determine how the lectures were conducted in the last semester, how

satisfied they were with the work of the professor. In this direction, the student states his position, after which the results of the survey are sent to the quality assurance service of the faculty. The latter involves the academic staff and the person responsible for the educational process from the administration in the process of analyzing the results and developing relevant recommendations. After processing the results of the survey, as necessary, advice or recommendations are developed in order to improve the training course or the work of the professor. As mentioned by students and teachers during the interview, the recommendations given as a result of the results obtained on the basis of the survey are largely taken into account.

In addition to students, it was mentioned during the interview that they also have a questionnaire for graduates, which is sent to them every year. The graduates confirmed the information mentioned and noted that they often fill out the questionnaire.

The Academy has a career development service that provides counselling to students and graduates regarding employment.

During the interview with the students, the following problematic issues related to the material and technical base as well as the lecture process and its content were highlighted: many students complained about the lack of materials needed for diploma theses, and some complaints were voiced regarding the timely supply of materials to students.

Evidences/Indicators

- o Planned and implemented consulting services;
- o workload, functions and duties of persons involved in consulting services (academic/scientific/invited/administrative/support staff involved in the program, faculty/school coordinator or others), their job descriptions;
- o Documents/information on students' involvement in local and international activities;
- o website;
- o Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

It is suggested to offer students more support for material supplies.

Recommendations and Suggestions according to the programmes:

Recommendations:

Painting (BA)

- It is recommended to clearly inform the students about the elective courses.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements		Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting (BA)	☐	X	☐	☐
Programme 2 (Painting (MA)	X	☐	☐	☐
Programme 3 (Visual Arts (BA)	X	☐	☐	☐
Programme 4 (Stage Scenery Painting/Scenography (MA)	X	☐	☐	☐
Programme 5 (Graphic Art (BA)	X	☐	☐	☐
Programme 6 (Graphic Art (MA)	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

The undergraduate programs of the Tbilisi State Art Academy: graphics/graphic art, visual art, painting, as well as the following master's educational programs - graphics/graphic art, theatre painting, painting - are provided with the necessary regulatory documents for the completion of bachelor's and master's theses: with the appointment of the supervisor and co-supervisor, the thesis regarding performance and more.

The head is appointed by the decision of the faculty council. Master's level students are provided with supervisors. The supervisor is selected depending on the topic of the master's thesis, according to his experience and competence. In this field, the practical experience of the supervisor of the thesis is

preferred, since the graduates will have practical work for defence. As for narrative/writing papers, it might be a page or a page and a half. Its content has a descriptive function. The graduate indicates in writing what materials he used for the work, as well as what content and ideas are included in it.

As it was repeatedly stated during the interview, graduates are free to choose their thesis topic and scientific supervisor. On the other hand, the supervisors express their willingness to be available to all students within a certain limit.

The faculty provides bachelor/master with both academic staff, visiting professor and visiting teacher with master's degree. If there is no qualified specialist at the faculty in the field chosen by the student, then the faculty invites him from outside. The supervisor helps the student in creating a qualification paper, conducts consultations. During the thesis defence, he presents the thesis (written and oral) and informs the council about the work process and the thesis itself.

The selection and approval of the topic of the diploma thesis takes place in two stages: the student agrees on the topic of the diploma thesis (including material, technique, number of works) with the supervisor, after which the supervisor submits the selected topic to the faculty council for approval. The topic of the diploma thesis must be presented by the student at the beginning of the second semester of the academic year of the graduate course within the deadlines determined by the faculty.

Gallerists and representatives of relevant fields are also present at the diploma defence process. As the graduates mentioned during the interview, it would be good if the number of external evaluators increased so that more competent people could see and evaluate their work. The latter has a great chance to promote the employment of students, to increase interest in them.

Data related to the supervision of master's/doctoral students Programme 2 (Painting MA)[7]	
Number of master's/doctoral theses supervisors	5
//Number of doctoral thesis supervisors	
Number of master's students	13
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.38
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students

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[7] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Programme 2 (Stage Scenery Painting/Scenography MA)[8]	
Number of master's/doctoral theses supervisors	1
//Number of doctoral thesis supervisors	
Number of master's students	5
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.20
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students Programme 2 (Graphic Art MA)[9]	
Number of master's/doctoral theses supervisors	4
//Number of doctoral thesis supervisors	
Number of master's students	13
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	0.31
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

- ○ the form of the agreement of the supervisor/co-supervisor of master's and doctoral students and/or the document defining the appointment, replacement and powers of the supervisor;
- ○ Mechanisms for evaluating the quality of the head/co-head's activity and evaluation results;
- ○ MA provision;
- ○ Rights and duties of the MA head;
- ○ website;
- ○ Interview results.

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[8] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[9] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

General suggestions of the cluster:

- It is desirable to increase the number of external evaluators during the defence of the diploma, so that more competent persons can see and evaluate their work.

- It is desirable that the written part of the diploma qualification thesis, especially at the master's level, should become more representative, where, taking into account the specifics of the field, relevant scientific research will be conducted.

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

Suggestions :

Programme 4 Theatre Painting (Art of Scenography)

- It is suggested to strengthen the program's sustainability by increasing the number of academic staff serving as supervisors of the MA Project.

Programme 6 Graphic Arts, (MA)

- It is suggested to strengthen the program's sustainability by increasing the number of academic staff serving as supervisors of the MA Project.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Painting (MA)	v	☐	☐	☐
Programme 4 (Stage Scenery Painting/Scenography (MA)	v	☐	☐	☐
Programme 6 (Graphic Art (MA)	v	☐	☐	☐

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting (BA)	☐	v	☐	☐
Programme 2 (Painting (MA)	v	☐	☐	☐
Programme 3 (Visual Arts (BA)	v	☐	☐	☐
Programme 4 (Stage Scenery Painting/Scenography (MA)	v	☐	☐	☐
Programme 5 (Graphic Art (BA)	v	☐	☐	☐
Programme 6 (Graphic Art (MA)	v	☐	☐	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➤ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

➤ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➤ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

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

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

As the study of applied documentation and the self-evaluation report showed, the clustered programmes are implemented by academic and invited staff with appropriate qualifications; staff qualification complies with the legislation and the internal regulations of the university, possessing necessary skills to implement the programmes and achieve the learning outcomes; These conditions were confirmed during the

interview – the implementing staff demonstrated professional-pedagogical experience, knowledge of the specifics of teaching, assessment methods and credit system, and knowledge of the student assessment system existing at the university.

The selection of the staff is done in line with the Georgian legislation. The qualification of academic and invited staff is confirmed by their artistic and scientific works, published during the last 5 years, experience, and competencies that are also described in their resumes and personal files.

TSSA has developed a semesterly renewable workload grid for academic/scientific and invited staff, which includes teaching and scientific research/creative work and other workloads depending on their functions and duties. Through reviewing of the documentation (semester workload, types of contracts, rule for academic staff selection, number of permanent and invited staff and ratio, etc.) and interviewing with the heads of the programme, the expert panel confirms that the number and workload of academic and invited staff provide the proper implementation of the learning process, scientific-creative works and other duties assigned to them. In general, the number of academic and invited staff is adequate for the number of students; the ratio between academic and invited staff ensures the sustainability of the programme.

Based on the presented documents and interviews, the expert panel would like to note that the heads of the programme possess the necessary knowledge, skills, and experience required for programme elaboration, and are leading field specialists. They are directly involved in the programme implementation and also have appropriate competencies in the field of programmes, as well as a clear vision over the development of the programmes.

The results of the programme satisfaction survey provided by the QA service of the Faculty of Arts and Sciences show that the students consider staff and the opportunity to obtain contemporary knowledge as the strengths of the clustered programmes;

The site visit has revealed that the educational programmes are implemented with the support of administrative and all other structural units; the qualification of administrative and support staff corresponds to the functions they perform, which is confirmed by their job descriptions.

The number and workload of the academic/scientific and invited personnel implementing the program ensures the conduct of the educational process defined by the educational program and also the timely performance of scientific research/creative activities and other functions assigned to them. A balance between academic and visiting staff (in the Program's - visual art and Scenography) needs to improve to ensure the program's sustainability.

desription and Analysis - Programme 1, (Painting, BA)

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

Programme 1 (Painting, BA)[10]

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[10] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[11]	Including the staff holding PhD degree in the sectoral direction[12]	Among them, the affiliated academic staff
Total number of academic staff	19	17	5	18
- Professor	4	4	0	3
- Associate Professor	8	7	2	8
- Assistant-Professor	7	6	2	7
- Assistant	0	0	0	0
Invited Staff	20	15	1	–
Scientific Staff	0	0	0	0

In the bachelor's program - Painting, 11 artists hold academic positions recognized in Georgia and internationally. These artists play a crucial role in teaching subjects related to the painting specialty. Two of them serve as the heads of the painting program and actively participate in its implementation. They are responsible for teaching several fundamental courses within the specialty. The qualifications of the staff members align with the qualification requirements, functions, and applicable legislation. Each course of the programme is carried out by professors and invited teachers or specialists with appropriate qualifications. They have the necessary knowledge and experience to help students achieve the programme learning outcomes, which is manifested by possessing professional qualifications in the field, creative and performing activities, as well as papers presented at the conferences and workshops. Thus, the pedagogical and scientific-creative work of the staff ensures the achievement of learning outcomes. The Number and capability of the staff ensure that the teaching faculty possesses the expertise and knowledge to deliver high-quality education in painting

Desription and Analysis - Programme 2 (Painting MA)

Programme 2 (Painting MA)[13]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in the	Among them, the affiliated academic staff

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[11] Staff implementing the relevant components of the main field of study

[12] Staff with relevant doctoral degrees implementing the components of the main field of study

[13] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

		sectoral expertise[14]	sectoral direction[15]	
Total number of academic staff	3	3	0	3
- Professor	1	1	0	1
- Associate Professor	1	1	0	1
- Assistant-Professor	1	1	0	1
- Assistant	0	0	0	0
Invited Staff	10	4	-	–
Scientific Staff	0	0	0	0

13 staff members are involved in the implementation of Programme 2 (Painting MA) consisting of 3 academic and 10 invited staff, ensuring the proper implementation of the learning process and achievement of programme objectives. Among 3 academic staff there are 1 professor, 1 associate professor and 1 assistant professor. All of them are affiliated with the University. The number of academic/invited staff is adequate for the number of students – 13/21. The balance between the academic and invited staff of the programme – 3/10, and the turnover rate is (academic staff – 0, invited staff – 5,9). Ratio of graduate students to their supervisors (21/5) complies with the methodology of the MA thesis concept, and with the workload of the supervisors. The artistic/reaserch experience and qualifications of the academic staff ensure the use of modern trends and achievements in the teaching process and the supervision of MA students.

desription and Analysis - Programme 3 (Visual Art –BA)

Programme 3 (visual art –BA)[16]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[17]	Including the staff holding PhD degree in the sectoral direction[18]	Among them, the affiliated academic staff
Total number of academic staff	7	5	3	7
- Professor	0	-	-	-

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[14] Staff implementing the relevant components of the main field of study

[15] Staff with relevant doctoral degrees implementing the components of the main field of study

[16] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[17] Staff implementing the relevant components of the main field of study

[18] Staff with relevant doctoral degrees implementing the components of the main field of study

- Associate Professor	4	3	2	4
- Assistant-Professor	3	2	1	3
- Assistant	0	-	-	-
Invited Staff	25	19	3	–
Scientific Staff				–

32 staff members are involved in the implementation of Programme 3 (visual art –BA), consisting of 7 academic and 25 invited staff, ensuring the proper implementation of the learning process and achievement of programme objectives. Among 7 academic staff, there are 4 associate professors and 3 assistant professors. All of them are affiliated with the Art Academy. The number of academic/invited staff is adequate for the number of students – 32/73. The balance between the academic and invited staff of the programme – 7/25, and the turnover rate is (academic staff – 44,4, invited staff – 24,0). It is recommended to increase the number of academic staff to ensure the program's sustainability of the programm;

The artistic/reasearch experience and qualifications of the academic staff ensure the use of modern trends and achievements in the teaching process.

The Head of the Programme is Assoc. Professor, has the necessary knowledge and experience required for programme elaboration. The qualification of the Head of the programme is certified by relevant education in the field, practical experience. The Head of the Programme is personally involved in programme assessment and development, which was revealed during the interview.

desription and Analysis - Programme 4 (Scenography- MA)

Programme 4 (scenography- MA)[19]				
Number of the staff involved in the programme (inc,luding academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[20]	Including the staff holding PhD degree in the sectoral direction[21]	Among them, the affiliated academic staff
Total number of academic staff	1	1	0	1
- Professor	0	-	-	-
- Associate Professor	1	1	0	1
- Assistant-Professor	0	-	-	-
- Assistant	0	-	-	-

[19] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[20] Staff implementing the relevant components of the main field of study
[21] Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	12	8	-	_
Scientific Staff				_

The master's program "Theater Painting (Art of Scenography)" is ensured by competent and qualified personnel, with experience in the field. They have the competences necessary to support students in achieving programme learning outcomes; however, the experts would like to draw attention to problematic issues. Among 11 personnel only one has an academic position. To enhance the programme's development, ensure the effective implementation of the learning process, and achieve programme objectives, it is strongly recomended to increase (augment) the academic staff in the field. Ratio of graduate students to their supervisors (1/5) complies with the methodology of the MA thesis concept, and with the workload of the supervisors. The artistic/creative experience and qualifications of the staff ensure the use of modern trends and achievements in the teaching process and the supervision of MA students. The Head of the programme has the necessary knowledge and experience required for programme elaboration. The qualification of the Head of the programe is certified by relevant education in the field, practical experience. The Head of the Programme is personally involved in programme assessment and development, which was revealed during the interview.

Programme 5, Graphic-BA)[22]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[23]	Including the staff holding PhD degree in the sectoral direction[24]	Among them, the affiliated academic staff
Total number of academic staff	10	10	4	
- Professor	0	-		
- Associate Professor	5	5	2	
- Assistant-Professor	5	5	2	
- Assistant	0	-		
Invited Staff	35	26	1	_
Scientific Staff				_

45 staff members are involved in the implementation of the bachelor's program - Graphic, 10 artists hold academic positions. They are responsible for teaching several fundamental courses within the specialty. The qualifications of the staff members align with the qualification requirements, functions, and applicable legislation. Each course of the programme is carried out by professors and invited teachers or specialists with appropriate qualifications. They have the necessary knowledge and experience to help students achieve the programme learning outcomes, which is manifested by possessing professional qualifications

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[22] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[23] Staff implementing the relevant components of the main field of study
[24] Staff with relevant doctoral degrees implementing the components of the main field of study

in the field, creative and performing activities, as well as papers presented at the conferences and workshops. Thus, the pedagogical and scientific-creative work of the staff ensures the achievement of learning outcomes. The Number and capability of the staff ensure that the teaching faculty possesses the expertise and knowledge to deliver high-quality education in Graphic art. However, is suggested to raise the involvement of Academic personnel in Programs in the specialty field.

The heads of programm are prominent specialist in the field, possesses necessary knowledge and experience required for programme elaboration according to the BA level of the programme. The qualification of the Head of the programme is certified by relevant education in the field, practical experience and creative work; They are personally involved in programme assessment and development, programme implementation, student advising, in various events planned within the programme.

Programme 6, Graphic art-MA)[25]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[26]	Including the staff holding PhD degree in the sectoral direction[27]	Among them, the affiliated academic staff
Total number of academic staff	3	3	0	-
- Professor	0	-	-	-
- Associate Professor	1	1	0	1
- Assistant-Professor	2	2	0	2
- Assistant				
Invited Staff	19	13	1	–
Scientific Staff				–

22 staff members are involved in the implementation of the "Graphics/Graphic Arts" master's program, from which 18 artists specialize in this field: 3 are academic staff members, two are emeritus professors, and 14 invited teachers. Each course of the programme is carried out by professors and invited teachers or specialists with appropriate qualifications. They have the necessary knowledge and experience to help students achieve the programme learning outcomes, which is manifested by possessing professional qualifications in the field, creative and performing activities. Thus, the pedagogical and scientific-creative work of the staff ensures the achievement of learning outcomes. The heads of programm are prominent specialist in the field, possesses necessary knowledge and experience required for programme elaboration according to the MA level of the programme. The qualification of the Head of the programme is certified by relevant education in the field, practical experience and creative work; They are personally involved

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[25] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[26] Staff implementing the relevant components of the main field of study
[27] Staff with relevant doctoral degrees implementing the components of the main field of study

in programme assessment and development, programme implementation, student advising, in various events planned within the programme. However, it is suggested to raise the involvement of Academic personnel in Programs in the specialty field.

Evidences/Indicators

- Self-evaluation report;
- Personal data (CVs) of the academic staff implementing the educational program;
- ·Staff list of BA staff
- List of MA semester workload
- Sample contract, personnel management policy document
- Functions of the head of the program
- Personal affairs of program leaders;
- Interview results during the site-visit.

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

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

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

Programme 3 (visual art –BA)

Recommendation(s):

- It is recommended to increase the number of academic staff to ensure the program's sustainability of the program.

Suggestion(s):

Programme 4 (Scenography- MA)

Recommendation(s):

- It is recommended to increase the number of academic staff to ensure the program's sustainability.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	X	☐	☐	☐
Programme 2 (Painting, MA)	X	☐	☐	☐
Programme 3 (Visual Arts, BA)	☐	X	☐	☐
Programme 4 (Stage Scenery Painting, MA)	☐	X	☐	☐
Programme 5 (Graphic Art, BA)	X	☐	☐	☐
Programme 6 (Graphic Art, MA)	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

Three master's programs are presented in the cluster. The faculty ensures that master's students are provided with an invited supervisor who holds at least a master's academic degree. This supervisor can either be an Academic staff member of the faculty or a guest teacher with experience in the chosen field of the master's student.

The selection of supervisors is based on the field and topic of the Master project, ensuring an experienced and qualified artist is assigned to each student. In cases where there is no qualified specialist within the faculty, external experts are invited to fulfil the supervisor role.

The supervisor is crucial in assisting the student throughout creating their qualification work, providing guidance and conducting consultations. During the defence of the work, the supervisor presents the work, whether in the form of painting, graphic design, theatrical model, video installation, or any other relevant medium. They also provide the council with Information about the progress of the work and its content.

The graduate student has the right to select their supervisor. This allows for a personalized approach and ensures compatibility between the students' research-creative interests and the expertise of the chosen supervisor. The faculty acknowledges the significance of this choice and facilitates a supportive environment for effective supervision throughout completing the master's project.

In all three programs, the qualifications of the supervisors and co-supervisors align with the requirements and functions set by the applicable legislation.

Program 2 (Painting, MA1)[28]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[29]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	0	5
- Professor	2	0	
- Associate Professor	1	0	
- Assistant-Professor	-	0	
Invited Staff	2	0	–
Scientific Staff	0	0	–

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[28] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[29] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Description and Analysis - Programme 2 (Name and Level)

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

In the "Painting" master's degree program, the master's thesis is supervised by five teachers. Two of these supervisors are academic staff members, and One also serves as the head of the painting program. Three persons are invited teachers. The Art Academy has developed transparent qualification requirements for the supervisor of Master work. which are in line with the requirements of the Master level supervision and respond to the Painting MA programme.

Program 4 (Theatre Painting (Art of Scenography)[30]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[31]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	3	0	1
- Professor	0	0	0
- Associate Professor	1	0	1
- Assistant-Professor	0	0	0
Invited Staff	2	0	–
Scientific Staff	0	0	0

Description and Analysis - Programme 4 (Theatre Painting (Art of Scenography), MA)

In the "Theatre Painting (Art of Scenography)" master's program, there are 8 artists involved. One is an academic staff member who leads the program with a guest teacher. The master's work is supervised by three teachers: One Associate professor and two invited teachers. It is suggested to raise the involvement of Academic personnel in supervising the MA works of students. supervisor of each Master student is equipped with the latest knowledge in **Art of**

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[30] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[31] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Scenography, and has actively participated in creative / performing project), that corresponds to the general theme and direction of the creative work of the MA student;

Program 6 (Graphics/Graphic Arts, MA)[32]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[33]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	0	5
- Professor	0	0	0
- Associate Professor	0	0	0
- Assistant-Professor	0	0	0
Invited Staff	5	0	0
Scientific Staff	0	0	0

Description and Analysis -

In the "Graphics/Graphic Arts" master's program, 16 artists specialize in this field. Among them, three are academic staff members and two - emeritus professors. One is the Head of the master's Program in Graphics/Graphic Arts. The master's thesis is supervised by five teachers, including two emeritus professors. However, It is suggested to ensure the involvement of Academic personnel in supervising the MA works of students.

Evidences/Indicators

evidences/indicators, including the relevant documents and interview results

- Self-evaluation report;
- Personal data (CVs) of the academic staff implementing the educational program;
- Materials about MA work of students.
- Interview results during the site-visit.

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

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[32] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[33] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (name, level)	X	☐	☐	☐
Programme 4 (name, level)	X	☐	☐	☐
Programme 6 (name, level)	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.

Cluster and individual evaluation

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

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

The Art Academy represents an educational institution implementing scientific research and creative activity. According to submitted documents (Evaluation mechanism and system of Quality of research/creative activity at Tbilisi Art Academy. Approved at the session of the Academic Council on March 22, 2018, N52), at the Academy were elaborated mechanisms for assessing academic personnel's scientific and creative activity at the end of each Calendar year, the head of Quality Assurance Service at the Faculty presents to the faculty council a Report on the creative work of program personnel. Reviewing reports at the Faculty Council are presented to the academic board and sent to the research and development department. The faculty reports should contain the assessment results depicting personal creative activity, according to the appendix developed by the QA (Appendix N3 and Appendix N4).

However, it should be noted that the evaluation system needs to be more specific and regularly implemented in practice. In general, assessing creative activity with measurable indicators is highly conditional and cannot always create an objective picture. Therefore, the institution should improve the evaluation criteria and regularly conduct staff evaluations.

An important place in the institution's internationalization strategy is the inclusion of academic staff in exchange programs. During visits to partner foreign educational institutions, academic staff have the opportunity to get acquainted with international practices of learning/teaching and scientific research, which contributes to staff development. The institution encourages employees to connect with local and foreign institutions of artistic profile to engage in international and local projects. However, the program budget does not include financial support for creative and scientific activities.

There is a rule for internal financing of scientific research projects in the institution and a rule for internal funding for creative projects. However, as the documentation review and interview results showed us, the institution has yet to have a predetermined budget for financing scientific and creative projects. Apart from that, no project evaluation criteria are developed, and the rector's commission evaluates the projects. It is better to evaluate by a commission approved by specialists in the field, according to pre-developed criteria, which ensures compliance with the principles of fairness and objectivity. Otherwise, it will be difficult for the staff to plan and implement creative activities, negatively affecting the program's quality. It is recommended to improve the financing mechanisms of scientific research/creative activities, change the procedure for staffing the evaluation commission, and develop criteria for evaluating creative projects. It is recommended to include funds in the program budget to promote the staff's professional development.

Evidences/Indicators

- Assessment Rule of the Activities of Academic Staff;
- Personal files of the academic, invited and administrative staff
- Interview results during the site visit;
- Self-Evaluation Report.

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

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

- It is recommended to improve the financing mechanisms of scientific research/creative activities, change the procedure for staffing the evaluation commission, and develop criteria for evaluating creative projects.
- It is recommended to include funds in the program budget to promote the staff's professional development.

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

- It is suggested to improve the evaluation criteria and regularly conduct staff evaluations.

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	☐	x	☐	☐
Programme 2 (Painting MA)	☐	x	☐	☐
Programme 3 (Visual Arts BA)	☐	x	☐	☐
Programme 4 (Theatre Painting Stage Scenery, MA)	☐	x	☐	☐
Programme 5 (Graphic Art, BA)	☐	x	☐	☐
Programme 6 (Graphic Art, MA)	☐	x	☐	☐

4.4. Material Resources

Programme is provided with basic infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes. However, a lack of easy access and support by the university was mentioned by the students.

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

The educational programs within the cluster are adequately supported with material and technical resources. The auditoriums and workspaces are equipped with the necessary infrastructure, easel devices, information resources relevant to the field of study, and technical equipment to support achieving the learning outcomes outlined in the educational program. TSAA has a central library that collects the latest literature in the field, which is regularly updated. library house the mandatory literature and educational materials specified in the syllabus. Relevant textbooks are made available for the educational programs. The TSAA library provides students with appropriate printed and electronic textbooks, teaching materials, and scientific literature, as well as access to the library's book database. Students are notified of updates to library resources; however, due to the reconstruction of the reading room, students are not able to use it,

they can only take out a book, which is presented in several copies. During the interview, it was mentioned that this problem will be solved soon, and students will be able to use the reading room.

Students have access to modern scientific journals, digital resources, and international electronic library databases. These resources ensure the attainment of the learning outcomes for the educational programs. The available electronic databases are listed in the library's website. Currently, the Academy has access to the following databases:

1. Elsevier-Scopus (https://www.scopus.com/home.uri);
2. Elsevier - ScienceDirect (https://www.sciencedirect.com/);
3. Education Resources Information Center (https://eric.ed.gov/;
4. Social Science Research Network (https://www.ssrn.com/index.cfm/en/);
5. Bielefeld Academic Search Engine (https://www.base-search.net/);
6. Jstor (https://www.jstor.org/);
7. EIFL (https://eifl.remotexs.xyz/user/login);
8. JURN (http://www.jurn.org) – An agreement has been signed with JURN.
9. Academic Research Sharing Platform ACADEMIA (https://www.academia.edu/) – ACADEMIA has signed an agreement.
10. Perlego (www.perlego.com) – An agreement has been signed with Perlego.

A common concern voiced by the students during interviews was the lack of working materials. In the technical part, the students highlighted the following problems: lack of computers, loudspeakers, and projectors, poor condition of easels, lighting problems, and others. Students are dissatisfied with "outdated" natures, they want to update and increase their number.

Description and Analysis - Programme 1 Painting (Bachelor):

The undergraduate program in Painting provides students with access to the material resources available in the Academy's libraries and during practical training. During the site visit and observation of facilities, is confirmed that working areas and workrooms consider the specificity of programme. The auditoriums and workspaces are equipped with the necessary infrastructure, which supports students in achieving the learning outcomes outlined in the educational program. The undergraduate program in Painting provides students with access to the material resources available in the Academy's libraries and during practical training. This ensures that students receive the necessary support and supervision during their work. However, during the interview students mentioned the lack of working materials and dissatisfaction with "outdated" natures, they want to update and increase their number.

Description and Analysis - Programme 2 Painting (Master's Degree)

Like the bachelor's program, master's degree students in Painting can utilize the material resources provided by the Academy, including access to libraries and practical training facilities. However, they have more autonomy in decision-making and work independently, under the agreement and supervision of their lecturer or supervisor.

Description and Analysis - Programme 3 Visual Arts (Bachelor):

The undergraduate program in Visual Arts follows a similar approach to the Painting program, where students have access to material resources during their studies, and practical training. The presence and guidance of the subject lecturer are required to ensure proper guidance and support in this regard.

Description and Analysis - Programme 4 Theatre Painting (Art of Scenography) (Master's Degree):

Students in the Theater Painting program also have access to material resources throughout their studies, practical training, and diploma thesis. They make decisions in agreement with their lecturer or supervisor and perform their work independently under the presence and supervision of workshop curators.

Description and Analysis - Programme 5 Graphics/Graphic Arts (Bachelor):

The undergraduate program in Graphics/Graphic Arts allows students to utilize the material resources available during their studies, practical training, and diploma thesis. Similar to other programs, the presence and guidance of the subject lecturer or thesis supervisor are necessary. The auditoriums and workspaces are equipped with the necessary infrastructure, which supports students in achieving the learning outcomes outlined in the educational program. The student mentioned about poor condition of easels and lighting problems in the workrooms.

Description and Analysis - Programme 6 Graphics/Graphic Arts (Master's Degree):

 Master's degree students in Graphics/Graphic Arts have access to material resources during their studies, practical classes, and MA thesis. They have more autonomy in decision-making but still require the agreement and supervision of their lecturer or supervisor, along with the presence/supervision of workshop curators. The auditoriums and workspaces are equipped with the necessary infrastructure, which supports students in achieving the learning outcomes outlined in the educational program. During the Interview, students mentioned about the poor condition of easels and lighting problems in the workrooms.

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results
- o University library and scientific databases https://art.edu.ge/acgeo/index.php?newsid=48
- o Electronic teaching portal;
- o Workrooms, Technical devices and number of students ratio;
- o Documents confirming the possession of the infrastructure, technical equipment and book stock;
- o Agreements concluded with international electronic databases;
- o Assessment of material-technical environment;
- o Self-Evaluation Report;
- o Interview results during the site visit.

General recommendations of the cluster:

- It is recommended to supply the auditoriums with technical aids so that the student has maximum access to materials and technical means. In addition, timely delivery of working materials, which they will use within the framework of the diploma thesis.

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	☐	X	☐	☐
Programme 2 (Painting MA)	☐	X	☐	☐
Programme 3 (Visual Arts BA)	☐	X	☐	☐
Programme 4 (Theatre Painting Stage Scenery, MA)	☐	X	☐	☐
Programme 5 (Graphic Art, BA)	☐	X	☐	☐
Programme 6 (Graphic Art, MA)	☐	X	☐	☐

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component
During interviews the budget provided by the Ministry of Culture was stated as 60000-70000 GEL for learning materials and books. All programmes of the cluster stated a plus in their budgets 2023 except Theater Painting/Scenography Art (Master's Program). Unfortunately, no expenses were allocated for practice and field studies, external lectures and Scientific/research.
The amount spent for Study materials (940,342 GEL) stated in Painting BA, Painting MA and Theater Painting/Scenography are exactly the same and much lower than in graphic arts.

Description and Analysis - Programme 1 (Painting BA)

The programme features a positive balance of 55537.658 GEL. More money could be spent for providing art materials for the students.

Description and Analysis - Programme 2 (Painting MA)

The programme features a small surplus of 994.658 GEL. Most of the money was spent on salaries of guest teachers and staff.

Description and Analysis – Programme 3 (Visual Arts (Painting BA)

The programme features a surplus of 48992.315 GEL. Compared to that the amount spent for study materials, 3919,685 GEL is relatively low.

Description and Analysis - Programme 4 (Stage Scenery Painting MA)

The programme features a negative balance of -24902.342. According to budget plan exactly the same amount of 940,342 GEL was spent for study materials. It is highly unlikely that both programmes spent exactly the same amount.

Description and Analysis - Programme 5 (Graphic Art BA)

The programme features a surplus of 100874.822 GEL.

Description and Analysis - Programme 6 (Graphic Art MA)

The programme features a positive balance of 50496.702 GEL.

Evidences/Indicators
- o Interview with Head of Financial Department
- o Documentation budget

General recommendations of the cluster:

General suggestions of the cluster:

Budget should be allocated for practice and field work, external lectures and Scientific/research.

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

Programme 1 (Painting, BA)

Recommendation(s):

Suggestion(s):

Considering the plus in budget more money could be allocated to support students with study materials. According to the budget documentation only 8,5 GEL were spent per student.

Programme 2 (Painting, MA)

Recommendation(s):

Suggestion(s):

Considering the plus in budget more money could be allocated to support students with study materials. According to the budget documentation only 44,8 GEL were spent per student.

Programme 4 (Theater Painting/Scenography Art, MA)

Recommendation(s):

Suggestion(s):

To make the programme more sustainable a negative balance should be avoided.

Programme 6 (Graphic Art, MA)

Recommendation(s):

Suggestion(s):

More money could be spent for providing art materials for the students.

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	X	☐	☐	☐
Programme 2 (Painting, MA)	X	☐	☐	☐
Programme 3 (Visual Arts, BA)	X	☐	☐	☐
Programme 4 (Theater Painting/Scenography Art, MA)	X	☐	☐	☐
Programme 5 (Graphic Art, BA)	X	☐	☐	☐
Programme 6 (Graphic Art, MA)	X	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Painting, BA)	☐	X	☐	☐
Programme 2 (Painting, MA)	☐	X	☐	☐
Programme 3 (Visual Arts BA)	☐	X	☐	☐
Programme 4 (Stage Scenery Painting, MA)	☐	X	☐	☐
Programme 5 (Graphic Art, lBA)	☐	X	☐	☐
Programme 6 (Graphic Art, MA)	☐	X	☐	☐

5.Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

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

Tbilisi Apollon Kutateladze State Art Academy has a quality assurance department, which coordinates the processes of planning, developing and/or modification of an educational program(s). Quality assurance system includes quality assurance university office and relevant offices at 5 faculties.

In the cluster SER, it is presented, that the goals of quality assurance office in terms of internal quality assessment of education in the academy are:

- Continuous development at all the three level of educational Programs
- Raising the culture of quality.

Internal and external quality assurance mechanisms operate at Tbilisi Apollon Kutateladze State Art Academy. Among the internal mechanisms of quality assurance, the following were identified: mechanisms for developing and evaluating educational programs; the mechanism of evaluation of the achievement of learning outcomes of educational programs; mechanism of evaluation of the learning

process of educational programs; Evaluation mechanism of academic/invited staff of educational programs. The evaluation processes are done by the University and faculty quality assurance offices. During the interviews with the QA department members and cross-checking interviews with the stakeholders, students and alumni expressed that they were permanently receiving questionnaires. But they also proposed they are evaluating only lecturers at the end of each semester.

Planning/development/modification of the educational programs at the faculty and ongoing evaluation/development of educational programs is done according to pre-established rules and in accordance with the procedures, as well as pre-developed and approved criteria and indicators. Making changes in the educational program are being carried out in accordance with the rules established for approving the program.

Also, it should be noted that there exists collaboration with program implementation staff and QA department. Program leaders with their staff are aware of the content of the program and the changes made in the program. One thing that should be improved is that to give invited lecturer responsibility change their syllabi and be part of modification of the programs. Preparation of the cluster programs self-evaluation report at Tbilisi Apollon Kutateladze State Art Academy was also a collaborative process, in which academic staff, administrative staff, students, and graduates were equally involved.

Finally, -All the stakeholders must get involved and support more the work of the quality assurance department. The satisfaction surveys that must be completed by all stakeholders must be useful and must demonstrate that they serve to improve things. All groups must be informed of their results and the improvement plans that will be carried out thanks to the results of these surveys. The results of the surveys and the objectives of the improvement plan must be specific for each programme, and must be accessible on the website and in other communication channels.

Evidences/Indicators:

- Cluster Self-Evaluation Report;
- Interview results;
- Cluster programs;
- Development of teaching quality according to the programs;
- Evaluation results.
-

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

General suggestions of the cluster:

- Invited lectures should be involved during program and syllabi modifying processes.

> - It is suggested that the QA department should monitor that all stakeholders received results of evaluation.

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Painting (BA)	X	☐	☐	☐
Painting (MA)	X	☐	☐	☐
Visual Arts (BA)	X	☐	☐	☐
Stage Scenery Painting/Scenography (MA)	X	☐	☐	☐
Graphic Art (BA)	X	☐	☐	☐
Graphic Art (MA)	X	☐	☐	☐

5.2. External Quality Evaluation
Programme utilizes the results of external quality assurance on a regular basis.

Cluster and individual evaluation

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

University admits authorization and accreditation as an external quality assurance mechanism carried out by the National Centre for Educational Quality Enhancement.

It is important to mention that the University did external (peer) evaluation for cluster programs and an expert panel looked through the mentioned documents. Expert panel thinks external evaluations are crucial for program development processes, and the QA department should prepare external evaluation forms which will be filled by foreign peer evaluators even under international collaboration with different institutions. Thus, QA department should develop strategy for external evaluations of the educational programs.

Evidences/Indicators

- o **Cluster Self-Evaluation Report;**

- o Interview results;
- o Cluster programmes;
- o External evaluations.

> **General recommendations of the cluster:**
>
> **General suggestions of the cluster:**
>
> It is suggested that the QA department creates a external evaluation strategy for a cluster educational program and help the program implementation staff to get peer evaluations for each program of the cluster even under international collaboration.

Evaluation

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

Component 5.2 External Quality Evaluation		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Painting (BA)	X		☐	☐	☐
Painting (MA)	X		☐	☐	☐
Visual Arts (BA)	X		☐	☐	☐
Stage Scenery Painting/Scenography (MA)	X		☐	☐	☐
Graphic Art (BA)	X		☐	☐	☐
Graphic Art (MA)	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.

Cluster and individual evaluation

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

Programme monitoring and periodic evaluation is conducted under the guidance of quality assurance department representatives. The implementation of the educational programs of the faculty is evaluated by the faculty and University Quality Assurance offices in coordination with each other. In the self-evaluation report and regulatory documents, it is presented that the process of evaluating the implementation of the educational programs are based on the following participants: a) students; b)

academic and invited personnel c) potential employers; d) Graduates of the program and other stakeholders.

In cluster SER, it is presented in the case of active programs, University conducts a survey of students in order to evaluate the courses, while the results of the survey are used for the development of the program in the process. Also, in the implementation of the program after the end of the academic year the involved professors and the head of the program will present the report about the progress of the program or learning courses. Survey and report results are reviewed by the faculty council and, if necessary, the program heads and Faculty Quality assurance office will develop improvement recommendations to the parties. Monitoring the implementation of recommendations, it belongs to the responsibility of the quality assurance office of the faculty. Based on interviews and cross-checking questions, program implementation staff and other stakeholders gave expert panel the same information.

It should be noted that, the QA department should conduct student surveys not only related to program implementation staff. Students should evaluate university services also. During site visit, QA department additionally presented only a questionnaire, but not the actual results of evaluation.

To consider international trends in the process of improving an educational program, cluster programs were compared with the similar studies of Poland University. But it should be noted, comparative analysis does not include crucial information of similarities, differences and programs future developments.

Evidences/Indicators

- o Cluster Self-Evaluation Report;
- o Interview results;
- o Cluster programs;
- o Sample of similar programs comparative analysis.

General recommendations of the cluster:

- It is recommended QA department to conduct student/alumni surveys not only related to program implementation staff. Students should periodically evaluate university services also.

- It is recommended that the thematic scale of the student survey be further increased and diversified, so that it covers not only the evaluation of training courses and lecturers, but also general university issues. At the same time, it should have a periodic appearance and actively analyse the results.

General suggestions of the cluster:

It is suggested that the QA department should create comparative analysis of similar programs for all programs discussed in cluster. Also, comparative analysis does not include crucial information of similarities, differences and program future development.

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Painting (BA)	☐	X	☐	☐
Painting (MA)	☐	X	☐	☐
Visual Arts (BA)	☐	X	☐	☐
Stage Scenery Painting/Scenography (MA)	☐	X	☐	☐
Graphic Art (BA)	☐	X	☐	☐
Graphic Art (MA)	☐	X	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Painting (BA)	X	☐	☐	☐
Painting (MA)	X	☐	☐	☐
Visual Arts (BA)	X	☐	☐	☐
Stage Scenery Painting/Scenography (MA)	X	☐	☐	☐
Graphic Art (BA)	X	☐	☐	☐
Graphic Art (MA)	X	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

LEPL - Tbilisi Apollon Kutateladze State Art Academy

Name of Higher Educational Programmes, Levels:
Painting BA, Painting MA, Visual Arts, BA, Stage Scenery Painting MA, Graphic Art BA, Graphic Art MA

Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Painting BA)	Complies with requirements	Complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 2 (Painting MA)	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 3 (Visual Arts BA)	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 4 (Stage Scenery Painting MA)	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 5 (Graphic Art BA)	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Programme 6 (Graphic Art MA)	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Prof. Jörg Obergfell

Of the member(s) of the Accreditation Experts Panel

Tamar Chkheidze

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ა. ქვავაძე

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