

Annex No. 1



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Ceramic Arts, MA

LEPL - Apollon Kutateladze Tbilisi State Academy of Art

Tbilisi

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Information about a Higher Education Institution ¹

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

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Prof. Jörg Oberfell, TUAS Trier, Germany
Member (Name, Surname, HEI/Organisation, Country)	Tamar Chkheidze, Tbilisi State Conservatoire, Georgia
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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	მხატვრული კერამიკა
Name of Higher Education Programme (in English)	Ceramic Arts
Level of Higher Education	Second Level
Qualification to be Awarded ²	Master of Fine Arts in Ceramic Arts
Name and Code of the Detailed Field	0214.1.2 Ceramic Arts
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	English
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	Requirements for awarding a Master's degree: To successfully complete the entire Master's course and receive a diploma confirming the fulfillment of the educational program, the students must meet the requirements specified by the program. Additional requirements for the programme admission: Bachelor's degree, portfolio, interview, exam in special composition and foreign language (level B2). Information about enrollment in the program is transparent, public and available to all interested persons through the TSA website www.art.edu.ge A hotline is also available. After successfully completing the educational program, the graduate is conferred the qualification of Master of Fine Arts in Ceramic Arts (MFA). In

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

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

	recognition of this achievement, the graduate is presented with a state-established diploma, affirming their mastery in the field of ceramic arts.
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II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

In Georgia, the decorative and applied arts/handicrafts boast a rich tradition, deeply rooted in historical practices and methodologies refined within the vocational schools of the USSR. The English-language master's program "Ceramic Arts" is designed to build upon this legacy while fostering innovation through a synthesis of historical knowledge and contemporary techniques. It emphasizes a comprehensive understanding of the field, encompassing both traditional practices and recent advancements.

Developed during the 2022-2023 academic year, the Master's program responds to a growing interest in the Georgian arts from international Higher Education Institutions (HEIs), including those from Belarus, Azerbaijan, Germany, Hungary, and the Czech Republic. By offering instruction in English (required level B²), the program seeks to engage with the global educational community, providing opportunities for professional growth and career advancement for both local and international students. While open to graduates from various disciplines, the program aims to encourage interdisciplinary collaboration, particularly with Architecture, although no interdisciplinary course offerings are currently available.

With a targeted enrollment of approximately five students, the program promises an exclusive, student-centered learning experience within well-equipped workshops. In line with Master's level studies, the curriculum incorporates research components aimed at advancing techniques and conceptual understanding in the realm of ceramic arts. Balancing artistic creativity, aesthetic sensibility, and utilitarian functionality, the program seeks to merge Georgia's rich cultural heritage with contemporary trends, including digitalization, to produce graduates adept at meeting the rising demand for handmade, tactile artworks, and design objects in the labor market.

The planned internationalization efforts aim to diversify perspectives and foster cross-cultural exchange. However, to date, the program has only established one Memorandum of Understanding (MOU) with the Art Academy of Latvia in Riga.

▪ Overview of the Accreditation Site Visit

During the Accreditation site visit on 19th of March 2024 the experts had access to the ceramic studios, drawing studios, exhibition space as well as the library.

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

Before the accreditation visit, the expert panel held a preparatory meeting via zoom, where the experts shared their preliminary findings as based on the study of documentation, as well as agreed upon the task distribution among experts.

The workshop gave a lively impression with students actively working self-directed. The latest investments in new kilns show the commitment of the university to the programme.

Meetings were held with stakeholders like university administration, Self-Assessment Group, heads of different programs, academic staff, invited staff, students, and employers.

The meetings were held in a cooperative environment, the institution representatives were open to discussions. Additional documentation requested by experts were also provided by the institution.

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

The programme Ceramics MA complies with the following standards:

- 1.1 Programme Objectives
- 1.2 Programme Learning Outcomes
- 1.4 Structure and Content of Educational Programme
- 2.1 Programme Admission Preconditions
- 2.2. The Development of practical, scientific/research/creative/performing and transferable skills
- 2.3. Teaching and learning methods
- 2.4. Student evaluation
- 3.1 Student Consulting and Support Services
- 3.2. Master's and Doctoral Students Supervision
- 4.1 Human Resources
- 4.2 Qualification of Supervisors of Master's and Doctoral Students
- 5.1 Internal quality evaluation
- 5.2. External Quality Evaluation
- 5.3. Programme monitoring and periodic review

The programme Ceramics MA complies substantially with the following standards:

- 1.3 Evaluation Mechanism of the Programme Learning Outcomes
- 1.5. Academic Course/Subject
- 4.3. Professional Development of Academic, Scientific and Invited Staff
- 4.4 Material Ressources
- 4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability

- **Recommendations**

- 1.3 Evaluation Mechanism of the Programme Learning Outcomes

Develop the programme learning outcomes assessment benchmarks and methods that will be more suitable for the small groups.

- 1.5 Academic Course/Subject

It is recommended to offer more general courses of contemporary Art.

- 4.3 Professional Development of Academic, Scientific and Invited Staff

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 Ressources

It is recommended to elaborate English version of the study process managing system and ensure relevant teaching materials in English language.

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

The expenses associated with both international and local creative activities, scientific/research need to be identified and documented within the program budget.

Additionally, all sources of financial support for the program, whether recurring or one-time, should be clearly recorded in the budget document.

- **Suggestions for Programme Development**

- 1.5 Academic Course/Subject

It is suggested to offer dedicated English language courses.

- 2.3. Teaching and learning methods

It is suggested to include specific formats that foster students analysing and commenting on each other's works.

It is suggested to include to provide more international workshops and exchange opportunities.

- 3.1 Student Consulting and Support Services

It is suggested to improve language proficiency and technical system enhancements.

- 4.3 Professional development of academic, scientific and invited staff

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

- 4.4 Material Resources

It is suggested to provide better support in terms of working materials for the students

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

Textbook by invited professor Prof. Dr. Sencer Sari about Ceramic & Glass Technology for Art Education published by TSSA in 2022.

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

- 1.3 Evaluation Mechanism of the Programme Learning Outcomes**

The institution shared the position of the experts and already amended the mechanism, therefore the recommendation is fulfilled. The expert panel, however, cannot remove the recommendation, as the changes were introduced after the visit.

- 1.5 Academic Course/Subject**

The recommendation regarding the offering of contemporary art courses is fully considered and in progress. However since this has been implemented after the site visit the recommendation stays in place.

- 4.3 Professional Development of Academic, Scientific and Invited staff**

The recommendation is fully considered by the HEI and the respective documentation has been updated. However the documents were provided after the site visit, therefore the recommendation stays in place.

- 4.5 Programme/Faculty/School Budget and Programme Financial Sustainability**

The HEI shares the view of the experts and provided additional documents that include "international and local creative activities" in the budget.

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The English-language master's program "Ceramic Arts" is designed to cultivate highly skilled specialists in artistic ceramics, equipped with both practical artistic creativity and fundamental technological research capabilities in ceramic art and interdisciplinary fields. The programme objectives consider the specificity of the study, level of higher education and define the set of knowledge, skills and competences the programme aims to develop. They are clear, realistic and achievable. The program aims to foster conceptual coherence, precise comprehension of ideas, and their subsequent development and execution. Emphasis is placed on cultivating innovative and original approaches to resolving complex issues through adaptable methodologies tailored to each unique case. Furthermore, the program endeavors to impart knowledge that can be applied at the doctoral level, empowering graduates to become researchers and innovators proficient in theory, practice, teaching methodologies, and creative resources within the field. The curriculum unfolds in three progressive phases, each building upon the preceding one and fostering increasing levels of difficulty and creative independence:

1. The first phase focuses on mastering the skills of one of the primary methods of producing applied ceramics, both in individual workshops and in the creation of industrial serial designs.
2. In the second phase, emphasis shifts to decorative large-scale ceramics, which are intimately connected to their environment and space, often in symbiotic relationship with architecture.
3. The final phase centers on exhibition ceramics, encouraging individual artistic expression and positioning ceramics as a form of fine art, serving as both a medium for self-expression and a means of engaging with broader artistic discourse.

To nurture students' conceptual understanding, independent thought, theoretical awareness, and research skills, the Master's thesis includes a written component supported by coursework in academic writing.

The objectives of the programme are consistent with the mission, objectives and strategy of TSAA. The objectives are public and accessible, through the web page and programme description. The persons involved in the program clearly share the objectives of the programme.

Evidences/Indicators:**Evidences/Indicators**

- SER
- Interview with Head of the programme,
- Master's degree Educational Programme
- TSSA website

Recommendations

Suggestions for the Programme Development

Evaluation

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

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.
- Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The English Master's program in Ceramics aims to educate highly skilled specialists in artistic ceramics, equipped with practical artistic creativity and foundational technological research skills spanning both ceramic art and interdisciplinary domains. Students acquire a comprehensive understanding of current research within the field, enabling them to independently conceptualize and develop creative ideas in artistic ceramics and its subfields. They possess the proficiency to translate these concepts into practice through methodical implementation cycles.

Moreover, graduates demonstrate the ability to effectively communicate their work to diverse audiences, including in foreign languages, through professional presentations utilizing various mediums such as video, photography, film, and exhibitions. They are adept at participating in international symposiums and theoretical seminars, effectively disseminating knowledge and fostering appreciation for the diverse realms of ceramics, e.g. the tradition of black ceramics in Georgia.

Furthermore, graduates exhibit a profound and systematic understanding of artistic ceramics and its subfields, including industrial series, design, and unique exhibition practices. They excel in implementing interdisciplinary synthesis across various ceramic-related fields, such as architecture and sculpture.

Additionally, graduates possess a comprehensive knowledge of modern scientific research within the field, encompassing aesthetics, techniques, and relevant technologies, further enhancing their expertise and proficiency in the realm of artistic ceramics.

These learning outcomes are clearly and logically stipulated in the Study plan and appropriate for an updated contemporary arts and crafts programme.

Evidences/Indicators

- SER
- Interview with head of programme, employers
- Syllabi
- Study plan outcomes

Recommendations

Suggestions for Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

TSAA programme learning outcomes evaluation mechanisms envisages utilisation of both direct and indirect methods of assessment the programme learning outcomes.

Programme learning outcomes assessment periodicity correspond to the level of the higher education and specificities of the field.

As the direct methods of assessment, the evaluation of the learning courses are used, according to the syllabi. The indirect methods of assessment of the PLOs, include the surveys of graduates, employers, the information on employability of the graduates, etc. Therefore, the involvement of external stakeholders in the evaluation of the programme learning outcomes is ensured.

For the benchmarks of programme learning outcomes assessment, TSAA uses the normal distribution as the tool for benchmarking. The small groups of students (the yearly intake on the programme is planned to be 4 students) will potentially make it difficult for the institution to use the normal distribution for the benchmarking, therefore, it might be beneficial to revisit the methodology used.

As the programme is new, there are no results of the evaluation, however, the methodology envisages the usage of the evaluation results for the further development of the programme. There are several phases of the programme learning outcomes' assessment, starting from the collection of the information and with the final phase being using the results of the evaluation for improvement of the programme, process, student achievements, etc.

Programme staff are assisted in the developing of the skills necessary for the elaboration, measurement and analysis of the learning outcomes. The QA office supports staff in increasing their knowledge and skills for the PLO assessment.

Evidences/Indicators

- The programme learning outcomes assessment methodology and benchmarks;
- The programme maps;
- SER;
- Interview results.

Recommendations

- Develop the programme learning outcomes assessment benchmarks and methods that will be more suitable for the small groups.

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.4. Structure and Content of Education Programme

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

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

When reviewing the information presented in the self-evaluation report, the documents certified in the descriptive part of the programme (including the "Rules for developing, approving and evaluating the educational programs of the Apollon Kutateladze Tbilisi State Academy of Art", approved by the Academic Council of the Tbilisi State Academy of Art, Minutes N43, 17.03.2022 and protocols of meetings of self-evaluation groups), it can be seen that the institution has developed a logical and orderly process to ensure the planning, design, and development of its study programme. The described working process included four main stages: the preparatory stage, analysis of internal and external data, creation of a program development plan and communication strategy, and evaluation of the implementation process.

In the preparatory stage, an analysis of the labor market and the employer's requirements was carried out, and the necessary information and resources were mobilized. A specially created working group analyzed internal and external data related to the program. Conducted a SWOT analysis, developed a program development plan, and ensured stakeholder engagement. The program has not been implemented, so, at the last stage, a full evaluation of the training process has not been done.

The program structure (which includes compulsory and elective courses) is designed to cater to the diverse interests and requirements of the students. The program's content is carefully developed to consider the competencies of enrolled students and ensure the achievement of planned learning outcomes. The program structure follows a logical sequence, with consistent integration of practical, and theoretical components. The final step of the programme contains Master Thesis as a quintessence

of receiving knowledge and competencies. The Master programme – Ceramic arts is well structured, aligned with the Art Academy's standards, and provides students with a solid foundation for academic and professional growth.

The program is composed of components of different sectoral natures, which complement each other, and the chronology of their teaching is constructed according to the principle "from easy to difficult". The program begins with the methodology of creating applied, design-like products, with tasks bearing serial and complex ensemble characteristics. This is manifested, on the one hand, in the knowledge and skills of the single basic methods of production of applied ceramics in one's own workshop, as well as industrial serial design production (study course: Individual and industrial serial artistic ceramics; A practical course in the reproduction of serial artistic ceramics.) The 2nd step of the program is the study of the methodology of creating decorative large-scale ceramics, which is largely shared concerning the environment and space and is in a synthetic relationship with architecture. The general synthesis with architecture is also presented in different specific directions: external-exterior, internal-interior, landscape nature (garden-park). (Subjects: Synthesis of architecture and ceramics; Architectural artistic ceramics; Landscape (garden-park), spatial-volume ceramics.) The 3rd stage is the so-called field of "exhibition ceramics", which has become extremely relevant in recent decades, and essentially considers this direction of ceramics as a part of fine art in general and a means of self-expression of the artist (artist) as well as any other field of fine art (study course: Exhibition ceramics – individual creations). Each mentioned educational component is accompanied by the teaching of the appropriate technological provision methodology, which is determined by the typology of each task. (study courses: Technology of serial artistic ceramics; Technology of exterior and interior ceramics; Universal palette of decorative glazes). Thus, the programme structure is consistent: practical and theoretical components of the programme (including each course) are logically organized, and admission preconditions to the next component are adequate. So, logical development of the content is ensured.;

One of the program's constituent steps is the presentation of creative work, both for narrow specialists and in general for colleagues and a wide audience. Practical knowledge of modern forms of realization of exhibition ideas, concepts, planning, exhibition organization (composition, lighting, etc.), advertising, and information distribution (poster, invitation, etc.). (Subject: Representation of author's exhibition ceramics.) The final semester represents the most important stage of the program - the diploma thesis, based on the free topic chosen by the student, and is the final phase of the given master's program.

The content, duration, volume, and complexity of the program correspond to the MA level;

The duration of the program is 2 years (4 semesters). The program is based on the ECTS system, includes 120 credits, and consists of the following blocks:

- **Specialty training courses - 80 ECTS** (which includes 9 different study components (45 ECTS), Representation of author's exhibition ceramics (5 ECTS) and Master thesis- 30 ECTS) serve to acquire the knowledge and skills necessary for the qualification; master's Thesis - is aimed at summarizing the knowledge gained in the master's program and demonstrating the relevant skills. A master thesis is performed in the 4th semester. Students' workload in the 4th semester is completely dedicated to the MA Work.
- **University study courses - 12 ECTS** (Drawing/oral constructions, Painting/ color dramaturgy, Drawing/spatial);
- **Optional Disciplines – 28 ECTS**, allows the student to choose a subject to acquire additional knowledge not only in Ceramic Arts but also in other fields related to art;

MA Program content, structure, and volume of components ensure the reaching of the program's aims - to train a highly qualified specialist in artistic ceramics, a creator, a professional in decorative and applied art, modern field technologies, as well as in some adjacent fields, who will be able to work successfully in the given field with the acquired practical and theoretical knowledge. Also, based on the technological research component of the program, it will be possible to study the principles of creating ceramic works of art; Providing deep and complex methodological, technical/technological knowledge in artistic ceramics, which ensures the solution of complex creative tasks.

Program content and structure are consistent with the qualification to be awarded - Master of Fine Arts in Ceramic Arts and ensure the achievement of program learning outcomes;

During the interview, it was revealed active engagement in the process of all stakeholders (academic / research/visiting staff, students, graduates, employers, etc.), that proves the existence of a collaborative process.

Evidences/Indicators

- Rules for developing, approving and evaluating the educational programs of the Apollon Kutateladze Tbilisi State Academy of Art;
- Protocols of working groups;
- Educational programme;
- MA thesis description;
- Result of Interview with self-evaluation team, Programme leader/Dean of faculty;
- Self-evaluation report.

Recommendations

Suggestions for the programme development

Evaluation

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

1.5. Academic Course/Subject

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

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

The MA Ceramics program follows a logical progression, aligning learning subjects with students' development from initial training to independent work, with the final semester dedicated to the MA thesis. This progression is mirrored in the distribution of credit points, with specialty disciplines gradually increasing throughout the course of study, accounting for two-thirds of the total credits (80 out of 120).

The emphasis on specialty subjects in the latter part of the program allows students to leverage their accumulated knowledge from university courses, enabling them to concentrate on honing their artistic creativity and technological research skills.

However, there is a lack of English language course offerings which would help the students to improve and access their level of English language proficiency. Also, there is only one course especially related to performance “Performance art from Futurism to the present” conveying contemporary art history.

Expanding the curriculum to include more courses in contemporary art theory, particularly in areas such as sculpture, architecture, and broader contemporary culture, would enable students to better

contextualize their practice within the current discourse and engage with a wider spectrum of contemporary artistic trends.

Evidences/Indicators

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

Recommendations

- It is recommended to offer more general courses of contemporary Art.

Suggestions for the programme development

- It is suggested to offer dedicated English language courses.

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance of the Programme with the Standard

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

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

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

2.1 Programme Admission Preconditions

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

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

TSAA has defined appropriate, transparent, fair, public, and accessible prerequisites and procedures for admission to the Ma program. The specifics of the field and the corresponding requirements of the level are considered. The prerequisite for admission to the English-language Master's program "Ceramic Arts" is following the rules established by the legislation of Georgia. The prerequisite for enrolling in the program is a BA academic degree, presenting a portfolio, and passing the creative tour and English language exam (on the B2 level).

The requirement for the creative tour and the evaluation system for the Portfolio is pre-determined by TSAA. Admission of students to the educational program is ensured via the rule of commission. Thus, programme admission preconditions and procedures ensure the engagement of applicants with relevant knowledge and skills in the programme to achieve learning outcomes.

In general, all mentioned admission preconditions are in conformity with the applicable legislation and are logically related to the programmes' content, learning outcomes, level of education and qualification awarded, as well as consider the programme specificity, and ensure the inclusion of persons with the knowledge, skills and competence required to overcome the programme. Generally, admission prerequisites are fair, public and accessible.

Evidences/Indicators

- Student body planning methodology for the educational program;
- Interview results with students, the head of the program, and QA representatives;
- Requirements and Assessment criteria of the creative tour and portfolio.
- Programmes' description and curriculum
- Self-Evaluation Report

Recommendations

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

The English-language MA educational program "Ceramic Arts" is oriented to develop students' practical, creative, and transferable skills. Namely, In the specialty disciplines, the student works with a greater load in the practical part, and attention is paid to the acquisition of theoretical knowledge in the field of art. At the same time, a block of optional disciplines included in the program, contributes to the development of analytical and transferable skills, among them, an important place is occupied by specialized disciplines, where students learn the techniques and methods of form transfer and at the same time undergo practice according to the specialty, which gives them practical skills necessary for the field. The goal of the Master's program "Artistic Ceramics" - is to train a highly qualified specialist in artistic ceramics, a creator, a professional in decorative and applied art, modern field technologies, as well as in some adjacent fields, who will be able to work successfully in the given field with the acquired practical and theoretical knowledge, defines using relevant study methodology. This can be achieved by mastering the main training course and extracurricular activities, including the participation of students and professors in local and international educational and creative projects, which is proved by the curriculum and by the student's involvement in different creative projects and activities.

The learning process is based on the study of Ceramic Arts techniques, technological methods, and the development of the ability to use them in practice. The program - on the one hand, relies on the rich national traditions of the field, on the other hand, it takes into account the latest trends in the field and subfields, the study of modern technical and technological means, interdisciplinary, practical synthesis with adjacent fields and aims to train a high-ranking specialist in the field. An extra curriculum activity the program provides an opportunity to optimally implement the set goal - to develop knowledge and skills focused on specific segments for the student, to bring the student's creative thinking, professional, technical, technological, and artistic skills to a qualitatively new level.

Thus, according to learning outcomes and educational level, the program ensures the development of master student's practical skills and their involvement in creative projects;

In the framework of a practice component, and performance project, students are supervised by a qualified person (among them a foreign professor) in the field who will evaluate students' activity;

The Art Academy has signed agreements/memorandums with several organizations and individual entrepreneurs in the relevant field (among them Art Academy of Riga, LTD white studio), guides students to be involved in different joint creative projects and supports the achievement of the program learning outcome.

Evidences/Indicators

- Information on students' engagement in creative /performing projects;
- Materials of TSAA Design Faculty projects, exhibitions, and workshops;
- Student exhibitions, etc., implemented creative/performing projects, etc.;
- Signed agreements/memorandums with employers, Galleries, and objects of practice;
- Interview results with students, alumni, employers, and the Head of the program.

Recommendations

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	✓	□	□	□

2.3. Teaching and Learning Methods

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

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

The SER and the names the following teaching methods:

Some of the commonly used teaching methods within the program include theoretical-practical, complex (educational creative team and industrial projects), interactive teaching, individual and/or group teaching, demonstration method, action-oriented teaching, practical methods, laboratory method, synthesis method, analysis method, and research. The teaching-learning methods are implemented in various formats such as lectures, theory/practice sessions, laboratory research,

interactive teaching, individual and/or group teaching, demonstration method, action-oriented teaching, practical methods, synthesis method, analysis method, collaborative method, explanatory method, induction, deduction, analysis and synthesis methods, as well as practical methods like case studies, problem-based learning (PBL), cooperative learning, heuristic method, brainstorming (mental attack), etc.

Further methods mentioned in the syllabi include:

Project a lecture-practicum format, Exposition, discussion, defence, creative analysis. Whereas in these format students are also encouraged to comment on their colleagues works methods for students teaching each other are not explicitly mentioned.

During interviews with students the supportive, close relationship to the teaching staff was emphasised. As a positive learning experience the exchange program with a university in Turkey was mentioned. The international orientation of the English language MA program should help to provide more similar formats.

The teaching and learning methods of each academic course/subject correspond to the level of education, course/subject content, learning outcomes and ensure their achievement. They ensure students' engagement in the learning process and their participation.

Evidences/Indicators

- SER;
- Educational programme and learning courses syllabi;
- Interview results.

Recommendations

Suggestions for the programme development

- It is suggested to include specific formats that foster students analysing and commenting on each other's works.
- It is suggested to include to provide more international workshops and exchange opportunities.

Evaluation

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

2.4. Student Evaluation

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

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

MA Ceramic Arts program's student evaluation practices are in accordance with established procedures. The evaluation process is characterized by transparency, reliability, and compliance with existing legislation.

The MA Ceramic Arts program demonstrates a commitment to effective student evaluation processes, as outlined in the self-evaluation report. The program emphasizes active student participation, continuous evaluation, and adherence to the European Credit Transfer and Accumulation System (ECTS). The utilization of a 100-point evaluation system, along with detailed assessment criteria provided in subject syllabi, ensures transparency and clarity for both students and instructors.

Throughout the evaluation process, the program maintains clear guidelines and procedures. The MA Ceramic Arts program demonstrates transparency and accountability by providing comprehensive information about the grading system and evaluation components to students. Performance in each discipline is assessed according to established standards, and students are informed about evaluation processes and criteria at the beginning of their studies.

Specific to the evaluation of master's theses in Ceramic Arts, the program outlines a structured evaluation process, including thesis defense before a sectoral commission. Evaluation criteria are clearly defined, and the evaluation process involves highly qualified specialists in the field, ensuring rigorous assessment of student work.

In conclusion, the MA Ceramic Arts program's student evaluation practices are commendable, adhering to established procedures while maintaining transparency, reliability, and compliance with existing legislation. The program's structured approach to evaluation, coupled with its emphasis on continuous improvement and academic integrity, contributes to a conducive learning environment for students pursuing excellence in Ceramic Arts.

Evidences/Indicators

- Master's program;
- Syllabus;
- Self-evaluation report;
- Electronic system operating in TSAA (EMIS)
- www.art.edu.ge

Recommendations

Suggestions for the programme development

Evaluation

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

Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

Upon conducting a site visit and interviews, the external evaluation team examined the student consulting and support services offered within the education program. Drawing from the self-evaluation report (SER), accompanying documents, and discussions with program stakeholders, the team provides the following analysis of the program's compliance with the standard component regarding student consultation and support services.

The program demonstrates a strong commitment to providing accessible and available support services for students, offering consultation on learning processes, academic achievement, and career development. Support services are integrated into various aspects of the program, including curriculum design, extracurricular activities, and student supervision. Feedback mechanisms, such as student surveys and regular consultations, are utilized to assess student satisfaction and identify areas for improvement.

Efforts to address language proficiency, particularly in English, are noted, though improvements could be made to fully integrate language skills into the curriculum. The program's emphasis on artistic research and creativity distinguishes it, with integration of academic writing skills and theoretical understanding into student projects. Technological support is provided through an e-learning management system, despite initial technical issues, with ongoing efforts to enhance functionality and accessibility.

Overall, the education program demonstrates strong compliance with the standard component regarding student consulting and support services, with a few areas identified for improvement, including language proficiency integration and technical system enhancements.

Evidences/Indicators

- Interviews;
- Self-evaluation report;
- TSAA website;

Recommendations

Suggestions for Programme Development

- It is suggested to improve language proficiency and technical system enhancements.

Evaluation

Please, evaluate the compliance of the programme with the component

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

3.2. Master's and Doctoral Student Supervision

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

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

Interviews with adjacent students and Alumni were conducted as part of the evaluation process for the MA Ceramic Art program. Since the English program had not yet accepted students, insights from adjacent students were sought to gauge the potential effectiveness of supervision and support structures. Despite the absence of enrolled students, stakeholders demonstrated a commitment to providing proper support and maintaining an appropriate ratio of students to supervisors within the MA Ceramic Art program. The feedback gathered from adjacent students highlighted the program's proactive approach to meeting standard requirements for supervision and support. Overall, stakeholders' dedication to establishing a supportive environment bodes well for the success of future students in the MA Ceramic Art program.

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

Evidences/Indicators

- Master thesis assessment criteria
- Master's Educational Program "Artistic Ceramics"
- Master thesis assessment criteria
- Self-evaluation report;
- Interview;

Recommendations

Suggestions for the programme development

Evaluation

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

Compliance with the programme standards

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

4. Providing Teaching Resources

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

4.1 Human Resources

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

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

As indicated in the self-assessment report, the programme is implemented by academic and invited staff with appropriate qualifications; staff qualification complies with the legislation and the internal regulations of the Art Academy, possessing the necessary skills to implement the programme and achieve the learning outcomes; and the selection of the staff is done in line with the Georgian legislation and on the selection rule approved by the academic council of Arts Academy. The qualification of academic and invited staff is confirmed by their creative and scientific works created/published during the last 5 years, experience, and competencies that are also described in their resumes and personal files and in additional documents provided by the Art Academy (the rule of assessment of scientific-creative work of academic staff, Approved on March 22, 2018 At the session of the Academic Council of TSAA N52) - TSS Academy of Research/Creative Activities; Quality assessment mechanism and system - Artistic ceramics 2023.

Through reviewing the documentations (semester workload, rule for academic staff selection, number of permanent and invited staff and ratio, etc.) and interviewing with the heads of the program, the expert panel confirms that the number and workload of academic and invited staff provide the proper implementation of the learning process, creative-scientific works and other duties assigned to them. In general, the number of academic personal (1 professor, 3 associate professors) and invited staff (7 people, including 1 foreign artist) is adequate for the number of students in perspective; 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 head of the programme possess the necessary knowledge, skills, and experience required for program elaboration, and is leading highly qualified field specialists. He is directly involved in the programme

implementation and also have appropriate competences in the field of Ceramic Arts as well as a clear vision over the development of the programme.

The results of the programme satisfaction survey provided by the QA service and interview results with the students of a similar Georgian-language program the Design Faculty show that the students consider staff and the opportunity to obtain contemporary knowledge as the strengths of the programme.

The site visit has revealed that the programme is 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 personal files and the job descriptions, however For the successful implementation of the program, administrative personnel with appropriate English language skills are needed. During the interview with the QA representatives, the expert panel got familiar with the institution's position – It is planned to create a structural unit to provide administrative support to students enrolled in foreign language programs, where a person with appropriate qualifications and foreign language competencies will be employed.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	4	4	1	4
- Professor	1	1	1	
- Associate Professor	3	3	-	3
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Visiting Staff	7	7	3	-
Scientific Staff	-	-	-	-

Evidences/Indicators

- Academic and invited staff workload scheme;
- Methodology for determining the number of academic and visiting staff of the programme;
- The ratio of academic/scientific/invited staff to the number of students enrolled in future in the programme;
- The ratio of affiliated academic staff involved in the teaching component required for the awarding of the qualification envisaged by the programme with the student number;
- Results of Interviews with academic, administrative, and invited personnel.

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

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

Recommendations

Suggestions for Programme Development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	✓	□	□	□

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

The expert panel notes that Master's thesis supervisors are recognized, high-ranking specialists, creators, and professors with many years of teaching experience in artistic professional ceramics, in Georgia and abroad (which is visible in their personal information. They meet the qualification requirements defined at the university, which are reflected in the concepts of the MA thesis of the Master's educational programme of "Ceramic Arts". The qualifications, knowledge, and experience of Programme teaching staff comply with the legislation. It is also confirmed by their artistic and scientific work. They have great experience in teaching and creative work both in Georgia and abroad, they actively participate in scientific and theoretical seminars, practical symposiums, festivals and exhibitions. namely: scientific/research index of the individuals involved in the programme (for the last 5 years) [13]; among them, the works published in the local journals – 3, works published in international journals – 1, local conference reports – 5, and international conference reports – 4. Participation in international biennials and art fairs, Personal exhibition –more than 40 events.

Also, getting acquainted with the list of the Master's work of the last 5 years submitted by the Art Academy, the experts would note that 7 theses were defended, and the key topics and directions of the theses comply with the qualifications of the supervisors and their scientific-artistic experience.

Supervisors are selected according to the field and topic of the qualifying thesis, the purpose of which is to match each student with a supervisor who has practical experience in the relevant field. The procedure for appointing the supervisor: Academic staff with appropriate qualifications and

competencies who are actively involved in the educational process, in research and creative activities depending on the field, can be chosen as supervisors of the master's thesis. A necessary criterion is knowledge of the English language.

1. The supervisor of the master's thesis is selected - from the academic staff of artistic ceramics of the TSSA Faculty of Design (professor, associate professor). The supervisor is chosen by the graduate student.

2. It is possible for the student to have a co-supervisor (depending on the specifics of the work). The co-supervisor can be a non-academic staff member or an invited person. His selection is approved by the faculty council, with the head of the diploma and the department's head.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	5	1	5
- Professor	1	1	1
- Associate Professor	3	-	3
- Assistant-Professor	-	-	-
Visiting personnel	1	1	—
Scientific Staff	-	-	—

Evidences/Indicators

- Personal files of MA theses supervisors
- Concept of the MA thesis
- A list of MA theses defended during the last 5 years
- Interview results during the site visit (with programme heads, students and alumni from the the existing, analogue Georgian-language programme)
- Self-Evaluation Report
-

Recommendations

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The 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).

During the interviews, the question of how to evaluate the creative/scientific work of the staff caused confusion. The staff is actively engaged in creative activities and the administration supports their development, However, the staff should be aware of the regularity of the assessment and the consequences of the assessment.

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.

The survey results from practice facilities and employers demonstrate a rising demand for the program. Employers are eager to participate and provide internships to students. However, the memorandum provided by TSAA lacks specificity, particularly regarding the number of students, internship duration, specified objectives and outcomes.

Evidences/Indicators

- o Assessment Rule of the Activities of Academic Staff
- o Evaluation Report of Research Activities of Academic Staff
- o Personal files of the academic, invited and administrative staff
- o Interview results during the site visit
- o Self-Evaluation Report
- o TSS Academy of Research/Creative Activities Quality assessment mechanism and system for Artistic ceramics direction.

Recommendations

- o 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.
- o It is recommended to include funds in the program budget to promote the staff's professional development.

Suggestions for the programme development

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

Evaluation

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

4.4. Material Resources

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

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

The MA programme “Ceramic Arts” is equipped with the necessary infrastructure, information resources relevant to the field of study, and technical equipment to support achieving the learning outcomes outlined in the educational program. The educational program is adequately supported with material and technical resources. During the inspection of the environment within the framework of the visit, the experts panel made sure that for the programme student there is a relevant workspace, resources, and equipment in the workshop rooms. A common concern voiced by the students during interviews was the lack of working materials. In the library, the mandatory literature and educational materials are specified in the syllabi, electronic catalogue does not exist in English, which will be a hindrance factor for students. Information and digital resources are not freely available to students, because the software of EMS (electronic managing system of teaching Process) does not exist in English. Mostly, relevant textbooks are made available for the educational programs. The TSAA libraries provide students with appropriate printed and electronic textbooks, teaching materials, and scientific literature, as well as access to the library's book database. Students have access to modern scientific journals, digital resources, and international electronic library databases. The available electronic databases are listed on 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.

Evidences/Indicators

- Access to international electronic library databases and relevant;
- Compliance of library books with core literature indicated in educational programme;
- International electronic library databases;
- Interview results with Librarian staff.

Recommendations

- It is recommended to elaborate English version of the study process managing system and ensure relevant teaching materials in English language.

Suggestions for the programme development

- It is suggested to provide better support in terms of working materials for the students.

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in the programme/faculty/school budget is

economically feasible and corresponds to the programme needs.

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

During the site visit, the active participation of invited academic staff in the educational creative process was evident, as was their significant contribution to fundraising for creative activities, often leveraging personal relationships to secure funds.

In our interview, several students and graduates from various programs affirmed their active involvement in workshops and exhibitions. Similarly, most lecturers and academic staff are engaged in these activities, which incur expenses for the TSAA.

However, the budget document provided lacked specificity regarding expenses for international or local activities, requiring further detail and precision.

The budget of the MA educational program reflects the program's income, remuneration, expenses of Scientific and research costs.

Despite our request for a detailed budget of the program, received document does not include detailed expenses.

Evidences/Indicators

- Self-evaluation report
- Budget document
- Interview results

Recommendations:

- The expenses associated with both international and local creative activities, scientific/research need to be identified and documented within the program budget.
- Additionally, all sources of financial support for the program, whether recurring or one-time, should be clearly recorded in the budget document.

Suggestions for the programme development

Evaluation

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

Compliance with the programme standard

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

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

Quality Assurance of the programme is based on the PDCA cycle. The results of the evaluations are used as the basis of the recommendations issued by QA office, which are discussed and reviewed by the faculty council and become obligatory if approved. The utilisation of the quality evaluation results in development of the processes and programs at TSAA is evident based on the study of documentation (results of QA and their utilisation) and interview results. The details on the programme quality assurance mechanisms and processes are described in the description of the standard's component 5.3. TSAA also has mechanisms at place for quality assurance of the new educational programme.

Work on the SER was a collaborative effort, the self-evaluation group of the programme consisted of all the relevant interested parties – academic and invited, as well as administrative staff, student

representative. The work of the group was coordinated by the representative of the faculty QA department.

The development of the English-language MA programme in ceramics was a process of developing an analogue for the existing, Georgian-language programme. The students present at the interview were also the participants of the programme development. One of the students mentioned the learning course in sculpting that was added based on her recommendation.

Based on the interviews, the programme staff is well informed on the processes, as well as the structure of the programme and the staff shares the common vision on the programme, which is commendable.

TSAA has developed relevant mechanisms and tools to evaluate and ensure the quality of the electronic/distance learning process, which was used during online teaching and learning.

Evidences/Indicators

- SER;
- Results of the surveys;
- QA policy of TSAA;
- Tools and mechanisms for QA of online/distance learning.

Recommendations

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.2 External Quality Evaluation

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

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

The English-language MA programme in ceramics is new and submitted for the external evaluation/accreditation to the National Center for Educational Quality Enhancement and therefore, there are no previous reports/recommendations to be fulfilled by the institution. The programme staff and QA office are open to discussions, as well as express readiness to use the results of the evaluation for the development of the programme. The external QA mechanisms of TSAA also envisage evaluation of the programme by the peer evaluator. For the MA programme in ceramics, there are evaluations provided by the external evaluators, prospective employers.

Evidences/Indicators

- SER;
- Interview results;
- Results of external evaluation by employers.

Recommendations

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.3 Programme Monitoring and Periodic Review

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

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

Programme monitoring and periodic evaluation is conducted with the involvement of academic, invited, administrative staff, students, graduates and employers and other stakeholders through systematically collecting and analysing information. As the programme is new, the evaluation is based on the existing practice at TSAA and on the faculty, as well as the QA mechanisms already applied to the programme during its development. The academy provided evidence for the analysis of the students' survey and the recommendations provided, survey/evaluation of the employers, benchmarking of the programme. As mentioned in the description and analysis of standard's component 5.1, the recommendations issued are discussed and approved at the faculty council and become obligatory. The monitoring of student academic performance is also carried out periodically. The benchmarking analysis includes only the names of the institutions that are implementing the ceramics programme, and the names of the departments, as well as links to it. This issue was discussed during the interviews and based on the results, the detailed overview of the programmes could not have been provided due to privacy and intellectual property issues. As mentioned, the programme was evaluated by several potential employers, one of which is also a graduate of the Georgian-language programme. The overall interest and involvement of the employers in the programme was high. The student survey is conducted every semester, which was evidenced by the survey results, as well as the interviews. The supervision process is also evaluated. The class observation practice is not established at the faculty. As discussed at the interviews with the QA office, the idea was rejected by the staff. Therefore, based on the evaluation of the existing practice at the faculty and QA mechanisms and tools developed at TSAA, as well as the ones applied for the programme proposed for accreditation, the programme monitoring and evaluation is conducted regularly, with the involvement of the relevant stakeholders and the results are used for the continuous development of the programme.

Evidences/Indicators

- SER;
- TSAA QA policy;
- Results of the evaluations and surveys;
- Benchmarking document;
- Interview results.

Recommendations

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: LEPL - Apollon Kutateladze Tbilisi State Academy of Art

Name of Higher Education Programme, Level: Ceramic Arts, MA

Compliance with the Programme Standards

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

Signatures:


Chair of Accreditation Expert Panel

Jörg Obergfell



Accreditation Expert Panel Members

Tamar Chkheidze



Ana Japaridze



Tinatin Gabrichidze



Miranda Nonikashvili

