Annex №4

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

1. Bachelor's Degree in Graphic Design, First Stage
2. Bachelor's Program in Graphic Design in English, First Stage

University of Georgia

Evaluation Date(s)
25 March 2026
Report Submission Date
21 May 2026

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	University of Georgia
Identification Code of Institution	205037137
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Costas Mantzalos, Frederick University
Member (Name, Surname, HEI/Organization, Country)	Giorgi Nikuradze (field expert), BTU
Member (Name, Surname, HEI/Organization, Country)	Tamar Dzvelaia (field expert), Batumi Art Teaching University
Member (Name, Surname, HEI/Organization, Country)	Tamta Lekishvili, East European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Giorgi Merabishvili (Student expert), International Black Sea University

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Graphic Design	Graphic Design (English)
Level of higher education	Bachelor's Degree	Bachelor's Degree
Qualification to be awarded	Bachelor of Arts in Graphic Design	Bachelor of Arts in Graphic Design
Name and code of the detailed field	0211 Audio-visual techniques and media	0211 Audio-visual techniques and media
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]		
Language of instruction	Georgian	English
Number of ECTS credits	180	180
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	New

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

II. Accreditation Report Executive Summary

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

These academic programs are newly developed and fall within the first cycle of higher education. They will be primarily delivered by the School of Arts and Humanities, which is responsible for overseeing and managing the program in line with the regulations set by the university statute. While one school holds primary responsibility, the program's advanced technological quality is supported through close collaboration with the School of Science and Technology. The programs are designed to prepare graphic designers who possess strong theoretical foundations alongside essential practical skills, enabling them to compete effectively in a demanding professional environment. The programs within this cluster are closely aligned with both local and global labor market demands and address current industry challenges. They have been developed in accordance with up-to-date sector standards and the national qualifications framework. While the English-language version of the program mirrors the structure of the Georgian-language program, it is specifically tailored to meet international market expectations and incorporates relevant, globally oriented coursework.

Overview of the Accreditation Site Visit

The site visit took place on 25 March 2026 and ki ck ed off with a meeting with the senior management, followed by discussions with the team responsible for preparing the SER, the Programme Heads, Academic and Visiting Staff, and continued with the Quality Assurance Committee, Students, Graduates, and Employers. The team of experts also had the opportunity to tour the university's facilities, including the studios, classrooms, auditoriums, IT services, and the Library.

Throughout the visit, the team encountered strong support from senior management to invited staff, for both the new Bachelor programmes in Graphic Design. The student and alumni body were particularly enthusiastic. There seems to be a student-focused environment that will foster quality and will contribute to the development of professionals for the creative industry. The University's Quality Assurance team appeared well-aligned with the schools and departments, providing a solid foundation for maintaining consistent quality standards. The programme's facilities were visited and are well-established.

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

- Both new programmes which notably relying on the philosophy of process offer a promising and diverse curriculum, reflecting current demands within the creative industry. They integrate a broad range of topics, providing students with a solid foundation in both traditional and contemporary practices. Their interdisciplinary approach has strong potential to equip graduates with a versatile skill set, although careful structuring and ongoing evaluation will be important to maximize this potential

Brief Overview of Education Programme Compliance with the Standards

cluster recommendations

2.2.> It is recommended that the university expand its network of partner organizations and clearly specify in the memoranda/agreement documents concluded with partners the minimum and maximum number of students, the types of activities, the implementation timeframe, the responsibilities of the parties, as well as the connection of the practical component to the courses, professional development, and the programme learning outcomes, in order to ensure a balance between the actual student flow and the partner resource capacity, the predictability of the practical component, and the development of practical and transferable skills envisaged under Standard;

4.4. > It is recommended to regularly update the hardware and software of computer laboratories to ensure compliance with modern industry requirements; spatial and functional expansion of graphic design studios; additional equipment of printing and prototyping spaces with modern equipment; further development of the capabilities of the photo studio and multimedia laboratory; constant updating of library and electronic resources, especially modern digital platforms and databases in the field of design.

Graphic Design (English)

4.1 > It is recommended that the institution gradually increase the share of academic staff in the graphic design program (delivered in English) to ensure program sustainability, effectiveness of quality management processes, and consistency of institutional development.

- **Suggestions for the Programme Development**

  2.1 > It is suggested that the university further systematize the public presentation of programme-specific admission requirements, including creative assessment procedures and language requirements, in order to strengthen clarity and accessibility for prospective applicants.

  2.3 > Deepening cooperation with employers in curriculum development so that the program is even more focused on current labor market demands.

  4.1 > It is desirable to ensure systematic and active involvement of invited staff in program planning and quality assurance processes in order to achieve a uniform standard of teaching and consistent program development

  4.3 > It is desirable that the program leaders take care of the adaptation of the invited personnel to a comfortable environment. Give them the opportunity not only to lecture but also aid them towards scientific work and artistic practise. Involve them in republican and international educational and creative activities. Encourage their scientific activities, which will be an additional motivation for current teachers and when hiring staff.

  4.3 > It is desirable to further develop assessment mechanisms, including more active integration of employer feedback, systematization of graduate assessments and institutionalization of analysis of assessment results, which will further strengthen the effectiveness of the quality management system.

  4.4 > In order to further develop the program, it is desirable to further refine and expand the existing funding mechanisms - with a special emphasis on encouraging publications in high-ranking international journals, as well as supporting the attraction of external grant resources.

  5.1 > To further strengthen this process, it is suggested to continue enhancing programme leaders' and academic staff's familiarity with the digitised assessment methodology, so that the available evidence can be used even more effectively and consistently in programme development.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for** example:

  - **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral

direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of master's and/or doctoral students to supervisors; supervisors' workload scheme;

- 40 academic, scientific and invited staff are involved in the Georgian-language bachelor's educational program.

The analysis of the structure of the academic staff of the "Graphic Design" program shows that a significant share in the implementation of the educational process is occupied by invited staff, which quantitatively exceeds the full-time academic staff. This distribution, on the one hand, ensures the involvement of specialists with modern practical experience in the program, which has a positive impact on the professional development of students and compliance with the current requirements of the field.

Programme 1 Graphic Design Bachelor's Degree Program (Georgian)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[3]	Including the staff holding PhD degree in the sectoral direction[4]	Among them, the affiliated academic staff
Total number of academic staff	18	5	4	18
- Professor	9	2	2	9
- Associate Professor	8	2	2	8
- Assistant-Professor	0	0	0	0
- Assistant	1	1	0	1
Invited Staff	22	15	3	0
Scientific Staff	18	5	4	0

- 23 academic, scientific and invited staff are involved in the English-language bachelor's educational program.

The analysis of the structure of the academic staff of the "Graphic Design" program shows that a significant share in the implementation of the educational process is occupied by invited staff, which quantitatively exceeds the full-time academic staff. This distribution, on

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

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

the one hand, ensures the involvement of specialists with modern practical experience in the program, which has a positive impact on the professional development of students and compliance with the current requirements of the field.

Programme 2 Graphic Design Bachelor's Degree Program (ENG)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[5]	Including the staff holding PhD degree in the sectoral direction[6]	Among them, the affiliated academic staff
Total number of academic staff	5	3	2	5
- Professor	0	0	-	0
- Associate Professor	4	2	2	4
- Assistant-Professor	0	0	0	0
- Assistant	1	1	0	1
Invited Staff	18	14	3	0
Scientific Staff	4	3	2	0

- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index[7]; staff participation rates in local and international conferences; other scientific/research indicators;

  Available evidence suggests that the University of Georgia maintains an active institutional research environment; however, publicly accessible data specific to the Graphic Design programs' scientific output, peer-reviewed publications, and conference participation remain limited. Consequently, evaluation of research indicators in this field relies primarily on broader institutional research rankings and academic visibility indicators rather than discipline-specific publication metrics.

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);
- Not applicable as these are new programs

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

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

[7] In case of doctoral program grouped into a cluster should be indicated as a separate analysis.

- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;
- Not applicable as these are new programs

- **Analysis of other quantitative data provided in the self-assessment and annexes.**

- **Brief Overview of the Best Practices (if applicable)[8]**

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

Recommendation #1 Cluster
For recommendation 2.2 the University of Georgia shares the stance of the experts' team therefore it remans as is.

Recommendation #2 Cluster
For recommendation 2.3 the University of Georgia does not share the view of the experts' team saying that because of the nature of the program – being practical – and because of courses such as Visual Branding, Portfolio Creation Techniques, Mandatory Internship, and Bachelor's Project in Graphic Design, these organically integrate a significant practical component. The experts' tream adopts this stance therefore the recommendation is taken out.

Recommendation #3 Cluster
For recommendation 3.1 the University of Georgia does not share the view of the experts' team and believes that the recommendation substantively complements the recommendation under Substandard 2.2 and may be formulated as a unified recommendation. The experts' tream adopts this stance therefore the recommendation is taken out.

Recommendation #4 Cluster
For recommendation 4.4 the University of Georgia does not Georgia does not share the view of the experts' team and states that all facilities and equipment are in place. The experts' team does not share this view since during the site visit most of the facilities were under construction/renovation, therefore the team believes the recommendation remains as is.

Recommendation #5 Graphic Design (English)
For recommendation 4.1 the University of Georgia shares the stance of the experts' team therefore it remains as is.

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

- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process**

Requirements set by the Framework of Doctoral Education are used during the accreditation evaluation of the doctoral educational programme together with the accreditation standards of higher educational programmes.

Guidelines and Standards (See link)

Accreditation Standards for Higher Education Programmes

Guideline for Assessment of Accreditation Standards of Higher Education Programmes

Framework for Doctoral Education

Alignment of the Accreditation Standards and Framework for Doctoral Education

Assessment criteria

Definitions:
Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard
Suggestions - non-binding suggestions for the programme development

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches: cluster and if necessary individual evaluation.

Evaluation Approaches:
Cluster evaluation: Describe, analyse, and evaluate the compliance of educational programmes grouped in the cluster with the requirements of the corresponding component of the standard taking into account the general characteristics of the cluster.

Individual evaluation: If necessary, also you can indicate the information on each individual education programme, distinguished from the general and major characteristics of the education programmes in a cluster. Conducting an individual evaluation of the program is essential for doctoral-level educational programs, as well as for any other educational program that is subject to a recommendation and/or suggestion.

III. Summary Table of Compliance of the programmes with the standards

№	Contents/ Standard	Graphic Design GEO	Graphic Design ENG
1.	**Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme**	**Complies**	**Complies**
1.1	Programme Objectives	Complies	Complies
1.2	Programme Learning Outcomes	Complies	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies	Complies
1.4	Structure and Content of Educational Programme	Complies	Complies
1.5	Academic Course/Subject	Complies	Complies
2.	**Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering**	**Complies**	**Complies**
2.1	Programme Admission Preconditions	Complies	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Substantially	Substantially
2.3	Teaching and Learning Methods	Complies	Complies
2.4	Student Evaluation	Complies	Complies
3.	**Student Achievements and Individual Work with Them**	**Complies**	**Complies**
3.1	Student Consulting and Support Services	Complies	Complies

3.2	Master's and Doctoral Student Supervision	Select Appropriate	Select Appropriate
4	**Providing Teaching Resources**	**Complies**	**Substantially**
4.1	Human Resources	Complies	Substantially
4.2	Qualification of Supervisors of Master's and Doctoral Student	Complies	Complies
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies	Complies
4.4	Material Resources	Substantially	Substantially
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies	Complies
5	**5. Teaching Quality Enhancement Opportunities**	**Complies**	**Complies**
5.1	Internal Quality Evaluation	Complies	Complies
5.2	External Quality Evaluation	Complies	Complies
5.3	Programme Monitoring and Periodic Review	Complies	Complies

IV. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

Accreditation standards indicators

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

PhD programme indicators

- The goals of the PhD educational programme are focused on the creation of new knowledge and/or development of existing one, promotion of knowledge realization and dissemination through the implementation of original, modern and innovative researches;
- The artistic-creative doctoral educational programme is a doctoral educational programme based on performing and/or creative practice, the goal of which is to create an original project of international level with a research component, which clearly shows the independent creative vision of the doctoral student, demonstrates his/her professional field competences and new knowledge obtained as a result of creative research;
- The goal of the doctoral program is to promote the preparation of doctoral students for independent research and scientific activities by enhancing research skills, as well as cooperation using interdisciplinary approaches, taking into account the research topic;
- The goals of the doctoral educational programme are in line with the implementation strategy of the scientific-research/creative research activities of the HEI/basic educational.

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

Cluster evaluation

Description and Analysis of Cluster

Graphic design is recognized as a specialized area within the wider domain of communication design, concerned with the development and execution of visual concepts using modern technologies and creative methodologies. The field covers diverse professional practices, including outdoor advertising, packaging, poster creation, web and interface design, printed promotional materials, branding, and illustration. Its central function is to convey messages through visually structured and aesthetically engaging forms, while also influencing the

audience's emotional and psychological responses. By combining artistic creativity with technical expertise and theoretical understanding, graphic design operates as both a creative and strategic discipline that facilitates effective communication across multiple sectors.

From an evaluative perspective, the stated aim of the academic program is clear, coherent, and achievable. It appropriately specifies the expected learning outcomes, including the development of professional knowledge, practical competencies, creative thinking, and ethical responsibility. The program also defines the scope of professional engagement and outlines the key characteristics of the field, ensuring that students gain a balanced understanding of both conceptual frameworks and applied skills. Such clarity contributes to well-structured curriculum design, suitable assessment strategies, and measurable learning outcomes, which are essential components of quality assurance in higher education.

Furthermore, the program objectives appear to be well aligned with the mission and strategic direction of University of Georgia. The curriculum reflects institutional priorities such as academic quality, innovation, adherence to international standards, and responsiveness to labor market needs. The increasing demand for qualified graphic design professionals in Georgia—driven by the growth of creative industries, digital platforms, advertising, and branding—is taken into account. This demand is supported by institutional research analyzing employment trends and employer expectations, indicating that the program is designed to equip graduates with relevant and up-to-date skills. As such, the program demonstrates clear practical value and contributes to workforce development at the national level.

Finally, the program objectives are consistent with the requirements of a Bachelor's level qualification. The curriculum is structured to provide foundational theoretical knowledge, essential technical skills, and introductory professional experience appropriate to undergraduate education. Emphasis is placed on core competencies such as design principles, visual communication, use of digital tools, and critical thinking. This approach prepares graduates either for entry-level employment or for further academic progression. Overall, the alignment with undergraduate standards ensures both academic rigor and suitability for students at the initial stage of higher education.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design (Georgian), BA)[9]

[9] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Same as above

Description and Analysis - Programme 2 (Graphic Design (English), BA)[10]

Same as above

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programe and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs
- Similar programs analysis;

Recommendations and Suggestions according to the programmes:	Recommendation(s):)	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design Eng		

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

[10] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

Evaluation [11]

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Evaluation
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

1.2 Programme Learning Outcomes

Accreditation standards indicators

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

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

PHD Programme indicators

- The learning outcomes of the doctoral educational programme are logically related to the goals of the educational programme and correspond to the classifier of the 8th level of qualification;
- The results of the doctoral thesis, creative/performing project at the local and/or international level have scientific-research/creative-research significance, are innovative and have practical/theoretical value.

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

Cluster evaluation

Description and Analysis of Cluster

The intended learning outcomes of the Bachelor's Program in Graphic Design are well aligned with the program's stated aims and correspond appropriately to the designated qualification level. The objectives clearly outline the knowledge base, practical abilities, level of autonomy, and sense of responsibility that graduates are expected to acquire. This coherence establishes a strong connection between the program's conceptual design, its curriculum, instructional approaches,

[11] Evaluation is performed for each programme separately.

and assessment practices, which is essential for meeting quality assurance and accreditation requirements.

The program demonstrates a balanced approach to theoretical and practical education. It effectively combines the study of digital technologies, visual communication tools, and modern design software with foundational disciplines such as art history, design theory, and visual culture. This integrated model ensures that students develop both critical understanding and applied skills. Moreover, the program places emphasis on experiential learning, enabling students to translate theoretical knowledge into practice through studio-based activities, creative assignments, and problem-solving exercises. This supports the cultivation of professional thinking and the ability to convert ideas into meaningful visual outcomes.

A notable aspect of the program is its emphasis on creativity and the purposeful development of design concepts. The learning outcomes indicate that graduates should be capable of producing original ideas, identifying suitable visual approaches, and delivering design solutions that effectively address specific messages, audiences, and media contexts. This reflects a clear intention to foster independent creative judgment and informed professional decision-making. Additionally, the outcomes highlight the importance of both individual accountability and collaborative skills, preparing students to operate successfully within team-based professional environments.

The learning outcomes are grounded in current industry expectations and reflect the realities of the professional field, confirming the program's relevance to labor market demands. They are articulated in a manner that is measurable, attainable, and realistic, allowing for consistent assessment of student performance and ensuring transparency in evaluation processes. Furthermore, the outcomes align with established qualification level descriptors, clearly defining graduate capabilities and supporting opportunities for both employment and further academic progression, including continuation to the next level of higher education.

The structure of the curriculum and the organization of courses demonstrate a logical and coherent progression. Each component contributes to the development of specific competencies, while the sequencing of courses reflects increasing levels of complexity, specialization, and student independence. This gradual, scaffolded approach ensures that foundational knowledge is established before students engage with more advanced creative and technical challenges.

Findings from interviews conducted during the evaluation process confirm the active participation of program leadership in curriculum development and ongoing program refinement. This involvement reflects strong academic oversight and suggests that the program benefits from a collaborative and reflective management approach that incorporates stakeholder perspectives, disciplinary developments, and recognized educational practices. Such engagement supports both the sustainability of the program and its continuous enhancement.

In summary, the Bachelor's Program in Graphic Design demonstrates a high degree of consistency across its objectives, learning outcomes, curriculum design, and teaching methods. The outcomes are clearly defined, aligned with industry expectations, and appropriate to the qualification level. Together with a well-structured curriculum and effective program management, these elements ensure that students are able to achieve the intended competencies, indicating that the program meets relevant quality standards and provides a solid basis for both professional practice and further study.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design inGeorgian, BA)[12]

Same as above

Description and Analysis - Programme 2 (Graphic Design in English, BA)[13]

Same as above

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programe and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs

[12] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.
Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

[13] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.
Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

- Similar programs analysis;

Recommendations and Suggestions according to the programmes:	Recommendation(s):)	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Evaluation
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Accreditation standards indicators

➢ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

According to the documentation provided in the Self-Evaluation Report (SER), reviewed in advance of the site visit, as well as the evidence gathered during meetings with various stakeholders, it can be concluded that the program has established a structured and consistently applied system for assessing its learning outcomes across the three-year Bachelor's cycle. Both the teaching and research components of the program are evaluated through clear and transparent procedures that are appropriately adapted to the specific nature of the Graphic Design field.

The program further demonstrates the use of benchmarking as a quality enhancement tool by comparing its performance with similar programs at both national and international levels. Defined target indicators exist for each learning outcome, and student achievement is measured against these benchmarks. The results are regularly reviewed to ensure alignment with expected academic and professional standards.

Support mechanisms are in place to assist academic staff in strengthening their competencies related to the development, assessment, and interpretation of learning outcomes. Faculty members, including both full-time and invited lecturers, show adequate awareness of the evaluation procedures and actively engage in their implementation.

The program's evaluation framework is reinforced through collaboration with institutional quality assurance structures. Feedback is systematically collected from key stakeholder groups—including academic staff, students, graduates, and employers—using surveys and interviews. The collected data is analyzed and shared with relevant parties, contributing to informed decision-making and program improvement.

University of Georgia has also developed a detailed mapping of learning outcomes, supported by a comprehensive assessment framework that clearly identifies the contribution of each course component to the achievement of specific outcomes. In particular, the evaluation process is characterized by the following features:

- Learning outcomes are assessed regularly through structured and transparent procedures that correspond to the level and disciplinary specifics of the program.
- External stakeholders are actively involved in the evaluation of learning outcomes.
- Measurable benchmarks are established for each outcome.
- Assessment results are continuously monitored and compared against these predefined targets.
- Academic and invited staff are well-informed about assessment methodologies and participate actively in the process.
- The findings of learning outcome assessments are communicated effectively to all relevant stakeholders.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Name and Level)[14]

Description and Analysis - Programme 1 (Graphic Design inGeorgian, BA)[15]

Same as above

Description and Analysis - Programme 2 (Graphic Design in English, BA)[16]

Same as above

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programe and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs
- Similar programs analysis;

[14] **In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.
In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

[15] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.
Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

[16] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.
Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

Recommendations and Suggestions according to the programmes:	Recommendation(s):)	Suggestion(s):)
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

1.4. Structure and Content of Educational Programme

Accreditation standards indicators

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

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

PHD Programme indicators

- The basis for the development of the doctoral educational programme is the research potential of the higher education institution, the existence of previous scientific-research activity experience in the relevant direction, successful practice and research results;
- The doctoral educational programme contributes to the development of scientific-research activities at the HEI and the formation of field-related, scientific collaboration and professional connections;

- The contents of the doctoral educational programme, depending on the peculiarities of the study area, ensures the intellectual, social, cultural, economic, technological, industrial and/or other types development of science/field, state and/or society;
- The teaching component of the doctoral educational programme contributes to the implementation of the scientific-research component of the doctoral student in an appropriate degree through the development of transferable skills and/or by deepening the knowledge of the doctoral student on current issues/trends in the field. It also provides methodological guidelines for the proper planning and implementation of the research component;
- The content of the doctoral educational programme leads to the formation of important innovative approaches, that will contribute to the development of cooperation between scientific fields using interdisciplinary approaches, taking into account the specifics of the research field;
- The doctoral education programme promotes the development of such competences and transferable skills for doctoral students as: planning and implementation of research-scientific activities, finding and administering grants, project management, planning and implementation of creative/performing projects, engaging into the technological transfer through implementation of the research outcomes, leadership, supervision, career development planning, critical analysis of scientific literature, data analysis, teaching (pedagogical skills), expressing opinions in popular scientific language, etc.;
- To effectively implement the research component of the doctoral education programme, the HEI has developed: the mechanism for selecting and changing the research topic and implementing/presenting the scientific-research component, which, following the research field/fields of the educational programme and taking into account the interests of the doctoral students, ensures that the scientific-research component is performed by the doctoral student at an appropriate level, taking into account the adherence of academic integrity mechanisms;
- The individual research plan of the doctoral student takes into account - research aim, the structure of the doctoral thesis and the estimated schedule/timetable of the research implementation, research methodology and so on. The research plan supports the doctoral student to conduct his/her activities in accordance with the research topic and to complete the doctoral thesis within the time limit established by the law;
- The ethical norms of scientific-research activity are adhered to in the HEI, which take into account the local and international standards of research ethics in the relevant field.

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

Cluster evaluation

Description and Analysis of Cluster

The Bachelor Program in Graphic Design is designed in full compliance with national higher education requirements and international academic standards and comprises a total of **180 ECTS credits**, which corresponds to the standard workload for a three-year undergraduate program. Students accumulate **60 ECTS credits per academic year** and **30 credits per semester**, ensuring a balanced distribution of workload across the duration of study. In accordance with the legislation in force in Georgia, students are permitted to exceed the standard annual load by up to **15 additional credits**, providing flexibility for accelerated progression, academic mobility, or individualized study trajectories.

The distribution of credits indicates a balanced curriculum structure, where the core component ensures the development of essential disciplinary knowledge and professional competencies, while the elective component supports interdisciplinary engagement, student choice, and the acquisition of transferable skills. This structure reflects a student-centered approach and enables flexible learning pathways.

The scope and complexity of the program are appropriate to the Bachelor's level and aligned with the national qualifications framework. The curriculum has been developed in accordance with institutional regulations for program design, ensuring a systematic, transparent, and quality-oriented approach. Courses are logically sequenced, allowing for the progressive development of competencies from basic to advanced levels.

The program is fully compliant with Georgian higher education legislation and aligned with ECTS requirements, supporting academic mobility and international compatibility. The structure and content clearly define the program's academic focus and disciplinary profile.

Courses within the major field are directly linked to the intended learning outcomes, ensuring coherence between curriculum components and expected competencies. Progression requirements are clearly defined and appropriate. The curriculum demonstrates internal consistency and pedagogical coherence, providing a solid foundation for both employment and further study.

Admission is regulated by national legislation, including the requirement to pass unified state examinations. Additional program-specific requirements are publicly available, ensuring transparency and equal access. The selection process consists of a portfolio submission and an interview, with clearly defined evaluation criteria and minimum thresholds.

Evidence from stakeholder interviews confirms that employer input and labor market analysis have informed program development. Academic staff demonstrate a high level of engagement in curriculum design, indicating strong institutional commitment and supporting program sustainability.

Program information is publicly accessible, ensuring transparency for all stakeholders. Details on curriculum structure, admission procedures, learning outcomes, and assessment methods are clearly communicated through official channels.

Overall, the program demonstrates coherence in its structure, alignment with learning outcomes, compliance with regulatory and ECTS standards, and responsiveness to labor market needs. The curriculum provides an appropriate balance between specialization and flexibility, ensuring that graduates achieve competencies relevant to undergraduate-level education and professional practice.

Individual evaluation - **Description and Analysis - Programme 1** (Graphic Design in Georgian, BA)

The program is structured so that the distribution ensures sufficient time for teaching, assessment, independent learning, and academic support activities. In line with the European Credit Transfer and Accumulation System (ECTS), **one credit corresponds to 25 hours of student workload**, which includes contact hours, independent study, preparation of assignments, project work, and time allocated for mid-term and final assessments. The defined workload parameters demonstrate compliance with international credit calculation principles and confirm that the program is designed to ensure realistic and achievable student effort.

The curriculum is logically divided into **core disciplinary components** and **independent/free components**, enabling both specialization and academic flexibility.

The structure of the program consists of four blocks. Humanitarian-Social, STEM, Program Major, and Program Elective Block. To obtain the academic degree of Bachelor of Graphic Design, a student needs to accumulate 180 credits, which means:

- Humanitarian-Social Bloc - 6 ECTS

- STEM Block - 6 ECTS

- Core of the program - 150 ECTS

- Program selection - 18 ECTS

Description and Analysis - Programme 2 (Graphic Design in English, BA)

The program is structured so that the distribution ensures sufficient time for teaching, assessment, independent learning, and academic support activities. In line with the European Credit Transfer and Accumulation System (ECTS), **one credit corresponds to 25 hours of student workload**, which includes contact hours, independent study, preparation of assignments, project work, and time allocated for mid-term and final assessments. The defined workload parameters demonstrate compliance with international credit calculation principles and confirm that the program is designed to ensure realistic and achievable student effort.

The curriculum is logically divided into **core disciplinary components** and **independent/free components**, enabling both specialization and academic flexibility.

The structure of the program consists of four blocks. Humanitarian-Social, STEM, Program Major, and Program Elective Block. To obtain the academic degree of Bachelor of Graphic Design, a student needs to accumulate 180 credits, which means:

- Core of the program - 138 ECTS

- Program selection - 18 ECTS

- Free Credits - 24 ECTS

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programe and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs
- Similar programs analysis;

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4. Structure and Content of Educational Programme	Evaluation
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

1.5. Academic Course/Subject

Accreditation standards indicators

➢ 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

Description and Analysis of Cluster

A review of the Self-Evaluation Report (SER), provided prior to the site visit, together with insights gained during discussions with program representatives, indicates that the three-year Bachelor's Program in Graphic Design is appropriately structured in terms of course content and credit allocation to support the achievement of its intended learning outcomes. Course syllabi are clearly formulated, outlining teaching and learning methods in a structured manner. They also include relevant study resources, such as bibliographic materials, IT support, and additional learning tools. Alignment with the Bologna Process further substantiates the consistency between program content and learning outcomes.

The program comprises 180 ECTS credits, distributed evenly across three academic years (60 ECTS per year). Credit allocation reflects both contact hours and the independent workload required for successful course completion, with one ECTS corresponding to approximately 25–30 hours of student effort.

The program objectives are fully consistent with the defined learning outcomes, which are further articulated at the level of individual courses. In particular, learning outcomes across core subject areas align with program-level expectations in terms of knowledge, skills, and autonomy/responsibility. Each course contributes directly to the overall program outcomes, and its specific learning outcomes are assessed through clearly defined criteria and evaluation methods. These assessment mechanisms, including rubrics and grading components, are подробно described in the course syllabi.

The curriculum reflects current developments in the field, incorporating contemporary trends and modern technologies. Required literature and teaching materials are relevant, up to date, and aligned with advancements in the discipline, ensuring that students engage with both foundational knowledge and recent research.

Course titles and content are appropriately matched, with titles accurately representing the scope and subject matter of each discipline. The content of each course corresponds to its stated objectives, ensuring coherence and clarity for students.

The allocation of ECTS credits is proportionate to course complexity and workload. Courses requiring substantial independent work, research, and continuous assessment are assigned higher credit values, while less intensive courses carry fewer credits. This proportionality supports fairness, consistency, and adherence to international academic standards, while also contributing to a well-organized and academically rigorous program structure.

The Bachelor's Program in Graphic Design includes a range of courses aimed at developing key competencies in visual communication, while also introducing students to related disciplines. General education components further enhance students' broader skills, including critical thinking and effective communication.

Most courses include clearly defined prerequisites, ensuring a logical sequence of study. The progression of courses across semesters reflects increasing levels of complexity and specialization. The curriculum covers both traditional and contemporary aspects of the field and incorporates an interdisciplinary perspective, enabling graduates to develop a versatile skill set applicable to various professional contexts.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design in Georgian, BA)

Same as above

Description and Analysis - Programme 2 (Graphic Design in English, BA)

Same as above

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programe and Syllabi;

- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs
- Similar programs analysis;

Recommendations and Suggestions according to the programmes:	Recommendation(s):)	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

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

Accreditation standards indicators

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

2.1 Programme Admission Preconditions

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

PHD Programme indicators

- The admission requirements of the doctoral programme are public, they include information on the programme, admission deadlines and documentation to be submitted, as well as information on the research interests of supervisors and support/encouragement mechanisms for studies conducted by doctoral students and other information;
- Admission requirements of the doctoral programme takes into consideration an assessment of the applicants' experience and capabilities, required for successful completion of the doctoral programme.
- When enrolling in the doctoral education programme, the strategy of the scientific research/creative research activity of the HEI/basic educational unit is also taken into account;
- Admission of doctoral students to the doctoral educational programme is ensured on a commission basis;
- The HEI defines the rules for determining the composition, activities, and decision-making of the committee involved in the admission process of the doctoral education programme, which ensures the evaluation of the people wishing to be enrolled in the programme - in compliance with the principles of objectivity, fairness, and transparency;
- A candidate wishing to enroll in a doctoral educational programme shall submit a research/creative research thesis/project to the Commission in accordance with the rules established by the HEI. A candidate is also required to have a previous paper/publication in the relevant field and/or to participate in scientific-research projects and events and/or to have at least 2 years of work experience in the relevant field. The established requirements should provide an opportunity to evaluate the candidate's research skills;
- At the time of admission to the doctoral educational programme, the level of foreign language proficiency is determined. Taking into account the specifics of the field, the person in the programme must have knowledge of the English language at least B2 level or knowledge of one of the other Western European foreign languages at least B2 level and English language knowledge at least B1 level;
- Admission to the doctoral education programme takes into account the human, financial, and research resources available at the HEI, including the ratio of doctoral supervisors to doctoral students. Also, the results of the analysis on the timely completion of the programme by the doctoral students enrolled will be taken into account by the HEI.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster comprises two new first-cycle educational programmes in Graphic Design, one delivered in Georgian and one in English. Based on the self-evaluation report, enclosed documentation and site-visit findings, the Panel notes that the admission preconditions and procedures generally reflect the specificity of the programmes and are logically related to the programme content, learning outcomes, qualification to be awarded and language of instruction. The SER indicates that information on admission requirements is made available through the university website, informational brochures and open day/orientation meetings, which supports the transparency and accessibility of the admission process.

For the Georgian-language Bachelor's Degree Programme in Graphic Design, admission is based on the Unified National Examinations or other procedures permitted under Georgian legislation, and applicants are additionally required to pass a creative assessment involving the submission of a work on a specific theme and a portfolio. This additional requirement is appropriate to the artistic and creative profile of the programme and supports the admission of applicants possessing relevant initial competences.

For the English-language Bachelor's Degree Programme in Graphic Design, the admission framework is broader and also addresses international applicants. In addition to the creative assessment, the programme requires proof of English language competence at B2 level, either through an internationally recognized certificate or a university-administered examination. The Panel considers that this requirement is logically linked to the language of instruction and the learning process of the programme.

Overall, the admission preconditions appear relevant, publicly accessible and generally aligned with the requirements of the programmes. The creative assessment requirement is appropriate for both programmes, while the additional English-language requirement for the English-language programme provides an extra safeguard for the effective achievement of programme learning outcomes. At the same time, the Panel notes that Standard 2.1 also requires the existence and application of a student number planning methodology linked to programme specificity and institutional resources. This aspect should be clearly evidenced in the supporting documentation and during the site-visit in order to fully demonstrate compliance with the component

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design GEO, Bachelor's Degree)

The Georgian-language Bachelor's Degree Programme in Graphic Design complies substantially with the requirements of Component 2.1. The admission framework is based on national legislation and includes an additional creative assessment, which is appropriate to the artistic profile of the programme. The admission preconditions are generally relevant to the programme content, learning outcomes and qualification. At the same time, full compliance depends on clear evidence that the student intake is planned in accordance with programme-specific resources and institutional capacity.

Description and Analysis - Programme 1 (Graphic Design ENG, Bachelor's Degree)

The English-language Bachelor's Degree Programme in Graphic Design complies substantially with the requirements of Component 2.1. The programme has an admission framework that is appropriate to its profile and language of instruction, including both a creative assessment and a B2-level English language requirement. These requirements are relevant to the programme learning process and intended learning outcomes. As with the Georgian-language programme, full compliance requires clear evidence regarding the methodology for planning student numbers in line with programme resources and implementation capacity.

Evidences/Indicators

- Self-Evaluation Report
- Educational Programmes
- Criteria for the Creative Assessment
- Website and other information dissemination channels
- Site-visit findings
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s):)	Suggestion(s):
General recommendations/ Suggestion of the Cluster		It is suggested that the university further systematize the public presentation of programme-specific admission requirements, including creative assessment procedures and language requirements, in order to strengthen clarity and accessibility for prospective applicants
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme Admission Preconditions	Evaluation
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

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

Accreditation standards indicators

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

Cluster evaluation

Description and Analysis of Cluster

The cluster unites two new first-cycle educational programmes in Graphic Design, one delivered in Georgian and one in English. Based on the self-evaluation report and the supporting documentation, the programmes demonstrate a clear intention to develop students' practical, creative, research-related and transferable skills in line with the programme learning outcomes. The SER places particular emphasis on the practical orientation of the programmes, the role of the bachelor's project as a final research-related component, students' possible involvement in conferences, seminars, local and international initiatives, and the use of institutional mechanisms such as the Student Initiatives Support Office and UG StartUp Factory.

The documentation also shows that the university has created a favourable material and technological environment for the development of practical and creative skills. Both programmes have access to UG TV and the Media Centre, as well as specialised computer laboratories and licensed software relevant to the field, including Adobe Creative Cloud, Figma, Runway and Canva. These resources create an appropriate basis for the development of field-specific practical competences and contemporary transferable skills, including teamwork, digital communication and technology-based creative problem-solving.

At the same time, the Panel notes that compliance with Standard 2.2 is only partly substantiated through the presented evidence. The cluster-level narrative in the SER is largely general in nature, while the programme-specific fields under component 2.2 remain unfilled in a substantive manner, which weakens the individual demonstration of how each programme ensures the development of practical, research-related, creative and transferable skills. In addition, the programmes are new, which means that evidence of actual student participation and achieved results is, at this stage, necessarily limited.

The submitted memoranda with partner organisations confirm the existence of external cooperation; however, they do not demonstrate a sufficiently robust and predictable framework for the practical component across the cluster. Only one memorandum explicitly refers to 10 students, while the others formulate cooperation in more general terms. Overall, the agreements do not consistently and clearly specify the minimum and maximum number of students, the exact types of student-centred activities, their duration, implementation schedule, or their direct alignment with courses, professional development goals and programme learning outcomes. Furthermore, the memoranda may be terminated upon 30 days' notice, which, in the context of a limited number of partners, creates a risk for the continuity and predictability of the practical component.

This is particularly important in light of the accreditation standard, which requires that, where practice is envisaged, agreements with internship providers should reflect the number of students, the purpose, outcomes and duration of the practice and should support the achievement of the programme learning outcomes. In the Panel's view, the current documentary basis does not yet fully demonstrate such alignment at the level required by Standard 2.2.

Overall, the Panel considers that the cluster has established relevant conceptual, curricular and infrastructural preconditions for the development of practical, creative, research-related and transferable skills in both programmes. The Georgian-language and English-language programmes follow the same logic in this respect, while the English-language programme additionally benefits from its international orientation and English-language learning environment. Nevertheless, the practical component requires further strengthening through a broader and more structured partner network and through more precise, learning-outcome-oriented memoranda and agreements, so that the actual student flow, partner capacity and the intended development of practical and transferable skills are brought into clear and sustainable alignment.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design GEO, Bachelor's Degree)

The Georgian-language Bachelor's Degree Programme in Graphic Design substantially complies with the requirements of Component 2.2. The programme demonstrates a clear practical and creative orientation and is supported by relevant infrastructural and technological resources. At the same time, the evidence base regarding the organisation and predictability of the practical component requires further strengthening, particularly in relation to the scope and detail of cooperation with partner organisations and the clearer demonstration of alignment between practical activities and programme learning outcomes

Description and Analysis - Programme 1 (Graphic Design ENG, Bachelor's Degree)

The English-language Bachelor's Degree Programme in Graphic Design substantially complies with the requirements of Component 2.2. The programme provides an appropriate environment for the development of practical, creative and transferable skills and additionally benefits from its international orientation. However, as in the Georgian-language programme, the documentation of the practical component and the structure of cooperation with partner organisations require further specification in order to ensure predictability, sufficient student coverage and stronger alignment with programme learning outcomes.

Evidences/Indicators

- Self-Evaluation Report
- Educational Programmes
- Internship Syllabi
- Memoranda/Agreements with Partner Organisations
- Site-visit findings

Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)

General recommendations/ Suggestion of the Cluster	It is recommended that the university expand its network of partner organizations and clearly specify in the memoranda/agreement documents concluded with partners the minimum and maximum number of students, the types of activities, the implementation timeframe, the responsibilities of the parties, as well as the connection of the practical component to the courses, professional development, and the programme learning outcomes, in order to ensure a balance between the actual student flow and the partner resource capacity, the predictability of the practical component, and the development of practical and transferable skills envisaged under Standard	
Programme 1 Graphic Design GEO		
Programme 2 (Graphic Design ENG		

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	**Evaluation**
Programme 1 Graphic Design GEO	Substantially
Programme 2 Graphic Design ENG	Substantially

2.3. Teaching and Learning Methods

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The teaching and learning methods used in the Bachelor of Arts in Graphic Design (Georgian; English) are based on the principles of student-centered education and are fully consistent with both the level of study and the specifics of the field, the content of the courses and the defined learning outcomes. The program provides a balanced development of theoretical knowledge and practical, creative skills, which is especially important for graphic design as a practice-oriented discipline. The teaching and learning methods used in the program are diverse and include approaches based on the active involvement of students, such as project-based learning, studio work, practical assignments, individual and group projects, presentations and discussions. These methods ensure the discovery of students' creative potential, the development of visual communication skills and the effective use of modern design tools. The teaching and learning process is clearly linked to learning outcomes and assessment components, which ensures an objective and consistent assessment of the achieved results. Students are given the opportunity to develop both technical skills (use of design software, composition, typography, color theory) and general competencies such as critical and conceptual thinking, problem solving, and effective communication.

It is particularly noteworthy that the teaching and learning methods used in the program contribute to bringing the learning process closer to the real professional environment, although the analysis of employer feedback shows that graduates to some extent lack practical experience and skills to adapt to the real work process. Employers focus on the need to strengthen practice-oriented components, including the expansion of activities related to working on real projects, communicating with the client, and time management.

In addition, although the program includes practical elements, their depth and intensity needs to continue once it starts to be strengthened so that students can fully develop the competencies necessary for the professional environment and achieve higher competitiveness in the labor market.

It is advised to keep up with strengthening and deepening the practical component in the program, including by introducing or expanding such courses and activities as: project-based studio courses (Design Studio) with work with real or simulated clients; Portfolio Development course, which will prepare students for employment; Practical branding design projects (Brand Identity Design); Mandatory professional practice/internship; It is also desirable to deepen

cooperation with employers in curriculum development so that the program is even more focused on the current demands of the labor market.

The program should promote international cooperation, encourage students to actively participate in international exchange programs. During the interview process, examples of practical implementation of international cooperation in other art programs were noted (for example, students from the "Architecture" program were named, who continued their studies in the master's program at the University of Barcelona, with full financial support from the university). The University has signed memoranda of understanding with several foreign universities, which is confirmed by the submitted documentation; the "International Project Management Service" is actively working on the issue of internationalization, and students are constantly informed about the latest news.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design in Georgian, BA)

Same as above

Description and Analysis - Programme 2 (Graphic Design in English, BA)

Same as above

Evidences/Indicators

- **Bachelor's programs**
- **Syllabuses (compulsory and elective subjects)**
- **Self-assessment report**

Interviews with program leaders; academic and visiting staff; employers; students

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		Deepening cooperation with employers in curriculum

		development so that the program is even more focused on current labor market demands
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Programme 1 (name, level)	Complies
Programme 2 (name, level)	Complies

2.4. Student Evaluation

Accreditation standards indicators

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

PHD Programme indicators

- Doctoral students are evaluated according to the procedures established in the HEI, that are transparent, reliable and comply with the current legislation;
- The teaching component of the doctoral programme curriculum is assessed with the methods appropriate to the content of the teaching component and the requirements of the doctoral degree, which provides assessment of the student's knowledge and skills, including analytical and critical thinking, selection and independent application of research methodology, substantiated expression of an opinion, and other skills;
- The doctoral education programme provides the requirements for admission of a doctoral student to the defense of a dissertation/creative/performing work, or other research project/paper. This envisages periodic formative assessments of the student's progress;
- Before submitting the dissertation/creative/performative work for the academic degree, the doctoral student is required to publish at least two scientific articles from the relevant research field, one of which must be published in a peer-reviewed journal with a foreign international index.
- The supervisor periodically monitors the progress of consistent performance of a research component by the doctoral student, provides formative assessment, and feedback.
- Requirements of the academic style of the doctoral thesis, methods and criteria for evaluating the doctoral thesis, which take into account the specifics of the field, are known in advance to the doctoral students and are taken into account during the evaluation of the doctoral theses.
- While evaluating the scientific-research component, HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms;

- The defense of doctoral theses is performed in accordance with the HEI procedures of evaluation and defense of a doctoral thesis which is in compliance of the current legislation.
- The evaluation of the doctoral thesis is carried out in a commission manner - by the commission/commissions;
- The procedures for the evaluation and/or defense of the doctoral thesis provide for the conclusions of the competent institution (local and/or foreign university, scientific-research institute), local and international reviewer (the conclusion of the international reviewer is not mandatory for the following fields of study: Georgian philology, Abkhazian philology, also, if the doctoral candidate has an international supervisor), who evaluates the novelty of the scientific research/creative work of the dissertation and readiness for the defense of the dissertation;
- A local reviewer is a staff member of a local university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- An international reviewer is a staff member of a foreign university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- Mechanisms and processes for the selection and appointment of doctoral thesis reviewers by the university should be transparent, impartial, and objective. When selecting reviewers, their anonymity1 should be ensured, which contributes to the preparation of an unbiased, fair and objective conclusion;
- The defense commission(s) consists of representatives of academic/scientific staff from the relevant field, whose competence allows for in-depth and thorough evaluation of the paper and the originality of the research/creative research and its results;
- Participation of external evaluators is ensured in the composition of the defense commission(s); The supervisor/co-supervisor of the doctoral student does not participate in the work of the defense commission(s);
- Considering the specifics of the field, the defense commission(s) includes (if necessary) an international evaluator(s) with relevant qualification and competence, and a representative(s) of the governmental/non-governmental sector and the labor market;
- Defense of doctoral thesis is public and open; The abstract/summary of the doctoral thesis in Georgian, English and the languages of the programme implementation is public and available to everyone;
- The doctoral educational programme provides the appeal of evaluation results of the doctoral students' enrollment to the programme as well as procedures of dissertation defense. The rules of appeal are publicly available in advance and ensure that an objective and fair decision is made;
- Mechanisms for searching, and appointing reviewer and determining his/her activities are ensured by HEI;
- Information about the topics of current theses and defended theses are published by the HEI on a unified electronic portal.

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

Cluster evaluation

Description and Analysis of Cluster

The findings from the self-assessment report and on-site accreditation interviews confirm that student evaluation practices align with established guidelines. Each program offers a thorough overview of its assessment framework, and individual course syllabi outline the specific criteria and methods used to measure the extent to which students have achieved.
The University employs an adequate, transparent and fair evaluation system of learning results, which is in accordance with the Georgian High education legislation and contributes to the improvement of the academic achievements of students.
Students are evaluated on a 100-point system. The evaluation is composed of multiple components and is formulated in accordance with the 3rd Order of the Minister of Education and Science dated January 5, 2007 "On Approval of the Rule of Calculation of Higher Education Programs with Credits". During student assessment academic and invited staff involved in the implementation of the program are obliged to use the above-mentioned rule.

The following scheme is used for assessment:
Five types of positive evaluations:
(A) Excellent – 91-100 points
(B) Very Good – 81-90 points
(C) Good – 71-80 points
(D) Satisfactory – 61-70 points
(E) Sufficient – 51-60 points

Two types of negative evaluations:
(FX) Marginal Fail – 41-50 points, which means that the student needs more work to pass and is allowed to retake the final exam.
(F) Fail – 40 or less points, which means that the work done by the student is not sufficient and the course must be retaken.

The evaluation elements and approaches of each course are tailored to its particular nature, aligned with its intended learning outcomes, and designed to measure the degree to which those outcomes have been attained, as defined by the established assessment criteria. Detailed information about the educational process is provided on the website of Georgian University: (https://ug.edu.ge/ge/sauniversiteto-debuleba).
The evaluation results are reflected in the electronic database (https://my.ug.edu.ge/login), which ensures the students' awareness of the achieved results. Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement;
The university uses specific software for plagiarism detection - "Turnitin". According to the Regulation on the procedure for checking plagiarism, direct quotations should not account for

more than 15% of the whole work. The existence of unconfirmed text is not allowed in the paper. Plagiarism or academic fraud is detected by the school administration, lecturers, or individuals involved in the examination and evaluation of students' work.
Georgian University has established mechanisms for the protection of student rights, including appeal procedures related to the study process, overseen by academic and administrative bodies as outlined in the regulation of the educational process. Students are entitled to appeal the evaluation of their academic performance. If a student disagrees with the assessment of their learning outcomes — such as current evaluations, midterm and final exams, tests, thematic projects, or other forms of assessment — they may appeal the result through the system.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design in Georgian, BA)

Same as Above

Description and Analysis - Programme 2 (Graphic Design in English, BA)

Same as Above

Evidences/Indicators

- Educational programmes;
- Syllabi;
- Electronic database (https://my.ug.edu.ge/login);
- University's web page (https://ug.edu.ge/ge/sauniversiteto-debuleba)
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		

Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

Accreditation standards indicators

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

PHD Programme indicators

- Taking into account the specifics of the field, within the framework of the doctoral programme, the HEI cooperates with local and international scientific research institutes/centers/HEIs, doctoral schools, public and private sector/industry and other potential employers to implement a scientific- research component, to integrate graduates into the labour market and promote their career advancement;
- The higher education institution creates appropriate conditions and environment for the doctoral educational programme to encourage international mobility and/or participation in international conferences, seminars and other scientific/creative activities, which aims to develop a strong and inclusive research environment and promotes the formation of best research practices, internationalization of the research, and implementation of joint research projects.

- HEI provides doctoral students with additional support mechanisms in the form of extra-curricular events and activities aimed at the doctoral student's personal, professional and career development;
- Within the framework of the doctoral educational programme, the higher education institution has developed supporting measures for doctoral students, which allows the doctoral student to complete the doctoral thesis within the timeframe established by the law;
- HEI provides indicative information to the doctoral student about scientific publications/databases with an international index corresponding to the specificity of the field for the publication of an international scientific publication; in the artistic field it provides information about artistic and creative events (concert, festival, competition, master class, exhibition, biennial and others);
- HEI periodically analyzes the indicators of career development of the graduates of the doctoral educational programme, the results of which are aimed at the development of the programme, resources and supporting mechanisms for doctoral students;
- HEI provides doctoral students with information about support services.

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

Cluster evaluation

Description and Analysis of Cluster

The University of Georgia has established comprehensive support and consulting services to assist students with academic planning, enhancing academic achievement, and preparing for career opportunities and professional growth. The process of disseminating information to students begins at orientation sessions held on the first day of the academic year, with particular emphasis on incoming first-year students. During these sessions, faculty members and relevant program coordinators introduce themselves and address all pertinent matters students may need to be aware of. Furthermore, program staff and representatives from supporting departments ensure that students are informed about the various consultation services available to them throughout the university.

The university provides appropriate facilities and dedicated spaces for students' extracurricular activities. Students have access to international mobility programs funded through ERASMUS+ or bilateral agreements, and the institution actively promotes engagement in various national and international projects and initiatives.

The university operates an Employment Support Center that assists students and graduates by providing career guidance and organizing informational events related to employment and professional development. Each year, the Center hosts an employment forum designed to attract potential employers and foster stronger cooperation with them. As part of the forum, employers present available job opportunities, while their HR specialists or managers conduct interviews with students. This platform allows students to demonstrate their competencies to prospective employers, thereby enhancing their career prospects. Often, organizations plan internship

programs specifically for the university, and the most successful students are offered employment. However, the Graphic Design, English and Georgian programs lack signed memoranda between the university and partner companies.
The university uses the following means to disseminate information: the university's websites (https://ug.edu.ge/; https://my.ug.edu.ge/; https://online.ug.edu.ge/), university email and individual/interpersonal communication with students.
In addition to the aforementioned services, academic, invited, and administrative staff actively contribute to advising students on their learning process and participate in various programme-related activities, as confirmed through interviews with multiple stakeholders

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design in Georgian, BA)

Same as Above

Description and Analysis - Programme 2 (Graphic Design in English, BA)

Same as Above

Evidences/Indicators

- Self-Evaluation Report;
- Workload, functions, responsibilities, and job descriptions of people;
- Memorandums;
- Websites; (https://ug.edu.ge/; https://my.ug.edu.ge/; https://online.ug.edu.ge/);
- Interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		

Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

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

PHD Programme indicators

- The supervisor coordinates the performance of the scientific-research component of the doctoral student;
- The HEI has developed the documents regulating the appointment and change of supervisor/co- supervisor of the doctoral student and implementation of supervision/co-supervision;
- The HEI has developed a sample of agreement/contract to be signed between the doctoral student, his/her supervisor/co-supervisor and the HEI, which defines the rights and responsibilities of all parties; The supervision of the doctoral student is included in the overall university workload of the relevant academic/scientific staff;
- The terms of the agreement/contract facilitate the effective implementation of the activities by the supervisor/co-supervisor and the completion of the thesis by the doctoral student within the timeframes;
- During the research process the supervisor has regular consultations with doctoral students on methodological, structural, conceptual and other issues related to the research/creative research. The frequency of the consultations corresponds to the specifics of the research topic and the individual needs of the doctoral student. A supervisor provides consultations over the following topics during the research: research design and project management, research methodology, professional development, the process of writing a thesis/scientific-research work/dissertation, integration process within the local and international scientific/creative network, the processes of participation in local and international scientific/creative events and presentation of the results; publication of scientific articles in peer-reviewed journals, etc.;
- Co-supervisor (if any) supports the doctoral student in the implementation of the scientific-research component through the mutual agreement with the supervisor and the doctoral student;

- Taking into account the specifics and needs of the research, the university promotes the involvement of the staff of a foreign university, scientific-research institute/center, or a person with emeritus status including a compatriot person living abroad, as a supervisor/co-supervisor in the research/creative research process of the doctoral candidate;
- To ensure the doctoral programme sustainability, the HEI, when planning the number of the doctoral thesis supervisors, considers the workload of the supervisors, the amount of existing and future doctoral students, specifics of the programme and best international practices;
- HEI has developed a methodology for the ratio of the doctoral thesis supervisors to doctoral students in the doctoral educational programme, thus ensuring the effective implementation of the supervision;
- The ratio determined by the HEI between the supervisor and his/her active doctoral students does not exceed - 1:3, within the framework of one higher education institution; A ratio of 1:5 between the supervisor and his doctoral students with active status is allowed if a suspended doctoral student requires reinstatement of status to submit a thesis/creative/performance work to be awarded an academic degree. The mentioned ratio can be determined differently depending on the conditions of the scientific grant/project;
- The HEI has developed mechanisms for evaluating the activities of the supervisor/co-supervisor of the doctoral thesis, which ensures the effective implementation of the supervision/co-supervision;

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

Evaluation

4. Providing Teaching Resources

Accreditation standards indicators

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

4.1 Human Resources

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

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

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

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

PHD Programme indicators

- The doctoral education programme involves at least 5 affiliated academic staff of the relevant field, including at least 3 professors/associate professors. If available, the institution should involve scientific staff in the programme implementation;
- The qualification of the academic/research staff of the doctoral educational programme is confirmed by a scientific paper published in the peer-reviewed journals with the international index during the last 3 years and/or a practical/creative/performing project, which confirms his/her competence in the relevant field;
- HEI promotes the participation of foreign university, scientific-research institute/center staff, or a person with emeritus status in the process of implementing the doctoral educational programme;
- The Head of the doctoral programme has the necessary knowledge and experience for the design and development of the programme, as well as the appropriate competence in the field of study of the programme. He/she is directly involved in the implementation of the programme and is the affiliated academic and/or scientific staff of the institution;

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

Cluster evaluation

Description and Analysis of Cluster

The Georgian and English-language bachelor's programs of "Graphic Design" are staffed by personnel who, with the submitted documentation, have the education, experience and skills relevant to the activity. Each employee is familiar with the rights, duties and responsibilities that are specified in the regulations and job descriptions of the structural unit. When selecting personnel, attention is paid to pedagogical, practical and scientific experience. The scheme given in the document "Information on the quantitative data of the educational program" shows that 63 academic and invited personnel are involved in the implementation of both programs. A doctorate degree is mandatory for holding the academic position of professor, associate professor and assistant professor. A doctoral student of the University of Georgia may also be elected to the academic position of assistant. A professor must have at least 6 years of scientific and pedagogical work experience, and an associate professor must have at least 3 years. Academic staff are fully affiliated with the University. Affiliation is regulated by the document “Rules for the Employment of Affiliated and Unaffiliated Academic and Visiting Staff of the University of Georgia”. The rights, duties and responsibilities of employees are specified in the regulations and job descriptions of the structural unit.
The hiring of invited academic staff is initiated by the head of the program (academic dean). Based on the needs of the program, he/she determines the need for additional invited staff before the start of the academic semester. The head of the program will find the appropriate staff, conduct preliminary contractual negotiations with them, agree on the terms of the contract and contact the Human Capital Development Service no less than 1 month before the start of the academic semester. The Human Capital Development Service will provide training for invited academic

staff, with the participation of the Web Technologies Development Service and the Academic Process Administration Service. Invited staff who are employed at another higher education institution have the status of invited professor/associate professor, depending on the academic position they are elected to at another higher education institution. Other invited staff have the status of a visiting senior lecturer - a person with a doctoral degree or the status of a visiting lecturer - a person who does not have a doctoral academic degree.

The university has presented the equivalence of full-time staff, the ratio of academic staff to total staff, teachers to students, etc., which agrees with the number of employees. It is worth noting that the academic and invited staff employed for the current programs will exceed the number of current students. After accreditation, the development of the program will create the need to attract new staff, the program leaders noted during the interview process that the introduction of professional staff into the program has already begun and the number of academic and invited staff will be expanded smoothly according to the need.

The program "Graphic Design" has two leaders. They know exactly what determines the development and success of this program. Methodological findings are a priority that will make the program unique in relation to other analogues.

The part of the invited staff who conduct practical training courses does not have a doctoral degree, however, a doctoral degree is not required for the implementation of creative activities. Some of the invited staff are graduates of the same institution, some are invited from other universities with the same programs.

Analysis of the structure of the academic staff of the "Graphic Design" program shows that a significant share in the implementation of the educational process is occupied by invited staff, which quantitatively exceeds the academic staff on the staff. This distribution, on the one hand, ensures the involvement of specialists with modern practical experience in the program, which has a positive impact on the professional development of students and compliance with the current requirements of the field. At the same time, the excess of invited staff may create certain challenges in terms of the sustainability of the program, the preservation of institutional memory and the continuity of the educational process. Academic staff on staff, as a rule, represent a solid foundation for program development, strengthening the research component and internal quality assurance, which is why their relatively small share may have an impact on these areas. It is recommended that the institution gradually increase the share of academic staff in the graphic design program in order to ensure program sustainability, effectiveness of quality management processes and consistency of institutional development. In addition, it is advisable to maintain the involvement of invited practitioners as an important resource focused on the practical component of the program, although their participation should be balanced in relation to academic staff.

In addition to the field staff, the program also has teachers of the university's main and elective blocks, who are affiliated academic staff of the university.
The workload and remuneration of the staff are determined by the document "Personnel Regulations of the University of Georgia" where we read: "Full-time academic staff is employed at the university for 40 hours a week and combining their position with educational or other types of work activities at another higher education institution is not allowed."
Part-time staff is employed at the university on the principle of hourly workload and remuneration. The workload scheme of academic staff applies to a person employed part-time in proportion to his workload. In addition to the teaching workload, he is obliged to allocate weekly consulting hours and, in agreement with the administration, participate in university events.
The implementation of academic programs at the University of Georgia is supported by approximately 250 administrative and support staff. Including: the University Academic Process Administration Service for administrative support of the program, the library, the school (the structural unit implementing the program), the quality assurance service, the human capital service, the international relations service, the student affairs center, the legal service, the IT service, etc. where employees with appropriate qualifications work. The majority of the aforementioned personnel, according to the university's HR policy, are university graduates. Interviews with students of other programs revealed that the university has highly qualified administrative, support, academic and invited human resources and in all areas, the needs of students are taken into account.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 Graphic Design Bachelor's Degree Program (Georgian)

The program involves 40 academic, invited and scientific staff.

The analysis of the structure of the academic staff of the “Graphic Design” program shows that a significant share in the implementation of the educational process is occupied by invited staff, which quantitatively exceeds the full-time academic staff. This distribution, on the one hand, ensures the involvement of specialists with modern practical experience in the program, which has a positive impact on the professional development of students and compliance with the current requirements of the field. At the same time, the excess of invited staff may create certain challenges in terms of the sustainability of the program, the preservation of institutional memory and the continuity of the educational process. Full-time academic staff, as a rule, represent a solid foundation for the development of the program, strengthening the research component and

internal quality assurance, which is why their relatively small share may affect the above-mentioned areas. It is recommended that the institution gradually increase the share of academic staff in the graphic design program to ensure program sustainability, effectiveness of quality management processes, and consistency of institutional development. In addition, it is advisable to maintain the involvement of invited practitioners as an important resource focused on the practical component of the program, although their participation should be balanced in relation to academic staff.

Programme 1 Graphic Design Bachelor's Degree Program (Georgian)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[17]	Including the staff holding PhD degree in the sectoral direction[18]	Among them, the affiliated academic staff
Total number of academic staff	18	5	4	18
- Professor	9	2	2	9
- Associate Professor	8	2	2	8
- Assistant-Professor	0	0	0	0
- Assistant	1	1	0	1
Invited Staff	22	15	3	0
Scientific Staff	18	5	4	0

Description and Analysis - Programme 2 Graphic Design Bachelor's Degree Program (ENG)

The program involves 23 academic, invited and scientific staff.

The analysis of the structure of the academic staff of the "Graphic Design" program shows that a significant share in the implementation of the educational process is occupied by invited staff, which quantitatively exceeds the full-time academic staff. This distribution, on the one hand, ensures the involvement of specialists with modern practical experience in the program, which has a positive impact on the professional development of students and compliance with the current requirements of the field. At the same time, the excess of invited staff may create certain

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

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

challenges in terms of the sustainability of the program, the preservation of institutional memory and the continuity of the educational process. Full-time academic staff, as a rule, represent a solid foundation for the development of the program, strengthening the research component and internal quality assurance, which is why their relatively small share may affect the above-mentioned areas. It is recommended that the institution gradually increase the share of academic staff in the graphic design program to ensure program sustainability, effectiveness of quality management processes, and consistency of institutional development. In addition, it is advisable to maintain the involvement of invited practitioners as an important resource focused on the practical component of the program, although their participation should be balanced in relation to academic staff.

According to the SER and after the site visit it became evident that the team of professors have experience working in both local and international education and industry, which gives the English-language program global relevance. The experience of the academic team and the ability to work effectively in an English-speaking environment creates a strong platform for students.

Programme 2 Graphic Design Bachelor's Degree Program (ENG)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[19]	Including the staff holding PhD degree in the sectoral direction[20]	Among them, the affiliated academic staff
Total number of academic staff	5	3	2	5
- Professor	0	0	-	0
- Associate Professor	4	2	2	4
- Assistant-Professor	0	0	0	0
- Assistant	1	1	0	1
Invited Staff	18	14	3	0
Scientific Staff	4	3	2	0

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

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

Evidences/Indicators

- Self-assessment report
- Individual and quantitative indicators for the self-assessment report. Annex 1 (Excel)
- Staff Regulations of the University of Georgia.
- Job description of the program director. Order (N574/17, 20.10.2017)
- Staff employment contracts
- Educational program regulations.
- Staff list and training courses
- Academic and invited staff semester workload (Excel)
- Georgian and English language educational programs
- Staff CVs and educational documents

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		It is desirable to ensure systematic and active involvement of invited staff in program planning and quality assurance processes in order to achieve a uniform standard of teaching and consistent program development
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG	It is recommended that the institution gradually increase the share of academic staff in the graphic design program to ensure program sustainability, effectiveness of quality management processes, and consistency of institutional development	

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Substantially

4.2 Qualification of Supervisors of Master's and Doctoral Students

Accreditation standards indicators

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.

PHD Programme indicators

- HEI has developed qualification requirements for scientific supervisor/co-supervisor, which respond to the specifics of the programme and international best practice;
- Due to the specifics and development of the field, the scientific supervisor of each doctoral student is equipped with the latest knowledge, has the academic degree in the relevant field, has experience
- of supervision/co-supervision, or has completed a relevant activity (training, seminar, professional development course, etc.), as well as actively participated in scientific research and/or has published a scientific work (in the field of art - creative/performing project) which corresponds to the general topic/research field of the doctoral thesis;
- Due to the specifics and development of the field, the doctoral student's supervisor has published at least 1 scientific paper (in the field of arts - creative/performing project) in the foreign peer-reviewed journal with the international index defined by the HEI during the last 3 years, and this paper corresponds to the general topic/research field of the doctoral student's doctoral thesis;
- The supervisor of the doctoral student, as well as in the case of several supervisors, one of the supervisors, is an academic (professor, associate professor) and/or scientific staff of the HEI with doctoral degree or equivalent to the doctoral degree. The requirement in the section on holding an academic position does not apply to an international supervisor/co-supervisor;
- The doctoral student's supervisor has professional connection with the local and international scientific/artistic community (joint researches/grants/projects, scientific associations/unions/educational/scientific institutions);
- The qualification requirements of the co-supervisor correspond to the topic/research field of the doctoral student's doctoral thesis;
- HEI periodically provides the doctoral thesis supervisor with such activities (training, seminar, workshop, etc.) that facilitate the effective implementation of supervision;
- HEI has developed mechanisms to encourage doctoral students' supervisors in the doctoral education programme;

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

4.3 Professional Development of Academic, Scientific and Invited Staff

Accreditation standards indicators

➢ 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

Description and Analysis of Cluster

The institution has implemented a systematic assessment of the activities of academic and visiting staff involved in the program, which is carried out on the basis of predetermined criteria and procedures. The assessment process uses a multi-layered approach and includes an analysis of both the quality of teaching and research and professional activities. In particular, the assessment of personnel is based on anonymous surveys of students after the completion of the training courses, as well as the assessment of the program director and the faculty administration. In addition, indicators such as: compliance of the course syllabus with the goals of the program, the use of modern teaching methods, student academic performance, the number and quality of scientific publications, participation in international conferences and professional activities are taken into account.

The information obtained as a result of the assessment is systematically processed and used in practical decisions. For example, based on the results of the assessment, training courses are updated, training of academic staff is planned (e.g., in the direction of innovative teaching methods), individual development plans are developed, as well as measures for encouragement or improvement, if necessary. This practice contributes to the continuous monitoring of the quality of education and the increase in the effectiveness of the program. It is desirable to further develop assessment mechanisms, including more active integration of employer feedback, systematization of graduate assessments and institutionalization of the analysis of assessment results, which will further strengthen the effectiveness of the quality management system.

The University has developed an institutional strategy document for the development of research/creative activities. In recent years, the University has carried out significant work to increase the effectiveness of scientific activities; increased research funding in the budget; set strategic objectives, which include: 1. Activation of the research and creative potential of academic and invited personnel: a) by providing financial support for research, in terms of

publishing research results; b) mobility of academic personnel, in order to participate in conferences and symposiums and conduct expeditions; c) support academic/invited personnel in obtaining grant funding, disseminate information and consult them in developing project proposals for the purpose of obtaining grant funding; 2. Continuous support and encouragement of student initiatives in the scientific-creative direction: a) Involvement of student groups in research/expeditions; b) Organization of an annual student scientific conference. 3. Attracting young staff and involving them in research/creative activities; 4. Ensuring effective administration of planning and implementation of scientific-research activities.

The University will launch a plagiarism detection program Turnitin, which will be regulated by the following document: "Rules for detecting, preventing and responding to plagiarism cases at the University of Georgia".

The academic and scientific staff of the University actively publishes articles in scientific periodicals. The total number of publications is large. The University website includes an updated database of the Faculty and Research Institute staff, including monographs, textbooks, auxiliary textbooks, publications published in Georgia and abroad, grants and research from the Shota Rustaveli National Science Foundation, and other types of information. The scientific/research performance of those involved in the program over the past 5 years is as follows. 113 reports, including: 21 - papers published in local journals. 56 - papers published in international journals. 12 - reports made at local conferences. 24 - Reports made at international conferences.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Evidences/Indicators

- Strategic Development Plan Action Plan
- Self-Assessment Report
- Interview Results
- List of staff implementing the educational program with reference to teaching and scientific-research components
- Performance Evaluation Report of the School of Arts and Humanities of the University of Georgia
- Educational Program Regulations
- Personnel Data Analysis
- List of staff implementing the educational program with reference to teaching and scientific-research components
- Information on the Quantitative Analysis of the Educational Program (Excel)

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		• It is desirable that the program leaders take care of the adaptation of the invited personnel to a comfortable environment. Give them the opportunity not only to lecture but also assist them towards scientific work and artistic practise. Involve them in republican and international educational and creative activities. Encourage their scientific activities, which will be an additional motivation for current teachers and when hiring staff. • It is desirable to further develop assessment mechanisms, including more active integration of employer feedback, systematization of graduate assessments and institutionalization of analysis of assessment results, which will further strengthen the effectiveness of the quality management system.
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

4.4. Material Resources

Accreditation standards indicators

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

PHD Programme indicators

- The doctoral education programme is equipped with the necessary research and artistic-creative infrastructure and technical equipment (scientific laboratory, computer resource, information resource, digital resource, individual working spaces for doctoral students, etc.), which are necessary for the implementation of the educational and scientific-research components of the educational programme and for the achievement of the learning outcomes;
- Library book fund, latest scientific periodicals, international electronic library bases both from the university territory and from any other location are available for doctoral students, which allow them to have access and get to know the scientific resources of the relevant research field to achieve the learning outcomes of the programme;
- In order to implement the scientific-research component, the HEI promotes the sharing of scientific- research infrastructure both within the institution and among other higher educational and scientific institutions outside it;
- HEI constantly takes care of the renewal and development of scientific-research/creative research infrastructure.

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

Cluster evaluation

Description and Analysis of Cluster

For the effective implementation of the educational program, the university is provided with material and technical resources corresponding to modern standards, which fully meet the goals and learning outcomes of the program.

The university has well-equipped learning spaces, including: lecture halls and spaces for group work, which are equipped with modern technologies (multimedia projectors, audio-visual

systems, constant access to the Internet). This infrastructure promotes the use of interactive teaching methods and active student engagement.

Given the specifics of the graphic design program, the university provides specialized practical spaces that contribute to the development of students' creative and technical skills. In particular, modern computer laboratories are available, equipped with high-performance equipment and appropriate software; graphic design studios for individual and group projects; printing and prototyping spaces, where students materialize their works; as well as a photo studio and a multimedia laboratory, which ensure effective teaching of the components of visual communication. The university also operates exhibition spaces that provide students with the opportunity to present their works and receive professional feedback.

The university library is equipped with the necessary inventory. The book fund is constantly updated. The university has access to international electronic databases, including: Ebsco, Scopus, ScienceDirect, JSTOR. The library reading room can accommodate a sufficient number of students to conduct quizzes, written exams, etc. The library is equipped with computer equipment, tablets for students to work individually. The library has an online catalog system, and also, all the necessary educational literature is linked to the subject syllabus in electronic journals. The university building is fully equipped with the Internet. Library resources, where the mandatory literature and electronic resources provided for by educational programs are available, ensure the achievement of the learning outcomes of the relevant educational program. The library is equipped with printing, photocopying and scanning facilities. The library has access to the latest editions of academic journals.

The university adheres to safety, hygiene and inclusiveness standards. The infrastructure is adapted for people with special educational needs, ensuring equal access.

Material resources are regularly updated in accordance with the university's strategic development plan, which ensures the sustainability of the program and continuous quality improvement.

In addition, in order to further strengthen the program, it is advisable for the university to continue developing its material and technical base. It is recommended to regularly update the hardware and software of computer laboratories to ensure compliance with modern industry requirements; spatial and functional expansion of graphic design studios; additional equipment of printing and prototyping spaces with modern equipment; further development of the capabilities of the photo studio and multimedia laboratory.

It is recommended to constantly update library and electronic resources, especially modern digital platforms and databases in the field of design.

The financial policy of the university is focused on supporting the research and creative activities of academic and scientific personnel. The budget provides for various types of funding

opportunities that ensure the involvement of personnel in both local and international academic processes.
The institution creates financial prerequisites for the dissemination of research results and integration into the international academic space. This includes support for the publication of scientific papers in high-standard refereed publications, as well as participation in conferences, forums and professional events. In parallel, funding for academic trips is provided, which contributes to the sharing of knowledge and the expansion of professional ties.
Significant attention is paid to both individual and collective research and creative initiatives. The university supports work on projects, including interdisciplinary cooperation, as well as the publication of academic works, including monographs and other types of publications. In addition, financial resources are available for the implementation of various creative activities.
In order to further develop the program, it is desirable to further refine and expand the existing funding mechanisms - with a special emphasis on encouraging publications in high-ranking international journals, as well as supporting the attraction of external grant resources.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 Graphic Design Bachelor's Degree Program (GEO)

It is recommended to regularly update the hardware and software of computer laboratories to ensure compliance with modern industry requirements; spatial and functional expansion of graphic design studios; additional equipment of printing and prototyping spaces with modern equipment; further development of the capabilities of the photo studio and multimedia laboratory; constant updating of library and electronic resources, especially modern digital platforms and databases in the field of design.

In order to further develop the program, it is desirable to further refine and expand the existing funding mechanisms - with a special emphasis on encouraging publications in high-ranking international journals, as well as supporting the attraction of external grant resources.

Description and Analysis - Programme 2 Graphic Design Bachelor's Degree Program (ENG)

It is recommended to regularly update the hardware and software of computer laboratories to ensure compliance with modern industry requirements; spatial and functional expansion of graphic design studios; additional equipment of printing and prototyping spaces with modern

equipment; further development of the capabilities of the photo studio and multimedia laboratory; constant updating of library and electronic resources, especially modern digital platforms and databases in the field of design.

In order to further develop the program, it is desirable to further refine and expand the existing funding mechanisms - with a special emphasis on encouraging publications in high-ranking international journals, as well as supporting the attraction of external grant resources

Evidences/Indicators

- Self-assessment report
- Infrastructure survey
- Interview results
- Library charter
- Procurement documents

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	is recommended to regularly update the hardware and software of computer laboratories to ensure compliance with modern industry requirements; spatial and functional expansion of graphic design studios; additional equipment of printing and prototyping spaces with modern equipment; further development of the capabilities of the photo studio and multimedia laboratory; constant updating of library and electronic resources, especially modern digital platforms and databases in the field of design.	In order to further develop the program, it is desirable to further refine and expand the existing funding mechanisms - with a special emphasis on encouraging publications in high-ranking international journals, as well as supporting the attraction of external grant resources

Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.4. Material Resources	**Evaluation**
Programme 1 Graphic Design GEO	Substantially
Programme 2 Graphic Design ENG	Substantially

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

Accreditation standards indicators

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

PHD Programme indicators

- The budget of the HEI/faculty/school/programme provides support and funding mechanisms to the doctoral students for implementation of the teaching and research components of the doctoral education programme.
- The budget of the HEI/faculty/school/programme provides sources/mechanisms of financial support to facilitate the implementation of research by academic and/or research staff, including funding for
- publishing scientific articles in peer-reviewed journals with international index, for participation in scientific conferences, research trips and research/creative projects, for publication monographs and other research, creative/performing activities;
- The budget of the HEI/faculty/school/programme for the effective implementation of the doctoral education programme envisages the development of scientific-research/artistic infrastructure;
- The HEI facilitates the search for external funding sources for targeted research within the doctoral education programme.

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

Cluster evaluation

Description and Analysis of Cluster

The University of Georgia has established a structural budgeting process that treats the Georgian and English-language Bachelor's tracks as distinct financial entities, each maintaining a dedicated budget. This approach ensures that the specific needs of an arts-based curriculum, which requires significant investment in technology and specialized materials, are directly addressed within the program's own revenue cycle.

The financial planning for these programs is built upon a realistic three-year forecast that mirrors their innovative, accelerated duration. The data indicates that the programs are designed to be profitable from their initial year of implementation, even when accounting for recruitment and startup costs. A core strength of this model is the revenue-sharing agreement where the program retains sixty percent of its generated income. This retention allows the faculty to reinvest directly into the creative environment, while the remaining forty percent supports the university's central administrative and infrastructure goals.

Resource allocation is managed with a high degree of field-specific awareness. For example, the budget explicitly provides for competitive hourly compensation for staff, which is essential for attracting active industry professionals and specialized practitioners. Furthermore, there is a clear upward trajectory in the funding for laboratory and teaching materials. This planned increase ensures that as the student body grows, the program can maintain and upgrade the technological infrastructure necessary for advanced courses in artificial intelligence, printing production, and digital media.

The university maintains a transparent record of its financial support mechanisms, distinguishing between permanent revenue and single-source project funding. The primary foundation of program funding is student tuition fees, which are calculated based on targeted enrollment and market-aligned rates. This creates a predictable baseline for operational expenses and long-term planning.

Beyond tuition, the programs benefit from a robust institutional safety net. University regulations stipulate that the central administration provides subsidies or donations to programs that may face temporary revenue shortfalls, ensuring that strategic academic initiatives are not compromised by short-term market fluctuations. This institutional support is further augmented by a diversified portfolio of funding, including annual internal research grants and significant credit lines from international financial institutions for campus-wide development.

To summarize, the Graphic Design programs demonstrate compliance with Standard 4.5. The existing financial plan is not merely a formal document but an active management tool that ensures the necessary material and human resources are available to meet the program's learning outcomes. By balancing student-driven revenue with institutional subsidies and external grants, the university has created a stable economic foundation that supports both the academic rigor and the innovative technological focus of the Graphic Design curriculum

Evidences/Indicators

- SER;
- Budget;
- Strategic Development Plan 2023-2030
- Budget Regulations;
- Programs Financial Plan
- Interview Results;

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

Accreditation standards indicators

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.

PHD Programme indicators

- Internal quality assurance mechanisms of the doctoral educational programme include the evaluation of the scientific-research component, resources, and support mechanisms of the doctoral student. Evaluation results are applied for the improvement of the HEI's activities and the doctoral programme.
- The activities of the staff implementing the teaching and scientific components of the programme, including the supervisor/co-supervisor of the doctoral thesis are evaluated within the framework of the monitoring of the doctoral educational programme and the evaluation results are used to improve the staff performance;
- The doctoral education programme regularly uses formative peer review to improve the doctoral programme and the research environment;
- In order to develop a doctoral programme, all the interested parties (doctoral student, graduate, staff, doctoral student's supervisor, co-supervisor, employer, etc.) are involved in the evaluation of the doctoral programme implementation.

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

Cluster evaluation

Description and Analysis of Cluster

The internal quality evaluation of the Graphic Design programmes is based on a structured institutional framework that operationalises the Plan–Do–Check–Act (PDCA) principle through both formal governance arrangements and digital quality assurance mechanisms. Programme staff work in close collaboration with the internal Quality Assurance Office, particularly through the Program Development Council (PDC), in planning programme quality assurance processes, developing assessment instruments, and analysing assessment results. This cooperation ensures that quality assurance is embedded in academic practice and functions as a shared responsibility rather than a purely administrative procedure.

A significant element of this internal quality assurance system is the use of the "Online UG" electronic platform, which supports the direct assessment of learning outcomes by linking specific examination questions to programme-level competences and generating statistical evidence on student performance. The results obtained through this system provide an important basis for evidence-based reflection and are taken into consideration in programme-related decision-making, including the identification of areas for improvement and future programme modifications. To further strengthen this process, it would be beneficial to continue enhancing programme leaders' and academic staff's familiarity with the digitised assessment methodology, so that the available evidence can be used even more effectively and consistently in programme development.

The elaboration of the Self-Evaluation Report also reflects a collaborative quality culture. The self-evaluation process involved school directors, programme heads, quality assurance specialists,

students, and potential employers, ensuring that the report was informed by multiple internal and external perspectives. This collaborative approach supports the identification of weaknesses and development needs, while the Internal Quality Assurance Office, together with programme staff, works continuously on addressing the issues identified during the self-evaluation process, including, for example, the further diversification of examination questions.

With regard to electronic learning resources, the university has aligned its internal quality assurance mechanisms with the use of the "My UG" platform, which supports feedback collection, course registration, and examination administration. This contributes to the systematic monitoring and evaluation of electronic learning resources within the framework of the university's broader internal quality assurance system.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design in Georgian, Bachelor)

Same as above

Description and Analysis - Programme 2 (Graphic Design in English, Bachelor)

Same as above

Evidences/Indicators

- SER;
- QA Documentation;
- MY UG – Platform;
- Interview Results;

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		To further strengthen this process, it is suggested to continue enhancing programme leaders' and academic

		staff's familiarity with the digitised assessment methodology, so that the available evidence can be used even more effectively and consistently in programme development
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

5.2. External Quality Evaluation

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The external quality evaluation of the Graphic Design programmes is integrated into the university's broader quality assurance framework, which requires the systematic use of external feedback to support the continued alignment of the programmes with professional standards and labour market needs. The university regularly undergoes external evaluation at both institutional and programme levels by the National Center for Educational Quality Enhancement of Georgia. In addition, it employs a range of indirect assessment methods, including employer research conducted every three years and academic staff research every two years, in order to identify perceived areas for improvement in teaching methods and relevant competencies. This external perspective is further reinforced through comparative analysis with similar programmes offered

by foreign universities, helping to ensure that the curriculum remains competitive within the international educational space.

A significant component of the programmes' external evaluation during the development stage was peer review by a field expert, which confirmed their sectoral relevance and highlighted the innovative three-year format as a suitable model for timely professional integration. Particular value was also attributed to the inclusion of print production and artificial intelligence, which were seen as contributing to the distinctiveness of the programmes in the local academic context. The university's methodology foresees that such external findings are reviewed within the Program Development Council (PDC), where programme leadership, employers, and students participate in discussions concerning possible content-related or technical improvements.

Although the programmes are new and therefore do not yet have a history of recommendations from previous accreditation cycles, the institutional framework for handling external feedback is clearly established. The Program Accreditation Council (PAC) serves as the final decision-making body for programme modifications and is formally authorised to invite local or foreign experts to evaluate programmes that present specific difficulties or require specialised field expertise. This arrangement supports the developmental use of external quality assurance in strengthening the learning environment and enhancing programme quality.

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Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Graphic Design in Georgian, Bachelor)

Same as above

Description and Analysis - Programme 2 (Graphic Design in English, Bachelor)

Same as above

Evidences/Indicators

- SER;
- External Evaluation Reports;
- Market Research Report;
- QA Documentation;
- Interview Results;

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	Evaluation
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

5.3. Programme Monitoring and Periodic Review

Accreditation standards indicators

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

Cluster evaluation

Description and Analysis of Cluster

The monitoring and periodic review of the Graphic Design programs are integrated into an institutionalized system of continuous improvement led by the Program Development Council (PDC). This council ensures systematic involvement from a diverse range of stakeholders, including program managers, the Quality Assurance (QA) office, academic and invited staff, students, and employers. Information is collected through a dual-mechanism approach of direct and indirect assessments, which includes the analysis of student academic performance data and survey feedback from graduates and industry partners. The results of these evaluations are used

to initiate content-related or technical modifications, which are then submitted to the Program Accreditation Council (PAC) for final approval, ensuring the curriculum remains modern and relevant.

A central component of this review process is the semester-based evaluation of academic courses and lecturers by students, conducted through electronic questionnaires via the "My UG" platform. The institution also maintains a policy for the regular evaluation of staff, which involves monitoring by the school administration and the Quality Assurance Service to ensure teaching quality. The institutional framework for peer-led classroom observation is in place, and its further development through more systematic documentation of pedagogical interactions, particularly with regard to junior staff and invited personnel, could provide additional support for maintaining consistency in instructional practice.

To maintain international competitiveness, the programs are periodically compared with similar programs at foreign universities. This benchmarking process was instrumental during the program development stage, leading to the strategic integration of innovative components such as the print production cycle and artificial intelligence to address identified gaps in the local educational market. The overall efficiency of the programs is assessed using complex indicators, such as graduate employment rates, student progression statistics, and the digitized mapping of exam results to program learning outcomes. This data-driven approach, facilitated by the "Online UG" platform, allows the PDC to conduct evidence-based reviews and identify specific areas for improvement, such as the ongoing effort to diversify the exam question bank. These mechanisms collectively ensure that the program's learning environment is subject to constant oversight and qualitative enhancement.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Name and Level)

Description and Analysis - Programme 1 (Graphic Design in Georgian, Bachelor)

Same as above

Description and Analysis - Programme 2 (Graphic Design in English, Bachelor)

Same as above

Evidences/Indicators

- SER;

- External Evaluation Reports;
- Market Research Report;
- QA Documentation;

  Interview Results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 Graphic Design GEO		
Programme 2 Graphic Design ENG		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.3. Programme Monitoring and Periodic Review	**Evaluation**
Programme 1 Graphic Design GEO	Complies
Programme 2 Graphic Design ENG	Complies

Attached documentation (if applicable):

Signatures

Chair of Accreditation Experts Panel

Costas Mantzalos,

Of the member(s) of the Accreditation Experts Panel

Giorgi Merabishvili,

Tamar Dzvelaia,

Full name, signature Tamta lekishvili

Full name, signature Giorgi Nikuradze