



NATIONAL CENTER FOR
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ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Painting, BA

Apollon Kutateladze Tbilisi State Art Academy

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Tbilisi Apollon Kutateladze State Art Academy 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 Obergfell, TUAS Trier, Germany
Member (Name, Surname, HEI/Organisation, Country)	Tamar Chkheidze, Tbilisi State Conservatoire
Member (Name, Surname, HEI/Organisation, Country)	Ana Japaridze, Ilia State University, Georgia.
Member (Name, Surname, HEI/Organisation, Country)	Tinatin Gabrichidze, New Vision University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Miranda Nonikashvili, The University of Georgia, Georgia

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)	ფერწერა
Name of Higher Education Programme (in English)	Painting
Level of Higher Education	First level
Qualification to be Awarded ²	Bachelor of Fine Arts in Painting
Name and Code of the Detailed Field	0213 Fine 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	240 ECTS
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)	Prerequisite for admission to the bachelor's program "PAINTING" Enrollment of citizens of foreign countries to the English language bachelor's program "PAINTING" is carried out within the time limits and in accordance with the rules established by the legislation of Georgia.

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

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

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

The "Painting" program has been an enduring presence at the academy for a century, embodying a fusion of traditional and contemporary approaches to art education. Its instructional framework, tailored to the Georgian language encompasses the technical and technological aspects of painting namely the principles of composition, colour, and the mutual influence of colours. The program emphasizes realistic and figurative principles. Central to the program is academic drawing, where students grasp foundational concepts crucial for artistic expression. Moreover, students are equipped with skills to articulate their ideas effectively, present their work proficiently, and navigate diverse theoretical and visual resources online. Recognizing the international interest, particularly from Poland, Azerbaijan, Iran and Armenia, efforts commenced in winter 2022 to develop an English-language bachelor's program in painting. This program is identical with the Georgian language program except from a few new implementations. A stronger emphasis is placed on field practice and at the same time on theoretical studies in English.

▪ Overview of the Accreditation Site Visit

During the Accreditation site visit on 18th of March 2024 the experts had access to the painting, drawing studios, exhibition space as well as the library.

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.

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 Painting BA complies with the following standards:

- 1.1 Programme Objectives
- 1.2 Programme Learning Outcomes
- 2.1 Programme Admission Preconditions
- 2.2. The Development of practical, scientific/research/creative/performing and transferable skills
- 2.4. Student evaluation
- 5.2. External Quality Evaluation

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

- 5.3. Programme monitoring and periodic review

The programme Painting BA substantially complies with the following standards:

- 1.3 Evaluation Mechanism of the Programme Learning Outcomes
- 1.4 Structure and Content of Educational Programme
- 1.5. Academic Course/Subject
- 2.3. Teaching and learning methods
- 3.1 Student Consulting and Support Services
- 4.1 Human Resources
- 4.3 Professional development of academic, scientific and invited staff
- 4.4 Material Resources
- 4.5 Programme/Faculty/School Budget and Programme Financial Sustainability
- 5.1 Internal Quality Evaluation

▪ **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.

1.4 Structure and Content of Educational Programme

o It is recommended to ensure the involvement of Academic staff in the process of developing education programs.

○ **1.5. Academic Course/Subject**

The Practice component syllabus/description should be developed and formulated, to facilitate students be informed about the requirements, assessment forms, and criteria of the practical component.

○ **2.3. Teaching and learning methods**

It is recommended to enhance English language proficiency of academic and invited staff.

○ **3.1 Student Consulting and Support Services**

One major recommendation, particularly for English language students, is to establish specialized support services tailored to their specific needs. This could involve creating English-language orientation materials, dedicated consultation hours with staff proficient in English, and targeted resources to assist with language-related challenges. Additionally, efforts should be made to enhance the availability of English-language materials in the library and ensure that essential communication channels, such as the website and social media platforms, offer content in English. By prioritizing support for English language students, the program can better accommodate their unique requirements and facilitate their integration into the academic community, ultimately enhancing their overall learning experience.

○ **4.1 Human Resources**

- The Academy should ensure the distribution of program personnel in a way that the workload of the program staff ensures a smooth implementation of the educational program;
- It is recommended for Academic, invited and administrative personnel to develop and improve their English language competencies, to ensure the sustainability and smooth implementation of the educational program.

○ **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 Resources**

It is recommended to elaborate the 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

- Budget should be allocated for practice and field work, external lectures, and Scientific/research.
- The expenses associated with international and local creative activities must be identified and documented in the program budget.
- All sources of financial support for the program, whether recurring or one-time, should be clearly recorded in the budget document.

- **5.1 Internal Quality Evaluation**

It is recommended to increase the involvement of the programme staff in the programme quality assurance processes.

- **Suggestions for Programme Development**

- 1.1 Programme Objectives

It is suggested to smoothen the transition between academic studies and professional practice by providing dedicated courses in art management. This was also emphasized by employers.

- 2.3. Teaching and learning methods

Forge more partnerships with international HEIs in order to enhance student exchange opportunities.

- 4.3 Professional development of academic, scientific and invited staff

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

- 5.2. External Quality Evaluation

It is suggested to have a more detailed and content-oriented external evaluation for the programme development.

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

At the conclusion of each semester, a two-week field trip is organized, offering students a unique opportunity to immerse themselves in Georgia's landscape and architecture. During this excursion, students have the chance to engage in plein air activities and work within special environments. This experience serves as a valuable platform for students to apply their skills in varied contexts, fostering intense and memorable learning experiences.

Moreover, the field trip provides an excellent opportunity for students, particularly those from abroad, to deepen their understanding of each other and forge stronger bonds. It facilitates cultural exchange and camaraderie among students, enhancing their overall educational experience.

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

Overall, the experts recognise the efforts of TSAA to implement the recommendations and acknowledge that important changes already have been made after the site visit. The recommendations were left in place mainly because the changes stated have been made after the experts report.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

TSAA fully considers the recommendation and presented assessment benchmarks and methods that are more suitable for the small groups. However since this has been implemented after the site visit the recommendation stays in place.

1.4 Structure and Content of Educational Programme

TSAA fully considers the recommendation and involving academic staff more in the development is still in progress.

1.5. Academic Course/Subject

The recommendation is fully shared by TSAA and an example of the assessment of field activities in the syllabus of the Georgian program is given. However it doesn't clearly state requirements, assessment forms, and criteria of the field practice.

2.3 Teaching and learning methods

The recommendation is considered and TSSA will implement more English training courses for academic staff. However since this has been implemented after the site visit the recommendation stays in place.

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

3.1 Student Consulting and Support Services

The recommendation is fully taken into account by the University. It is planned to employ an English speaking programme coordinator who will provide appropriate consulting services to the students. However since this has not been implemented yet the recommendation stays in place.

4.1 Human Resources

It is planned to mobilize more staff. However this information was given after the site visit, so the recommendation stays in place.

4.3 Professional development of academic, scientific and invited staff

The recommendation is considered and TSSA will implement more English training courses for academic staff. However since this has been implemented after the site visit the recommendation stays in place.

4.4 Material Resources

TSSA Faculty of Fine Arts fully shares recommendation and steps to establish development of an English version of the educational process management system and providing relevant educational materials in English have been taken. However this happened after the site visit so the recommendation stays in place.

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The recommendation of the experts is shared and fully considered.

5.1 Internal Quality Evaluation

The institution is working on ensuring the quality culture at the academy, many activities have already taken place or are planned, which is recognized and highly valued. However, recommendation stays in place.

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The programme objectives consider the specificity of the study, BA level of higher education and define the set of knowledge, skills and competences the painting BA programme aims to develop.

The program aims to educate a qualified specialist in the field (painter), to study the basic principles of painting and academic drawing. It aims to convey a combination of the century old tradition of painting education of TSSA mainly in figurative painting and a contemporary, conceptual free approach to painting. The programme objectives are clearly established, realistic and achievable. The main goal of the English language program is to foster internationalization, transfer Georgian painting traditions to new contexts and be in tune with contemporary international trends which includes the ability to communicate field specific terminology in English and skills of finding visual information by means of modern communication and information technologies. The programme objectives illustrate the contribution to the development of the field and the society. The combination of theoretical knowledge and practical skills will ensure the employment of the graduate in artistic, educational and design institutions or his/her self-employment. The program aims for qualified specialists who can effectively lead the process of working on paintings or artistic projects, adhering to principles of ethics and academic honesty.

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

- SER

- Educational Program
- Interviews with employers, Management, Head of program and students
- Website TSSA

Recommendations:

- -

Suggestions for the Programme Development

- -

It is suggested to smoothen the transition between academic studies and professional practice by providing dedicated courses in art management. This was also emphasized by employers.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	<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 programme learning outcomes correspond to the programme objectives, are measurable, achievable and realistic and cover main knowledge, skills and/or responsibility and autonomy envisaged by the content. The programme learning outcomes are also consistent with the peculiarities of the field of study, level of qualification and qualification to be awarded.

The program features well rounded learning outcomes such as:

- foundational understanding of fine art methods techniques, technologies and their stylistic characteristics
- ability to determine the appropriate artistic form to visualize artistic tasks and ideas, and effectively utilize artistic methods
- knowledge of art history and contemporary theory
- critical thinking and logical reasoning
- Graduates contribute to the advancement of Georgian fine arts and culture
- Ability to work with computer technologies for research and compiling images in the process of developing an idea for a painting

There is a strong emphasis on composition and technique with a lack of project based and interdisciplinary offerings.

The programme learning outcomes as based on the fact that the programme and learning outcomes are an analogue of Georgian-language programme, were not developed anew.

Evidences/Indicators

- Bachelor program painting
- Syllabus of training courses
- Map of learning outcomes (Appendix 1 and 2)
- Interview Head of program

Recommendations:

- -

Suggestions for Programme Development

Evaluation

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

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

As the direct methods of assessment, the evaluation of the learning courses are used, as for the benchmarks – the academy uses the gaussian normal distribution as the tool for benchmarking. The fact that the small groups of students will potentially make it difficult for the institution to “fit” into the normal distribution or use the distribution for the benchmark was discussed, and agreed by the academy.

As for the indirect methods of assessment of the PLOs, the surveys of graduates, employers, other interested parties are used, therefore, the involvement of external stakeholders is ensured.

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

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.

Programme staff are assisted in the developing of the skills necessary for the elaboration, measurement and analysis of the learning outcomes. They are also more or less familiar with the methods of assessment of programme learning outcomes, but as the academy, the QA office supports staff in increasing their knowledge, it is believed to support the staff to further develop their knowledge and skills.

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

1.4. Structure and Content of Education Programme

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

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

The program is drawn up by the “rule of development, approval, and evaluation of the educational program of the Apollon Kutateladze Tbilisi State Academy of Arts”, approved by the Academic Council

of the Academy of Arts. The regulation consists of 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.

During the preparatory stage, an analysis of labor market and employer demands was conducted and the necessary information and resources for the planning process were mobilized. A working group was formed to facilitate the process. The working group analyzes internal and external data related to the program. This analysis evaluates the program's strengths, weaknesses, opportunities, and potential threats (SWOT analysis). Next, a program development plan was created, along with a communication strategy and a timeline for engaging stakeholders during the program implementation. In the presented documents A five-year plan is developed, considering the findings of the SWOT analysis. The priority strategies to be implemented over the next five years are determined. The evaluation of the implementation process aims to assess the extent to which the program's periodic results align with its goals and strategies.

The program structure, including 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 a consistent integration of educational, practical, and theoretical components. Overall, the process of developing programme described in the documents ensures, that the educational program is well structured, aligned with the Art Academy's standards, and provides students with a solid foundation for academic and professional growth.

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

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 weeks, 3 - sessional) Duration of the second semester - 20 weeks (15 - academic weeks, 3 - sessional, 2 - practice). The program is based on the ECTS system, includes 240 credits, and consists of the following blocks:

- Basic training courses – 22 ECTS, directly participate in the development of student qualifications;
- Specialty training courses - 165 ECTS, serve to acquire the knowledge and skills necessary for the qualification of a painter;
- University study courses - 21 ECTS, allow the student to receive a general education (for example, history of world art, history of modern art, management, etc.);

- Optional training courses of the specialty - 26 ECTS, allows the student to choose a subject to acquire additional knowledge not only in painting but also in other fields related to art;
- University elective courses - 6 ECTS, allow the student, according to his interests, to choose a subject, which will improve the qualification quality of his future specialty;
- Bachelor's Thesis - 20 ECTS - which is aimed at summarizing the knowledge gained in the bachelor's program and demonstrating the relevant skills.

Program content, structure, and volume of components ensure the reaching of the program aims - to develop the ability to connect conceptual ideas with the techniques, technologies, and artistic methods used in working with pictorial materials. Students learn how to effectively translate their ideas into visual artworks by applying the necessary competencies for the pictorial-plastic representation of objects and events.

Program content and structure are consistent with the qualification to be awarded - Bachelor of arts in Painting and ensure the achievement of program learning outcomes;

The program structure is consistent: practical and theoretical components of the program (including each course) are logically organized, and admission preconditions to the next component are adequate. So, logical development of the content is ensured.;

During the interview with the academic/visiting staff, was revealed less involvement in the process of teaching staff. So, the institution should take care of more staff involvement in the processes. development of the program must be a collaborative process and engagement of all stakeholders (academic / research / visiting staff, students, graduates, employers, etc.) should be ensured;

Evidences/Indicators:

- o **Potential Employers Survey**
- o **Analysis of labour market and employers;**
- o **SER**
- o **Website**
- o **Interviews**
- o **Curriculum of the Programme;**
- o **Syllabi of study courses.**

➤ Recommendations:

- o It is recommended to ensure the involvement of Academic staff in the process of developing education programs.

Suggestions for the programme development

- o **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	<input type="checkbox"/>	X	<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 offered courses address well the stipulated learning outcomes. The programme is divided into a basic block of 4 subjects fostering practical skills in painting and drawing. A speciality block consisting of 37 subjects focussing on more detailed courses related to the basic bloc, e.g. composition, texture, colour, layering, etc.

However, in the provided documentation material it is not clear how those blocks relate to each other and where they are different.

There is a university block featuring theoretical courses in art history and management. There is no dedicated course addressing the latest developments in contemporary art which is slightly at odds with the ambition of an international up to date programme.

A further block consists of elective courses for figurative painting like models in special costumes and environments and theory courses related to Georgian art history. In the map of the program these courses are required to gain the necessary ECTS points. So, it is not clear which options for choice students have.

The course “Problems of the Georgian architecture of the Middle Ages” seems very specific for an international oriented painting programme (see suggestions).

There is no description for The Practice component evaluation/ practice rapport. The description of the component needs to be elaborated.

A course in Georgian language for the foreign students is planned.

Evidences/Indicators

- SER
- Bachelor's program in painting
- Syllabi
- Interview Head of programme

Recommendations:

- The Practice component syllabus/description should be developed and formulated, to facilitate students be informed about the requirements, assessment forms, and criteria of the practical component.

Suggestions for the programme development

- It is suggested to offer more subjects dedicated specifically to contemporary art theory.
- The course “Problems of the Georgian architecture of the Middle Ages” seems to be very specific for international students. It could span a wider range of architecture in Georgia like Brutalism, etc.
- For foreign students, to easily integrate into the society of the academy, it is suggested that the Georgian language course be offered as an optional segment of the program.

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 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

TSA has defined appropriate, transparent, fair, public and accessible prerequisites and procedures for admission to the undergraduate program. The specifics of the field and also the requirements of the level are considered.

The prerequisite for admission to the English-language bachelor's program "PAINTING" is carried out within the time limits and following the rules established by the legislation of Georgia. Prerequisites for enrolling in the program are passing the creative tour. The program is mainly focused on applicants who are citizens of foreign countries, therefore, the program provides for the enrolment of citizens of foreign countries/citizens of Georgia (who received secondary education abroad) without taking unified national exams following the current legislation. According to the order of the Minister of Education and Science of Georgia (December 29, 2011 N224/N), citizens of foreign countries will be enrolled in the mentioned educational program without the unified national exams, subject to the following requirements:

- a) Citizens of foreign countries who have received full general or equivalent education in a foreign country, or who have received full general or equivalent education in Georgia according to foreign or international programs recognized by Georgia;
- b) Citizens of foreign countries (except for students participating in joint higher education programs and students participating in exchange educational programs) who study/studied and received credits/qualifications in a foreign country at a higher education institution recognized by the legislation of this country. Citizens of foreign countries take part in a creative competition pre-determined by TSSA. The form of conducting the competition, the evaluation system Portfolio submission Portfolio volume from 10 to 15 works; Portfolio format - A3 The portfolio must contain works made in color, the number of which is not less than 5 works. Portfolio evaluation criteria: composite image distribution; reflecting the main characteristics of the image (shape, volume, density, plasticity, etc.); Color solution of the work; Artistic/creative solution of the work.

Admission of students to the educational program is ensured via the rule of commission. The composition of the portfolio creative tour evaluation commission is the following: Head of the English-language painting educational program; Head of the Painting Department of the Faculty of Fine Arts of TSSA; Head of Quality Assurance Service of the Faculty of Fine Arts of TSSA.

For citizens of foreign countries, it is also necessary to present a certificate confirming knowledge of the English language at the B1 level or a document confirming graduation from a general educational institution in English. For the citizens of Georgia, it is obligatory to pass the unified national exams (minimum limit of the English language exam - 30%) and the creative tour of TSSA (see the appendix) according to the law.

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;

Recommendations:

0 -

Suggestions for the programme development

0 -

Evaluation

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

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

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

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

The English-language BA educational program "Painting" is oriented to develop students' practical, creative, and transferable skills according to a gradual growth trend. 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 philosophy of art and the history of modern art, which is

manifested by the teaching of basic subjects. At the same time, a block of optional disciplines is included in the program, which contributes to the development of analytical 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 learning process is based on the study of painting 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 student's practical skills and their involvement in creative projects;

In the framework of a practice component, and performance project, students will be supervised by a qualified person in the field who will evaluate students' activity;

The Art Academy has signed agreements/memorandums with several organizations in the relevant field, 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 Fine Arts 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:

0 -

Suggestions for the programme development

0 -

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

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

X

□

□

□

2.3. Teaching and Learning Methods

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

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

The program is designed to accommodate 12 students, facilitating student-centered teaching approaches while ensuring adequate individual attention for each student. Practical courses utilise methods such as independent work, exposition, presentation, self-assessment, analysis, group discussion, and defense, which align with the specified learning outcomes. Among these methods, group discussion, presentation, and exposition play pivotal roles in nurturing students' independent thinking and shaping their artistic identity.

An international program offers students the opportunity to contextualize their own practice within a broader global framework. However, it has become apparent during interviews that not all academic and invited staff possess English proficiency at an academic level, potentially compromising equal teaching experiences for both foreign and Georgian students.

To enhance the learning opportunities for Georgian students it is planned to offer more exchange programmes. It is expected that the English programme helps to forge partnerships with international Higher Education Institutions.

While the Bachelor's program incorporates elective courses to cater to individual interests, the process for students to select these courses for a more personalized learning experience requires clarification.

Students have around 8 hours access to the studios to work self-directed. This is a good achievement, however ideal would be a system where students can have access to the studios 24 hours.

Evidences/Indicators

- SER
- Bachelor's programme
- Syllabi of programmes
- Interview Head of Programme, Students, Employers, Alumni, Academic staff

Recommendations:

- It is recommended to enhance English language proficiency of academic and invited staff.

Suggestions for the programme development

- Forge more partnerships with international HEIs in order to enhance student exchange opportunities.

Evaluation

Please, evaluate the compliance of the programme with the component

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

After conducting a site visit and interview session, the external evaluation team thoroughly examined the student evaluation procedures of the education program. Based on the information collected from the self-evaluation report (SER), enclosed documents, and discussions with faculty members and administrators, the team provides the following analysis of the compliance of the education program with the requirements of the standard component regarding student evaluation.

The education program's adherence to established procedures for student evaluation reflects a commitment to maintaining consistency and fairness in assessing student performance. By incorporating continuous evaluation methods such as mid-semester assessments and final exams, the program ensures that students are evaluated on their progress throughout the academic term. This approach not only provides students with regular feedback on their performance but also enables educators to identify areas where additional support may be needed. Furthermore, the utilization of a 100-point evaluation system, coupled with assessment criteria provided in each subject's syllabus, enhances transparency and clarity for both students and instructors. Overall, the program's emphasis on following established procedures contributes to a robust evaluation framework that promotes academic rigor and accountability.

Transparency and reliability are key pillars of the student evaluation process within the education program, contributing to its overall effectiveness. During the interview, it was noted that the retake procedure within the online learning management system for the English language program could be enhanced. Implementing a streamlined retake scheduling feature and providing comprehensive support resources within the online platform can improve accessibility and effectiveness, thereby supporting student success in retaking exams. This observation highlights an area where the program could potentially enhance its support mechanisms for students facing academic challenges. By providing comprehensive guidance on recovery opportunities and appeal procedures in English via electronic portal, the program can empower students to advocate for themselves and seek redress in instances where they believe their academic performance has been unfairly assessed.

Additionally, the inclusion of multiple evaluation components, such as midterm evaluations and final exams, enhances the reliability of assessment outcomes by providing a comprehensive view of student progress. By prioritizing transparency and reliability, the program creates an environment conducive to academic success and fosters a culture of accountability among all stakeholders.

The program's compliance with legislation, particularly regarding plagiarism detection and academic integrity, underscores its commitment to upholding ethical standards in student evaluation. By aligning with existing legislation, such as the "Rule of calculation of higher education programs with credits," the program ensures that evaluation procedures are legally sound and ethically defensible. During the interview, concerns were raised regarding plagiarism detection and prevention measures within the English language program. While the program's policy on plagiarism is clear, there is a need

for heightened awareness and education among foreign students to ensure adherence to academic integrity standards. Strengthening educational initiatives on proper citation techniques and providing access to plagiarism detection tools can help mitigate instances of plagiarism and uphold the program's commitment to academic honesty.

Evidences/Indicators

- Bachelor's program;
- Syllabus;
- Self-evaluation report;
- Electronic system operating in TSAA (EMIS)
- Rule of protection – BA
- Evaluation criteria of the qualification paper –
- BA Plagiarism prevention, detection and response mechanism;
- 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 interview session, the external evaluation team meticulously 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 education program boasts a comprehensive support network, encompassing administrative and academic personnel such as deans, quality assurance service heads, program coordinators, IT department members, library staff, program heads, and academic faculty. This network aims to address both administrative and academic challenges faced by students, providing individualized assistance to enhance learning outcomes and promote student success and well-being.

Moreover, the program implements a structured consultation system, with specific days and times allocated for student consultations as indicated in course syllabi. This approach ensures that students have regular access to academic staff for guidance and support, fostering a conducive learning environment that facilitates student engagement and academic progression.

Additionally, the program utilizes dedicated social network pages to disseminate information about various local and international projects, events, competitions, and workshops. By publishing relevant updates on these platforms, students are empowered to stay informed and actively participate in

extracurricular activities that complement their academic journey, enhancing overall student engagement and learning experience.

The program exhibits a strong commitment to international collaboration, with partnerships established with universities in Gdańsk, Wrocław, University of Sège France, and others. Admission prerequisites are also open to Georgians, reflecting a dedication to fostering a diverse and inclusive academic environment. However, it's worth noting that there is no allocated budget for student support, which may present challenges for students requiring financial assistance.

While the program provides necessary materials for students, there may be limitations in terms of availability or variety, which could impact the practical focus of the program. Additionally, efforts are made to accommodate foreign students, including offering Georgian language courses as a foreign language option. Nevertheless, the language barrier may pose challenges, particularly with a library catalog available only in Georgian, potentially hindering access to resources for non-Georgian-speaking students.

Student involvement and feedback are actively encouraged within the program. Students participate in surveys and provide feedback on various aspects of the program, including technical resources, studio space, and curriculum improvements. Despite efforts to engage with students, there are areas identified for improvement, such as providing orientation meetings for foreign students and offering additional emphasis on presentation and marketing skills.

Facility resources are highlighted as an area of concern, with students expressing a desire for more studio space, improved computer equipment, and better access to English-language materials. While the program maintains friendly and supportive relationships between lecturers and students, there are suggestions for enhancing support services, including regular faculty-student meetings.

In summary, while the Bachelor of Painting program demonstrates a commitment to internationalization and student engagement, there are areas for improvement in terms of financial support, language accessibility, facility resources, and support services for foreign students. Addressing these areas could enhance the overall student experience and academic outcomes.

Evidences/Indicators

- Self-evaluation report;
- Study Course Syllabuses;
- TSAA website;

Recommendations:

- One major recommendation, particularly for English language students, is to establish specialized support services tailored to their specific needs. This could involve creating English-language orientation materials, dedicated consultation hours with staff proficient in English, and targeted resources to assist with language-related challenges. Additionally, efforts should be made to enhance the availability of English-language materials in the library and ensure that essential communication channels, such as the website and social media platforms, offer content in English. By prioritizing support for English language students, the program can better accommodate their unique requirements and facilitate their integration into the academic community, ultimately enhancing their overall learning experience.

Suggestions for Programme Development

- -

Evaluation

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

N/A

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

Evidences/Indicators

○ -

Recommendations:

○ -

Suggestions for the programme development

○ -

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

4. Providing Teaching Resources

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

objectives.

4.1 Human Resources

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

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

The persons implementing the program are engaged in the program by the legislation and internal regulations of the HEI. Qualification of personnel complies with their qualification requirements, functions, and current legislation. The qualification of academic/scientific staff is proved by creative projects and scientific papers written during the past 5 years, which proves staff's competence in the relevant field; however, the English language competencies of some teaching staff do not comply with the requirement. The qualification of invited staff is proved by relevant knowledge, experience, and competencies necessary to help students achieve program learning outcomes;

The programme has an academic and invited staff workload scheme. The scheme includes teaching, scientific research/creative practical, and organizational workload. The full workload of the academic (all representatives of academic staff are affiliated with the HEI) and invited staff, including the hours allocated for student consultation, are envisaged by the workload of teaching personnel. The number of academic/ invited personnel (in total 13 persons) at the programme is adequate concerning the number of students in perspective. The balance between academic (5 persons) and invited staff (8 persons) ensures the programme's sustainability. The turnover of academic/scientific and invited staff ensures programme sustainability.

It should be mentioned that the programme academic and invited staff of the program is currently involved in the implementation of a similar Georgian language program “painting”. Because of this circumstance, the amount of Staff workload will exceed the established norms when the program is implemented. Therefore, the Academy should ensure the distribution of program personnel in a way

that the workload of the program staff ensures a smooth implementation of the educational program and the performance of the functions assigned to the staff implementing the educational program.

For

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 persons 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 expertise ^[1]	Including the staff holding PhD degree in the sectoral direction ^[2]	Among them, the affiliated staff
Total number of academic staff	13	9		
- Professor	1	1	-	1
- Associate Professor	3	3	1	3
- Assistant-Professor	1	1	1	1
- Assistant				
Visiting Staff	7	3	1	–
Scientific Staff	1	1	1	–

Evidences/Indicators

- Academic, scientific, invited staff workload scheme, which envisages staff workload in other HEIs;
 - Methodology for determining the number of academic, scientific, and visiting staff of the programme;
 - The ratio of academic/scientific/invited staff to the number of students enrolled 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.
- **Recommendations:**

- The Art Academy should ensure the distribution of program personnel in a way that the workload of the program staff ensures a smooth implementation of the educational program;
- It is recommended for Academic, invited and administrative personnel to develop and improve their English language competencies, to ensure the sustainability and smooth implementation of the educational program.

- **Suggestions for Programme Development**

0 -

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

N/A

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

Evidences/Indicators

○ -

Recommendations:

○ -

Suggestions for the programme development

○ -

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

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.

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 Rule for Evaluation of Invited Staff of the Faculty of design
- 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:

- 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.

Suggestions for the programme development

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

Evaluation

Please, evaluate the compliance of the programme with the component

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

[\[1\]](#) Staff implementing the relevant components of the main field of study

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

4.4. Material Resources

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

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

The programme is 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. 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 catalog 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

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

Unfortunately, no expenses were allocated for practice and field studies, external lectures and Scientific/research.

During the site visit, several students and graduates from various programs affirmed their active involvement in workshops and exhibitions. Similarly, the majority of 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.

During the interview, 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.

Evidences/Indicators

- Interview with the Head of the Financial Department
- Documentation budget
- Self-evaluation programme
- Interview Results

Recommendations:

- Budget should be allocated for practice and field work, external lectures, and Scientific/research.
- The expenses associated with international and local creative activities must be identified and documented in the program budget.
- All sources of financial support for the program, whether recurring or one-time, should be clearly recorded in the budget document.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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 BA programme in painting was a process of developing an analogue for the existing, Georgian-language programme, however, still, some small changes were applied to the English-language programme, which, according to the interviews, were based on the vision and views of the head of the programme and programme staff.

However, still, involvement of staff in the process of developing the programme and their overall level of engagement in the processes, including the QA processes seems low. As based on the interviews, number of staff were not informed about the changes in the programme, the content and structure of the programme or the changes (if any) that were applied to their learning courses. It is recommended to increase the involvement of the programme staff in the programme quality assurance processes.

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:

- It is recommended to increase the involvement of the programme staff in the programme quality assurance processes.

Suggestions for the programme development

- -

Evaluation

Component		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1	Internal quality evaluation	<input type="checkbox"/>	X	<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 BA programme in painting (English-language programme) 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. However, 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 used by TSAA also envisage evaluation of the programme by the peer evaluator. For the BA programme in painting, the report of the evaluation by the external evaluator, director of the gallery (prospective employer). However, the evaluation is more a recommendation, and a programme would benefit more from a detailed external evaluation in the future.

Evidences/Indicators

- SER;
- External evaluator's report.

Recommendations:

- -

Suggestions for the programme development

- It is suggested to have a more detailed and content-oriented external evaluation for the programme development.

Evaluation

Please, evaluate the compliance of the programme with the component

Component		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2.	External Quality Evaluation	X	<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 assumption is more based on the existing practice at TSAA and on the faculty. Namely, the academy provided evidence for the analysis of the graduates' survey and the recommendations provided, survey/evaluation of the employers, results of the students' survey. 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 student survey is conducted every semester, which was evidenced by the survey results, as well as the interviews. Graduates, however, did not recall filling out the survey after graduating, even though, as mentioned, the institution has carried out the survey and analysis of the results. It was concluded that some graduates did not take part in the survey.

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.

The BA programme in painting was benchmarked against the analogue programme of the partner institution. Benchmarking is used as one of the QA tools.

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: : Apollon Kutateladze Tbilis State Academy of Art

Name of Higher Education Programme, Level: Painting, Level 6

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input type="checkbox"/>	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	<input type="checkbox"/>	X	<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"/>

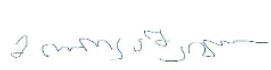
Signatures:

Chair of Accreditation Expert Panel

Jörg Obergfell. 

Accreditation Expert Panel Members

Tamar Chkheidze 



Miranda Nonikashvili

Tinatin_Gabrichidze

წ. გიორგი

Ana Japaridze.

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