განათლების ხარისხის განვითარების ეროვნული ცენტრი

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

The integrated Bachelor´s and Master´s educational programme for preparation of primary education teachers

LEPL Gori State Teaching University

Date(s) of Evaluation
3.07.2018

Report Submission Date
1.08.2018

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LEPL Gori State Teaching University
HEI's Identification Code	218076542
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	The integrated Bachelor´s and Master´s educational programme for preparation of primary education teachers
Level of Education	Master
Qualification Granted Indicating Qualification Code	Master of Education 03
Language of Instruction	Georgian
Number of Credits	300 ECTS
Programme Status (Authorized/ Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Milan Pol, Masaryk University, Czech Republic
Member (Name, Surname, University/organization/Country)	Lela Iosava, Ilia State University, Georgia
Member (Name, Surname, University/organization/Country)	Lali Berishvili (employer representative)
Member (Name, Surname, University/organization/Country)	Tinatin Gabrichidze (International Black Sea University, student representative)
Member (Name, Surname, University/organization/Country)	

Accreditation Report Executive Summary

- **General information on the education programme**

  The programme is submitted as a new programme, yet it is in part built on already existing experience of LEPL Gori State Teaching University with realization of bachelor programme of primary teacher education and some other relevant programmes.
  The program is logically built, its main elements are well thought over and they have a good chance to serve as effective pillars of the programme (objectives, learning outcomes, content and structure, teaching methods, and more).
  Student services seem to be in principle appropriately developed and we can expect they will be provided adequately, and human resources are sufficient to realize the programme at the moment. The same can be said about material resources, incl. the budget. Quality assurance mechanisms are prepared well.

- **Brief overview of the accreditation site-visit**

  The work of the panel started several weeks before the site visit took place – the panel was provided with the Self-evaluation report and many other documents related to the programme in focus and studied these materials. Following this desk study period, we as the panel members had a chance to meet in the promises of NCEQE in Tbilisi on July 2, 2018 – we made use of the valuable information given by NCEQE staff.
  The very site visit took place on July 3, 2018. During the whole day we had a chance to talk to all relevant groups of people from the university and beyond. In concrete, we led interviews with university top management (incl. the rector), self-evaluation team, head of the programme, faculty members, invited lecturers, employers and internship supervisors, students, alumni, quality assurance officers, and the dean. Also, we had a good chance to see the premises, incl. the library. During the whole site visit we benefited from the support of NCEQE representative.
  We believe the whole procedure enabled us to understand sufficiently the programme and to arrive to its evaluation against the standards developed and used by NCEQE.

- **Summary of education programme's compliance with the standards**

  Standard 1 – Complies with requirements

  Standard 2 – Substantially complies with requirements

  Standard 3 – Complies with requirements

  Standard 4 – Substantially complies with requirements

  Standard 5 – Complies with requirements

- **Summary of Recommendations**
  - Revise the course syllabi to match with the Educational Plan and prerequisites.
  - Clarify prerequisites for English Language course and make it transparent throughout the syllabi.
  - Emphasize more systematic training of the staff in the area of teaching methodology, research skills, and English language competence.
  - Implement strategy to address the emerging generational problem – staffing issues.

- **Summary of Suggestions**
  - Eliminate some factual errors in syllabi, such as course level specifications.
  - Consider emphasizing student-centered methodology in every course.
  - Consider possibilities to offer training courses for the staff to develop student evaluation skills and methods.
  - Provide systematic training on supervision for the staff.
  - Develop more complex information system supporting learning and administration.
  - Implement the plagiarism detection mechanism.
  - Offer professional development opportunities for the academics staff.
  - Adopt a more diversified forms of work of QA.
  - Adopt a more diversified forms of work of QA also by introducing peer support schemes within the university.
  - Focus QA also on research, administration and internationalization – in relation to the programme and its development.
  - Adopt a practice of peer review by other universities in Georgia.

- **Summary of best practices(If Applicable)**

- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

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 in order to improve the programme.

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.
Descriptive summary and analysis of compliance with standard requirements Programme objectives are formulated clearly and logically, they define the set of knowledge, skills and competences that aim to develop in graduate students – future teachers of primary education. Also, the objectives are bearing in mind a complexity of teacher´s task – not only to teach concrete subjects at elementary level, but also to act in a complex role of current teacher, the task that goes beyond the very teaching in the classroom/school. The program aims to prepare future teachers for the job, but it is also intended to become a solid basis for possible further studies of graduates of at the doctoral level. This way, the program can be seen as a valuable contribution to the development of the field of primary teacher education (pre-service stage), as well as to the labour market (school system) needs, as they evidently exist in Georgia now. Consequently, the programme can be seen as a potential contribution to the society as a whole.

Evidences/indicators
 	
    Self-evaluation report
    Programme description
    Interviews during the site visit

Recommendations: o None
Suggestions for programme development: o None

Best Practices (if applicable):   o   None
In case of accredited programme, significant accomplishments and/or progress   o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard   **X Complies with requirements**   ☐Substantially complies with requirements   ☐Partially complies with requirements   ☐ Does not comply with requirements

1.2. Programme Learning Outcomes
➢ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;   ➢ Programme learning outcomes assessment cycle consists of defining, collecting and analyzing data;   ➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.
Descriptive summary and analysis of compliance with standard requirements   Learning outcomes of the programme are in principle formulated acceptably. Nine learning outcomes of the programme focus on necessary knowledge, skills and some competences, and they also contain the focus on the sense of responsibility and autonomy, students gain when they complete the programme successfully. These leaning outcomes seem to cover main areas of teacher profile and his/her school operation as well as broader functioning beyond the school. It will be of a vital importance to ensure there are clear links maintained between programme learning outcomes and learning outcomes of individual courses. The plan indicates it will be strongly linked, and permanent monitoring and evaluation is planned to make sure things develop well in the course of time.

There seems to be a clear understanding how to develop the assessment cycle of the programme learning outcomes, and how to use assessment results for possible improvement of the programme.

During the interviews it became evident that the program team has considered and incorporated the needs and opinions of regional school heads, as well as in-service teachers, alumni and students. Needs assessment was conducted to link labour market with the employee needs as well to incorporate the needs of students and in-service teachers. Program learning outcomes fully reflect those knowledge, skills and values which students are expected to gain upon completion of the program. Interviews with alumni confirmed that the LEPL Gori State Teaching University indeed has a practice of providing a feedback to students regarding their performance.

Evidences/indicators

- o Self-evaluation report
- o Programme description
- o Interviews during the site visit

Recommendations:

None

Suggestions for programme development:

Best Practices (if applicable):

- o None

In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

x Complies with requirements ☐Substantially complies with requirements ☐Partially complies with requirements ☐ Does not comply with requirements	

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	X			

2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements Proposed educational program has clearly formulated goals and learning outcomes which are logically connected with each other. The admission criteria fully considers the program characteristics and are connected with the program content, learning outcomes and the qualification to be awarded. Prospective students are expected to have passed the Unified National Examinations or alternatively, comply with the legislative framework for admission. Information about the admission preconditions are available for interested individuals via the university website and in the program catalogue. Additionally, individual presentations are organized by the program coordinator for interested individuals.
Evidences/indicators   o   Educational programme;

o   Admission preconditions;
     o   Program catalogue
     o   Website

Recommendations: N/A
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable):   o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress   o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
 	
   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard
 	
   x Complies with requirements
 	
   ☐ Substantially complies with requirements
 	
   ☐ Partially complies with requirements
 	
   ☐ Does not comply with requirements

2.2 Educational Programme Structure and Content
Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.
Descriptive summary and analysis of compliance with standard requirements In general, all courses within the program have clearly defined prerequisites and procedures that are relevant to the programme. The only exception is the course 'Practical Course in the English Language 1'. The description of prerequisites for the course states: 'Student needs to have taken 'Elementary English 2' or alternatively, has to have A 2 level of English proficiency (A 2). This

information is ambiguous as it does not specify whether a student is expected to provide a relevant language certificate or pass an exam to prove the language proficiency.

The structure of the programme aligns with the qualification to be granted. It takes into account the new research findings and achievements of the field. For instance, the programme includes the courses such as 'Literacy at the Primary level', 'Innovative methods of teaching Mathematics' (courses are based on materials supplied by Georgian Primary Education Program- G-PRIED), 'Inclusive Education', 'Multicultural Education', etc. The program includes an updated 'School Practice Module' as per state requirements and pedagogical practice module 'Action Research Module'. Programme content satisfy the sector benchmark requirements.

Evidences/indicators

- o Educational Program
- o Course syllabi
- o Educational Plan
- o Interviews

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

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Suggestions for programme development

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

   x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 Course
➤ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;   ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

Learning Outcomes of the courses are generally in line with programme learning outcomes and the course credits correspond the course learning outcomes. Course materials are fairly new and based on the latest achievements in the field of education. However, there remains some core issues that need to be resolved in an urgent manner.

During the interviews some gaps were identified in the documentation that the institution has submitted along with SER. For instance, the map of prerequisites (annex 2) which enlists free components includes a course 'Speech Culture' which as it was confirmed during the site visit, had been removed from the program. Nevertheless, the course in question remains in the Map of Prerequisites. The clarity is lacking in connection to the course 'Elementary English 1': namely, syllabus defines this course as mandatory and to be taught in semester 1, while the Educational Plan does not include this course at all. Educational Plan reads: '*student who fails to be proficient in English at A2 (Elementary) level, is required to start learning the language from A 1(Elementary) or A 2 (Elementary) as determined by the Department of English language of the university.*'

The Plan includes 'elective courses' which makes it possible for a student to accumulate total of 15 credits (5 credits in the eighth semester and 10 credits in the ninth semester). However, it is not possible to determine from the program material (syllabi and Educational Plan) what courses are offered as a part of electives if the student does not have a higher level of English language. In case of insufficient level of English student can only aggregate 10 credits from English language courses, instead of necessary 15.

Evidences/indicators

- ○ Course syllabi
- ○ Educational program

○ Self-Evaluation Report
○ Educational Plan 2018-2023

Recommendations: • Revise the course syllabi to match with the Educational Plan   • Clarify prerequisites for English Language course and make it transparent throughout the syllabi
Suggestions for programme development: • Revise the course syllabi to match prerequisites.   • Eliminate some factual errors in syllabi such as course level specifications.
Best Practices (if applicable):   ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress   ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard   ☐ Complies with requirements   ☐ Substantially complies with requirements   **x Partially complies with requirements**   ☐ Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills
Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements   The programme consists of practical and research components which ensure that the students gain practical as well as research skills to correspond each level of education and program learning outcomes. Research component of the program is supervised by a university staff.

- Programme ensures that students have an opportunity to gain practical skills and/or are involved in scientific-research projects that correspond to the level of education and programme learning outcomes;
- Programme practice component is organized and planned according to programme learning outcomes;
- In the framework of a practice component, and/or a scientific-research project, a student is supervised by a qualified person in the field who assesses/evaluates student's activity;

Agreements/memoranda with employers takes into consideration the number of students, also the aim and duration of practice.

Evidences/indicators

- Self-evaluation report
- Interviews
- Educational programme

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

x **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods
Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

Descriptive summary and analysis of compliance with standard requirements
Teaching and learning methods of the majority of courses correspond to the level of education and the learning outcomes of the course as well as the program and ensure their achievement. Teaching and learning methods are adequate to the level of education and learning outcomes: lecturing, group work, practicum, lab work, demonstrations, working on a textbook, discussions, exercise, induction, deduction, analysis and synthesis are used to achieve the learning outcomes. Syllabi reflect respective learning outcomes that correspond the program learning outcomes. However, the overall impression is that the emphasis is more on teacher-centered rather than student-centered learning. Academic staff take into account students' individual needs. This was confirmed by the interviews with the students. Participants recalled the case of their Azerbaijani classmate who was offered a special Georgian language course.

Evidences/indicators
- Course syllabi   - Interviews with students and academics staff

Recommendations:
Consider emphasizing student-/learning-centered methodology in every course. Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Best Practices (if applicable):
Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress
Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

☐ Complies with requirements

x Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

Students are aware of the assessment methods and rubrics in the syllabi from the very first day of the course. The criteria and methods for evaluation are determined by individual teacher and described in the syllabi. There are appeal procedures in place that enables students to file a complaint, see the written paper and discuss it with the teacher.

In the interviews students describe the procedures of how they are evaluated: in the beginning of each course they are introduced to the course assessment methods. Upon submission of the assignment, the lecturer checks the term paper and gives the feedback. Any complaint regarding the assessment can be discussed with the Self-evaluation report and in person. Students are generally happy with the assessment rubrics and if they wish, they can have individual consultations with the lecturers before the exam.

 In case of the master thesis defence, the commission chair is usually an external evaluator who guarantees a transparent evaluation of the students work.

Evidences/indicators

- o Self-evaluation report
- o Interviews

Recommendations:

Suggestions for programme development:

Consider possibilities to offer training courses for the staff to develop student evaluation skills and methods.

Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard **x Complies with requirements** ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		X		

3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

Descriptive summary and analysis of compliance with standard requirements

LEPL Gori State Teaching University offers various services to the students, including: tutorials for sharing information about the programme structure and credits, individual hours (two hours for each course per week), mobility exchange schemes, sport and cultural events, social services. The university has quite successful relations with Warsaw university, and it sends the students for 1 semester, 1 year or 3 years. It also cooperates with Varna University.

LEPL Gori State Teaching University provides three internal scholarships, except of the state ones. Every department has a stipendium programme (internal scholarships). As for the career development services, alumni, during the interview have mentioned job fairs and meetings with employers organized by the university. Other services offered by the Gori state university are free Turkish and Polish language courses.

Students, as well as alumni, have named meetings with administration as one of the main sources of information regarding the services available to them. They have also mentioned web-site of the university and information boards as possible sources for information.

Students also have the opportunity to participate in the conferences and research projects. The students who get 1st, 2nd and 3rd level certificates in international or local conferences, get small renumeration from the university, which increases their motivation.

LEPL Gori State Teaching University's students receive individual consultations and can also have an individualized learning plans if needed. Information about the consultation hours is given in the syllabus of each course. Students, during the interview said that they mainly use this opportunity before the exams.

LEPL Gori State Teaching University's faculty has the experience of working with individual learning plans, the students are mainly the ones using internal mobility or the ones who renew their suspended status, some of the requirements or preconditions can be changed, courses can be modified, QA department of the faculty prepares individual learning plans for the students and academic council approves it.

Based on the above mentioned, the expert panel thinks that the sub-standard 3.1, student support services, complies with the requirements.

Evidences/indicators

- o Self-evaluation report
- o Interviews with students, Alumni, Faculty, Administration
- o LEPL Gori State Teaching University web-site

Recommendations:

Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard **x Complies with requirements** ☐Substantially complies with requirements ☐Partially complies with requirements ☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision
Master's and Doctoral students have qualified thesis supervisors.
Descriptive summary and analysis of compliance with standard requirements Since the educational programme is new and does not have students and alumni yet, the evaluation of the experts' panel is based on the previous experience of working on MA thesis supervision at LEPL Gori State Teaching University. Meetings and consultations with the student is the part of the academic staff's research and teaching workload. The MA thesis supervisor should have the degree in the field and meet several preconditions. If the student's thesis topic needs a co-supervisor, LEPL Gori State Teaching University provides one. The regulations regarding the functions of MA thesis supervisor are elaborated in the rule for preparing and defending MA thesis (academic council resolution #09-17). The regulations of LEPL Gori State Teaching University set out the functions of the supervisor, duration of supervision, etc. QA department and faculty QA office evaluate the candidate of MA supervision. LEPL Gori State Teaching University also has a special form for the process of supervising the thesis. In some extent, the university administration also tries to provide faculty trainings needed for the improvement of their supervision skills. Last year, they had the training organized by the Civil Society Institute (CSI) about conducting the research and research methods. From what we gather from the interviews, however, the staff have not been trained exclusively in research supervision. A common understanding of qualified supervision of research component is by and large experience based. This however, does not mean that the staff cannot supervise, but the quality of

that supervision can be questioned when it is only experience based without any formal training on supervision.

It should also be noted, that LEPL Gori State Teaching University carries out the satisfaction surveys for MA students – regarding consultation, individual work and contact hours.

The Alumni of the Gori State Teaching University's Master's programme, during the interviews stated that supervisors were very helpful and flexible. One of them said that she, together with the supervisor, wrote the conference paper together and presented in Greece.

Evidences/indicators

- o Self-evaluation report
- o Interviews with Alumni, students, administration

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Provide systematic training on supervision for the staff.

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

x Complies with requirements

☐Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	X			

4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources
➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve 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. Balance between academic and invited staff ensures programme sustainability;   ➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;   ➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
Descriptive summary and analysis of compliance with standard requirements   The core academic staff of the program consists of 15 academic and 3 invited staff qualified to teach in the program. The contracts are available for each staff either in a form of existing employment contract or provisional agreement (invited staff to be hired upon the program accreditation). Provisional agreement is also available with one foreign academic who also will be hired if the program passes accreditation.   The program coordinator is personally responsible and involved in drafting and implementation of the program together with the program staff. In general, academic staff is well versed in pedagogics, are highly motivated and enthusiastic about the new program, and frequently emphasize the urgency of the program for the region in their interviews. Interviews confirm that the staff make all possible attempt to enhance their teaching and learning practices, including sharing a good practice with each other and foreign colleagues and participation in professional development activities organized by LEPL Gori State Teaching University and other external parties. There is a strong commitment to the academic values and team work. The staff demonstrate necessary knowledge and experience to implement and develop the new program, English language competence of the staff is another weak point that needs to be addressed immediately. Staff involvement in research projects needs to be enhanced if the program is to succeed in a long run. The last but not least, the institution needs to develop a plan to tackle the issue of aging teaching force and bring in younger academics into the program. All these have direct implications on student achievements and the overall success of the program.
Evidences/indicators   o Internal regulations   o Statutes of structural unites   o Personnel files and CVs   o Interviews with the academic staff and administration

Recommendations:
Implement strategy to address the emerging generational problem – staffing issues.

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation
  ☐ Complies with requirements **x Substantially complies with requirements** ☐ Partially complies with requirements ☐ Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff
➢ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis; ➢ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
Descriptive summary and analysis of compliance with standard requirements Annual evaluation of the staff performance in the field of teaching and research is taking place at the university and this is supposed to reach the programme proposed, too. This practice is the basis of further professional development plans. There is a Teachers Professional Development Centre in service of professional development established at the

university providing certain amount of professional development opportunities mainly to academic staff. English language proficiency of the staff does not seem to be satisfactory.

More systematic and tailor made courses based on needs analysis and focused on development of teaching skills, research methodology skills and foreign language skills (English) are to be developed, the panel was assured during the interviews with the management of the university. Professional development of administration staff seems to be in need of development, too.

Evidences/indicators

- o Self-evaluation report
- o Interviews

Recommendations:

Emphasize more systematic training of the staff in the area of teaching methodology, research skills, and English language competence.

Suggestions for programme development:

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

 o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

☐ Substantially complies with requirements

x Partially complies with requirements

☐ Does not comply with requirements

4.3. Material Resources
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements Especially thanks to the tour within the institution we found out that material resources related to the programme proposed seem to be sufficient. The very premises serve well to educational purposes, library provides relevant literature for the students and some databases are available for the students and the staff and they provide the access to the current professional literature/discourses in teacher education (the use of these databases resources is not much developed, though). Basic technical equipment is in place, too. There are in use some other ways of supporting learning by means of electronic media. More complex and unified information system/management learning system would be desirable. Antiplagiarism software needs to be introduced.
Evidences/indicators o   Component evidences/indicators including relevant documents and interview results
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Develop more complex information system supporting learning and administration. Implement the plagiarism detection mechanism. Non-binding suggestions for programme development
Best Practices (if applicable): o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

x Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

4.4.Programme/faculty/school budget and programme financial sustainability

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

Descriptive summary and analysis of compliance with standard requirements

During our discussion with university management we received further clarification of the budget and its relation to the programme proposed. The panel arrived to the opinion that the budget seems to be feasible and it corresponds to newly proposed programme needs.

Evidences/indicators

- o Self-evaluation report
- o Programme description
- o Interviews

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

x Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		X		

5. Teaching quality enhancement opportunities

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

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analyzing assessment results. Programme staff utilizes quality assurance results for programme improvement.
Descriptive summary and analysis of compliance with standard requirements The self-evaluation report was prepared by the self-evaluation group, consisting of 9 members, which included academic personnel, administration and supporting staff, divided into 5 sub-groups, each responsible for each standard. The group identified areas for improvement of each standard, which was addressed to the dean. If the programme gets accreditation, they intend to improve the weak areas. As one of the areas of improvement, the quality assurance office member mentioned correspondence of learning outcomes with the structure of BA and MA programme. The quality assurance system at LEPL Gori Teaching University is based on "plan-do-check-act" cycle and the staff of the programme collaborates with the quality assurance office and takes into

consideration recommendations made by the quality assurance office while planning and developing the programme. Quality Assurance office at LEPL Gori Teaching University provided the programme staff with the necessary help and training while developing the programme learning outcomes which seemed to be a good training exercise for those involved.

QA of research and administration as well as of some aspects such as internationalization related to the programme has not been very much in focus so far.

Evidences/indicators

- o Statute of Quality Assurance Office
- o Interview Results

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Adopt a more diversified forms of work of QA also by introducing peer support schemes within the university.
- Focus QA also on research, administration and internationalization – in relation to the programme and its development.

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

x Complies with requirements

☐Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

5.2 External quality
Programme utilizes the results of external quality assurance on a regular basis.
Descriptive summary and analysis of compliance with standard requirements The programme is new and is submitted for accreditation at the NCEQE. The recommendations given by the experts of accreditation are planned to be taken into account by the applying university. By this moment, the experience and expertise of some alumni and some employers were used for the programme proposal development.
Evidences/indicators   o   Programme Self-Evaluation report.
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable):   o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress   o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard **x Complies with requirements** ☐Substantially complies with requirements ☐Partially complies with requirements ☐ Does not comply with requirements

5.3.Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analyzing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

As the programme is new and has not yet undergone monitoring, the expert panel assesses the existing practice at the teaching university.

Periodic review and monitoring of the programmes is done through collecting and analyzing information from different stakeholders, including: students, graduates, academic staff, employers etc. Quality Assurance Office uses different means for collection of the data, including surveys, focus groups, and self-evaluation. They also use the monitoring of students' grades throughout the semester. The results of the analyses is used for the development and modernization of the programme.

As for the modification of the similar, teacher training BA level programme, since 2014 there have not been any radical changes, minor changes included course changes, credit hour changes and they were based on feedback and suggestions.

By the end of each semester, students evaluate the course and lecturer by filling out the surveys. The students during the interview confirmed their participation in the surveys and the modifications in the programme.

LEPL Gori State Teaching University also has the form for the class observations and uses them for programme monitoring, if needed. According to the programme development policy of LEPL Gori State Teaching University, programmes are benchmarked against similar programmes available at foreign universities.

The expert panel thinks that sub-standard 5.3 complies with the requirements.

Evidences/indicators

- o Programme Self-Evaluation Report
- o Interviews
- o Statute of Quality Assurance

o Academic Council Resolution N 09-12, 23.03.2018	
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards	
Suggestions for programme development: Non-binding suggestions for programme development Adopt a practice of peer review by other universities in Georgia.	
Best Practices (if applicable): o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes	
In case of accredited programme, significant accomplishments and/or progress o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)	
Evaluation o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard **x Complies with requirements** ☐Substantially complies with requirements ☐Partially complies with requirements ☐ Does not comply with requirements	

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	X			

Enclosed Documentation (If Applicable)

HEI's Name: LEPL Gori State Teaching University

Higher Education Programme Name: The integrated Bachelor´s and Master´s educational programme for preparation of primary education teachers

Number of Pages of the Report: 31

Programme's Compliance with the Standard

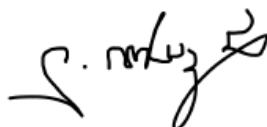| Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	X			
2. Teaching methodology and organization, adequate evaluation of programme mastering		X		
3. Student achievements and individual work with them	X			
4. Providing teaching resources		X		
5. Teaching quality enhancement opportunities	X			

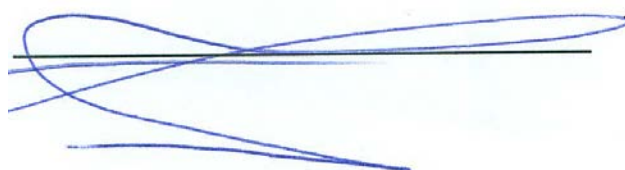**Expert Panel Chair's**

Milan Pol

prof. PhDr. Milan Pol, CSc.

Digitálně podepsal prof. PhDr. Milan Pol, CSc.
Datum: 2018.08.01 07:41:38 +02'00'

Expert Panel Members'

Lela Iosava

Lali Berishvili

Tinatin Gabrichidze