



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

A primary level teacher training integrated Bachelor's-Master's program

Iakob Gogebashvili Telavi State University

Date of Evaluation: 2018-07-11

Report Submission Date: 2018-08-02

Tbilisi

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Iakob Gogebashvili Telavi State University
HEI's Identification Code	231187168
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	A primary level teacher training integrated Bachelor's-Master's program
Level of Education	Bachelor's-Master's
Qualification Granted	Master of Education (general education primary level, classes I-IV, Georgian, Mathematics, Natural Sciences and additional V-VI grade two subjects (Georgian/Mathematics/Natural Sciences) with the right to teach
Indicating Qualification Code	03
Language of Instruction	Georgian
Number of Credits	300
Programme Status (Authorized/Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Assoc. Prof. Vitalija Gražienė (Chair of the Panel) Vilnius University of Applied Sciences, Lithuania
Member (Name, Surname, University/organization/Country)	Prof. Ketevan Todadze, Ilia State University, Georgia
Member (Name, Surname, University/organization/Country)	Ms. Lali Berishvili (Employer Expert), Georgia
Member (Name, Surname, University/organization/Country)	Ms. Anzhela Abuladze (Student expert), Georgia

Accreditation Report Executive Summary

General information on the education programme

Iakob Gogebashvili Telavi State University is continuing historical mission to prepare qualified teaching human resources for regions. The new program has been developed considering the results of the labor market research, according to which, there is a deficit in young qualified teachers and the creation of a similar program has been dictated by the necessity to solve the mentioned problem. Iakob Gogebashvili Telavi State University integrated Bachelor's - Master's educational programme, presented for assessment, has a goal to prepare teacher for the primary level, who will continue his/her work possessing an academic degree of a Master of Education in a school of general education (in primary grades and also in grades V-VI). Programme is different from the previous ones in terms of level of education, objective, learning outcomes, content and qualification (Master of Education (general education primary level, classes I- IV, Georgian, Mathematics, Natural Sciences and additional V- VI grade two subjects (Georgian/Mathematics/Natural Sciences) with the right to teach).

Brief overview of the accreditation site-visit

During the visit meetings with the university administration, head of the programme, faculty members, invited lecturers, employers and internship supervisors, students and alumni of current pedagogical programme (BA) took place. Experts also had a tour of the institution, examining facilities (library, classrooms, offices, etc.), needed for the provision of new programme. During the visit experts have asked for additional documentation concerning bilateral agreements with foreign universities.

In the end of a visit day key findings of the assessment visit were presented for the representatives of Iakob Gogebashvili Telavi State University.

Summary of education programme's compliance with the standards

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		X		

organization, adequate evaluation of programme mastering				
3. Student achievements and individual work with them	X			
4. Providing teaching resources		X		
5. Teaching quality enhancement opportunities	X			

Summary of Recommendations

To base programme on child oriented perspective, avoiding subject oriented curriculum.

To expand the objectives of developing general competences of student teachers (critical thinking, problem solving, creativity, IT literacy, etc.) and to align them with the content of courses.

To elaborate much more element of attitudes (values) of every competence – to describe them clearly and concretely.

To guarantee appropriate for the study level of responsibility and autonomy of student teacher through the improving quality of the block of practices.

To embed into the programme integrative approach (through combination of the teaching of subject and it's methodology; implementing STEAM approach).

To ensure quality of the curriculum structure through redesigning block of practice courses (start, amount); including in the curriculum new courses.

To develop system of practice supervision/mentoring/tutoring.

To continue orientation of all curriculum towards not academic/scientific, but towards pedagogical problem solving through student-oriented study methods, like Project method or PBL (Problem based learning), action research, etc., not limiting research component of the programme only with block of practices, practice research and Master Thesis. Deeper studies of mentioned approaches should be guaranteed for the staff of the programme.

It is important include into circulation of study methods (teaching and learning) also modern tools, as work with digital resources is a must today.

If the graduates are given teacher's qualification, the very clear distribution of this information should be provided (students are awarded not only Master's degree).

To start treating mentors from the schools as part of staff team, providing the MA programme.

It is suggested for the courses: Children's Literature; Issues of history of Georgian literature to change the compulsory literature, or prepare the reader based on newest research.

To update library resources, ensuring provision of quality of the programme.

Summary of Suggestions

To give bigger focus to such field competences: knowing the child, it's needs, contexts of his experiences, phenomenon of a childhood, culture of a child; competence of various types of integration skills should be more visible (integration of subjects, activities, methods, etc.); the competence of student teacher to cooperate with parents (focus on theories, principles and strategies in this area), in order to have clear, realistic and achievable, also inter-connected objectives.

To align curriculum and courses with newly focused (described above) competences.

To describe novelty of the programme, basing not only on challenges of educational policy, but on essential benchmarks of second cycle studies and competences required.

To ensure, that all involved in programme development groups know biggest changes in it's basics and design and can comment on the differences between I and II cycle programmes.

To involve interested groups in systematic and deep discussions about the results of the assessment of learning outcomes by planning this activity.

Declaration of student – centered approach is not enough, methods of student learning should be written down also (they are not described at all; they can be felt indirectly (independent work on a book, etc.).

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

Analysis of self-evaluation report and site visit revealed, that programme objectives are aligned with the field characteristics, qualification descriptor of higher education qualification frame, teacher's professional standard, national educational plan of the third generation, the launch of teacher's work, national qualification frame of professional development and career promotion scheme and other regulating documents.

Programme objectives define the set of knowledge, skills and attitudes the programme aims to develop in graduate student teacher: field competences, subject competences and general competences.

In general the objectives (all three groups of competences) are clear, realistic and achievable and have logical inter-connections, but there is still not enough focus on the field competence of knowing the child, it's needs, contexts of his experiences, phenomenon of a childhood, culture of a child (besides other competences, which are addressed: establishment of a positive educational environment, planning of a student- and result-oriented educational process, its conduct and evaluation, evaluation of educational process, supporting professional development). Also the field competence of various types of integration skills should be more visible (integration of subjects, activities, methods, etc.). The competence of student teacher to cooperate with parents is also not represented accordingly to the set of functions/roles of the teacher (there is no systemic focus on theories, principles and strategies in this area).

It is worth to be noted, that achievability of some field and subject competences highly depends on the composition of curriculum of the programme (if school practise starts relatively too late or it is not enough of the practise credits, than many field and subject (and general) competences are under the risk, as they cannot be obtained in time and in full scale).

Block of general competences (skills of analysis and synthesis, working in groups, adaptation to new environment, communication, working independently, learning) should be expanded and should be much more ambitious, tending to open potential of student teacher's critical thinking, problem solving, creativity, IT literacy, etc.

Each element, forming every competence - knowledge, skills and attitudes (or values) in the programme, is visibly displayed in the documentation, presented for the assessment, but the element of attitudes (values) should be elaborated much more, as in some cases it is too generally formulated, in some cases – formulated unclearly.

Programme objectives are consistent with the mission, objectives and strategic plan of the institution, as Iakob Gogebashvili Telavi State University is continuing the historical mission to prepare qualified teaching human resources for regions.

The strategy for internationalisation of the programme is worked out, there are impressive number of bilateral agreements. High quality programme with appropriate objectives should be embedded in the international context – on the levels of research, teaching, resources, mobility of staff and students, so the university should develop further this area.

Programme objectives illustrate the contribution to the development of the field and the society, as the training of teacher with new competences is starting. Thus it is vitally important to describe that

<p>novelty in all possible parameters. Study visit revealed that the new approach in preparing new teachers is connected mostly with deeper practice and research skills of a student teacher, but the obligatory competences of master level studies include also thinking in alternatives, problem solving in unusual and unknown situations, capacity to be reflective, ability to create knowledge in and for your field, etc.</p>
<p>Evidences/indicators</p> <p>SER (Learning outcomes; Curriculum, Study Plan) Analysis of requirements of employers and labor market; file No 3 Strategic development plan of Telavi State University, its mission</p>
<p>Recommendations:</p> <p>To expand the objectives of developing general competences of student teachers (critical thinking, problem solving, creativity, IT literacy, etc.) and to align them with the content of courses.</p> <p>To elaborate much more element of attitudes (values) of every competence – to describe them clearly and concretely.</p>
<p>Suggestions for programme development:</p> <p>To give bigger focus to such field competences: knowing the child, its needs, contexts of his experiences, phenomenon of a childhood, culture of a child; competence of various types of integration skills should be more visible (integration of subjects, activities, methods, etc.); the competence of student teacher to cooperate with parents (focus on theories, principles and strategies in this area), in order to have clear, realistic and achievable, also inter-connected objectives.</p> <p>To align curriculum and courses with newly focused (described above) competences.</p> <p>To describe novelty of the programme, basing not only on challenges of educational policy, but on essential benchmarks of second cycle studies and competences required.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <ul style="list-style-type: none"> ○ 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
- ☐ 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 analysing data;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

The outcomes of the learning program are written out considering the descriptor of qualifications within the higher education qualification framework and field characteristics of a teacher and are grouped in 3 blocks: field, subject and general competences. SER indicates such competences of the graduate of a programme: „After completing the program, Master of primary education will be aware of ongoing processes in the education system, will have understanding of the profession, specifics of given obligations and professional values; Will obtain general and field-specific competences necessary for at least teachers having senior teacher status; also he/she will acquire theoretical knowledge and practical skills necessary for the profession. Will be able to form positive teaching environment in accordance with the teaching purposes, plan teaching process oriented on students and their results, manage and evaluate this process, etc. Will know the obligations and responsibilities envisaged by the teachers' professional ethic code and field-specific requirements, so that he/she will be able to timely obtain the information necessary for his/her profession, ensure planning-implementing and developing its own professional activities. Program ensures development of research skills in students in order to improve professional growth and teaching-learning process in the school environment” (p.12).

The analysis, comments and recommendations for the scope of programme objectives are described in this report (above, 1.1). The level of responsibility and autonomy of student teacher in general is higher, than in I cycle of studies and suits requirements of II cycle, but in some cases it is still doubtful, if students reaches this (late start of practices (7-th semester), too little credits allocated for practices, not deeply embedded system of practice supervision/mentoring/tutoring, etc.; no courses for Andragogy or Family studies (even if those issues as separate themes can be found in some courses), etc).

Site visit meetings showed, that not all teachers are in depth familiar with the general philosophy – constructivism – of the programme; this should be circulated and discussed deeply, due to avoid a risk not to reach II cycle objectives.

Programme has learning outcomes assessment cycle, which consists of defining, collecting and analysing data and guarantees, that the outcomes of the program learning are measurable, achievable

and realistic: the evaluation of the teaching results are presented along with the Curriculum Map; strategies and requirements for the assessment of results are presented separately.

It is stated (SER), that the graduate is awarded an academic degree of a Master of Education, but it is still unclear, if they are given teacher's qualification, or only right to teach.

SER analysis and study visit showed, that many interested parties participated in the development of the program learning outcomes: academic and invited personnel, implementing the program, students, previous (Bachelor's of primary education) program graduates, potential employers from schools - directors and teachers, as well as foreign partners, etc., but not every group of persons, who participated in meetings, could clearly articulate biggest changes in the programme or deeply comment on change in objectives.

It is positive, that the program is placed on the web-site of the university and its learning outcomes are public and accessible, but it is still important to circulate information about the new programme among involved groups, and also involve groups in deeper discussions.

Programme learning outcomes will be assessed regularly and using various forms (reports, surveys, discussions), and after that results will be utilized for the improvement of the programme: university is planning regular trainings for academic staff, consultations, continuous participation in ongoing and new projects (national and international).

Evidences/indicators

SER (Learning outcomes; Curriculum, Study Plan)
Curriculum Map
description of courses
website;

Recommendations:

To guarantee appropriate for the study level of responsibility and autonomy of student teacher through the improving quality of the block of practices.

Suggestions for programme development:

To ensure, that all involved in programme development groups know biggest changes in it's basics and design and can comment on the differences between I and II cycle programmes.

To involve interested groups in systematic and deep discussions about the results of the assessment of learning outcomes by planning this activity.

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

<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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.

<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Admission to the integrated bachelor-master educational program for training teachers of primary level of general education of Iakob Gogebashvili Telavi State University is regulated according to the legislation of Georgia and by the Regulatory Rule of Teaching Process of Telavi State University. An interested person must have school certificate, and has to take the four national exams: 3 major national tests in Georgian Language, Foreign Language, General abilities, and also a 4th exam, which is chosen among the following: Literature, Geography, Biology, Mathematics, History, Physics, Chemistry. Information about the program admission is public and will be available at the university website.</p> <p>Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students.</p>
<p>Evidences/indicators</p> <p>Educational Program (Admission requirements)</p> <p>Regulatory Rule of Teaching process, record N5 of the representative board 14.03.2018</p> <p>Interviews with the Head of the program, with the academic and invited staff implementing the program</p>
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p>

☐ 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

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes and consists of the following components: 40 credits - module of free components; 196 credits - a subject and methodical module of the subject/subject group of the primary level of general education; 64 credits - module of research practice and school practice. Formally programme structure is consistent and logical and fits the requirements, but there still are essential doubts left.

The block of 64 credits, allocated for research practice and school practice needs corrections, as in fact practice lasts only 34 credits (30 – Master Thesis; after the meetings during site visit it became clear, that the subject Midterm Examination – 4 credits – also belong to this group of subjects, but the title is translated incorrectly). This is not enough, having in mind whole amount of the programme – 300 credits and having in mind, that students are intended to teach subjects in primary school and in V-VI grades, and this needs a lot of practicing. Late start of practices (7-th semester) also is an obstacle to high quality competences, needed for a student.

Philosophy of programme influences structure of the curriculum and content of the courses. At the moment programme is still subject oriented, not enough child oriented / not seen from child's perspective and contradicting with the constructivistic approach. Mostly this remark suits for the block of subject group courses, as field block is on the right way, orienting courses to the child's perspective.

Programme should be developed, improving content of the courses (Georgian language in fact is Language / Communication Literacy; the programme could benefit, suggesting students courses: Wellfare of a Child; Antropology of Childhood, Culture of Childhood, etc.).

Programme curriculum is created, tackling to represent all learning outcomes; new courses are enriching the curriculum (Inclusive Education, Inclusive pre-school education (half electronic format); Innovative methods of teaching math on the primary level; Principles of democratic education; Disaster risk reduction through inclusive approach; Psychological issues of stress and how to resolve them; Intercultural education (SER, p.15), but the further steps are needed to represent also the integrated approach – using STEAM, etc. It is unclear, how children (grades I-IV) will get knowledge, skills and values in social and cultural issues, history, etnoculture, if there is no school subject planned for this (only Language, Mathematics and Natural Sciences). Even if this is question not for the Telavi university, but for primary school curriculum makers, student teachers of this

programme should be ready to discuss problems of school curriculum and be able to cover lacking primary school learning outcomes through the integrative approaches.

Some courses are designed too late – Research methods in Education - 8 semester; Social psychology, Developmental psychology – 8 semester; some courses are absent – Familistics; courses of subjects are taught not integrated way and separately from the methodologies of their teaching.

The contents of the teacher education integrated Bachelor's - Master's program is aligned with the prerequisites of the admission to the program, the program learning outcomes and ensures their achievement; educational courses included into the program are presented sequentially in accordance with the semester, also the prerequisites for admission to the following components are written out. The program determines the expected educational workload of the students in the way of ECTS credits.

Due not to repeat what was already written, please see 1.1 and 1.2 chapters of this report - a very concrete remarks concerning practice and research are described there.

Even if the structure of the integrated Bachelor's - Master's program of teacher's education is composed of both mandatory and elective educational courses, which ensures the opportunity for the students to elect non-mandatory components of an educational program and construct individual path of learning, there are some dis-balances: many field studies credits are allocated for English language studies. Treating this as a positive strategy in general, it is worth to search for alternative ways of getting students skilled in English (electives, preparatory courses, etc.), not spending for that time of field studies.

So the structure and content of the programme in general (with described above in the Report exceptions) ensure the achievement of programme learning outcomes.

In general qualification awarded – academic degree Master of Education - is consistent with programme content and learning outcomes, but the contents, volume and complexity of the primary education teacher training integrated Bachelor's - Master's program is in general aligned with the second level of teaching. It is unclear, if the graduates are given teacher's qualification.

Evidences/indicators

SER (Learning outcomes; Curriculum, Study Plan)

Course descriptions

Instruction of planning, elaborating, implementing, developing and cancelling the academic educational programs, record N5 14.03. 2018

Recommendations:

To base programme on child oriented perspective, avoiding subject oriented curriculum.

To embed into the programme integrative approach (through combination of the teaching of subject and it's methodology; implementing STEAM approach).

<p>To ensure quality of the curriculum structure through redesigning block of practice courses (start, amount); including in the curriculum new courses.</p> <p>If the graduates are given teacher's qualification, the very clear distribution of this information should be provided (students are awarded not only Master's degree).</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>2.3 Course</p>
<ul style="list-style-type: none"> ➤ 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.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The courses included in the Curriculum of the integrated bachelor-master educational program for training teachers of primary level of general education of Iakob Gogebashvili Telavi State University lead to the development of Master's Qualification and Competence. The content of the syllabi of courses, and the amount of credits ensure the achievement of goals and learning outcomes.</p> <p>The study courses envisaged by the program are designed to ensure that their purpose, learning outcomes and teaching methods meet the goals of the educational programs and learning outcomes.</p>

Main study courses are consistent with content and focused on the development of skill to use field competences and theoretical knowledge in practice. Determining learning outcomes of study courses is done according to learning outcomes of educational program. Course learning outcomes are aimed at developing the necessary field competences for the graduate and are the combination of knowledge, skills and values. The possibility of achieving the educational program goals and learning outcomes has been envisaged for each study courses during determining credit, contact and independent hours for each course. The educational program includes 3, 4, 5 and 10 credit courses, which are allocated according to the course content and learning outcomes. Important work was done during the selection of teaching methods. The main emphasis has been made on selection of relevant methods and activities to achieve learning outcomes.

The literature is selected based on the novelties of the field. Lecture course / readers are prepared in the part of the courses. However, we have specific comments towards particular specialty courses: Children's Literature; Issues of history of Georgian literature. In these courses only the books issued 10 or more years ago are mentioned in compulsory literature. Accordingly, we consider it necessary to change the compulsory literature, or prepare the reader based on newest research for these courses.

Within the framework of the accreditation visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

Evidences/indicators

Educational Program (Map of learning outcomes)

"Instruction of planning, elaborating, implementing, developing and canceling the academic education program", record N4 of the representative board meeting 14.03. 2018

Syllabi of study courses

Recommendations:

It is suggested for the courses: Children's Literature; Issues of history of Georgian literature to change the compulsory literature, or prepare the reader based on newest research.

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

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
- ☐ 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 program includes practice and research components (short preparatory visits to school during study of separate courses (7), school practice, practice research, Master's thesis). Data provided by the university (SER, Study plan) shows, that practice and practice research are treated as not separate, but integral unit; "student voice" is also heard, as they "during the period of all three practices, have to choose 1-3 problematic issues of their interest for further research, this will be reflected in their portfolio. After completing all three practices (minimum 3 subjects), selected student will choose one topic out of topics and/or their integration selected by the recommendation of the scientific supervisor, and starts practice research on that topic in tenth semester" (SER, p.18). This shows, that the new programme is oriented towards not academic/scientific, but towards pedagogical problem solving. It should be stressed, that such approach has to be embedded into all curriculum through student-oriented study methods, like Project method or PBL (Problem based learning), action research, etc., not limiting research component of the programme only with block of practices, practice research and Master Thesis.

There are important issues to be developed further in the programme: too late start of practices (7-th semester), too little credits allocated for practices, not deeply embedded system of practice supervision/mentoring/tutoring.

General (or transferable) competences (skills of analysis and synthesis, working in groups, adaptation to new environment, communication, working independently, learning) should be expanded and should be much more ambitious, tending to open potential of student teacher's critical thinking, problem solving, creativity, IT literacy, etc.

Evidences/indicators

SER

Interviews during assessment visit

<p>Recommendations:</p> <p>To develop system of practice supervision/mentoring/tutoring.</p> <p>To continue orientation of all curriculum towards not academic/scientific, but towards pedagogical problem solving through student-oriented study methods, like Project method or PBL (Problem based learning), action research, etc., not limiting research component of the programme only with block of practices, practice research and Master Thesis. Deeper studies of mentioned approaches should be guaranteed for the staff of the programme.</p>
<p>Suggestions for programme development:</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>2.5 Teaching and learning methods</p>
<p>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.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>It is positive, that authors of SER distinguishes clearly between forms and methods of study process. Mentioning teaching methods (verbal or written methods, method of independently working on the book, explanatory method, brain storming heuristic method, discussion/debates, demonstration method, case study, heuristic method, inductive and deductive methods, analysis and synthesis,</p>

problem based study, individual and group work study methods) and declaration of student – centered approach is not enough, methods of student learning should be written down also (they are not described at all; they can be felt indirectly (independent work on a book, etc.).

It is important include into circulation of study methods (teaching and learning) also modern tools, as work with digital resources is a must today.

Evidences/indicators

SER

Interviews during assessment visit

Recommendations:

It is important include into circulation of study methods (teaching and learning) also modern tools, as work with digital resources is a must today.

Suggestions for programme development:

Declaration of student – centered approach is not enough, methods of student learning should be written down also (they are not described at all; they can be felt indirectly (independent work on a book, etc.).

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

○ 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
- ☐ 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

Student assessment criteria used are transparent, ensure student awareness, and control over their achievements. Relevant information is available to a student, the evaluation system is an integral part of the educational program, the faculty quality assurance service provides the requisite information to students and interested persons both personally as well as in an openly visible place, where a schedule with specific days for student counseling is posted.

The methods of evaluation of each component provides access to results of the study, which is reflected in evaluation outcomes. Within the framework of educational program selection of methods of students' assessment is based on the capacity of measurement of students' knowledge and skills. The program provides current and final evaluations. Student evaluation is multi component (activity, the daily testing, essay, presentations, current surveys, the final exam). Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

Evidences/indicators

SER

Interviews with administration, students

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

○ 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

Within the framework of ongoing educational programmes students are provided with relevant individual consulting services. Each of them receives the desired consultation and assistance. The relevant documentation is posted on the webpage of the University. In addition, college staff as well as students and alumni noted that individual consultation work is carried out and the service is fully satisfying to all of them. Moreover, students are aware of the purpose of the programme, curriculum, results, and employment opportunities. The students have the opportunity to get information from the faculty dean, the head of the educational program, and the academic staff implementing the programme. They inform students about the evaluation criteria. Academic staff conducts consultations and extra meetings with students. Students receive consultations and assistance in the educational process not only from the lecturers but also from all relevant services of the HEI administration.

Students are supported in their mobility intensions, and 16 bilateral agreements with foreign and also internal partners exist.

Evidences/indicators

Interview with HEI administration

Interview with student and alumni
Interview with employers
Educational Program, Syllabi
16 bilateral agreements
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): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </div>

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 Students have qualified supervisors who have scientific –research experience relevant to the topic of the thesis. Students noted that their supervisor conducts consultations with students very frequently. During the research process, supervisors advise students on the field work and writing of the chosen topic. Most of the components of the educational program envisage an applied work format that significantly improves students' practical skills. The program envisages the student's practice, in which the student first observes the course of the study in a reflective way and then plans and conducts lessons.

Evidences/indicators Interview with HEI administration Interview with student and alumni Interview with employers Educational Program, Syllabi
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): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> 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	X			

individual work with them				
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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

Staff of the Department of education sciences of the faculty is professional, qualified, active and suits the regulations of the Law of Georgia on Higher Education and the statute of the university; this is proved with diplomas, certificates etc. Programme provision is also guaranteed through the cooperation with personnel from other faculties of the university: faculty of humanities, social sciences, business and law faculty.

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 - 2/3 of the personnel implementing the program is an academic personnel, 1/3 of the personnel is invited. It is recommended for the programme to start treating mentors from the schools as part of staff team, providing the MA programme. In general Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes.

The Head of the programme possesses necessary knowledge and experience required for programme elaboration (for example, head of the programme is a member of the field-specific board of higher education of teachers' training and a member of the group that develops field-specific characteristics for the higher education teacher's education and is personally engaged in the process of elaboration-discussion of legal documentation of elaboration of teacher's training education programs). Even if the supervisor is a head of other education programs existing on the faculty of education sciences (BA education program of the primary education, teacher training program, teacher training minor program, subject teaching MA education program), and these programs are successfully carried out to this day, this can bring also some risks, as the head will not be totally devoted only to this new programme and she can be overloaded by work.

Programme students are provided with an adequate number of administrative and support staff of appropriate competence: dean of the faculty, two assistants; there is specialists for computer services, qualified and appropriate library personnel.

Evidences/indicators SER CV's of staff (university and invited) Interviews with administration and staff, also head of a programme
Recommendations: To start treating mentors from the schools as part of staff team, providing the MA programme.
Suggestions for programme development:
Best Practices (if applicable): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <div style="margin-left: 40px;"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </div>

4.2 Professional development of academic, scientific and invited staff
<ul style="list-style-type: none"> ➤ 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 The academic personnel of the educational programme is involved into research of educational issues and systematically publishes articles in local and foreign journals and conference materials.

<p>Academic staff is actively participating in trainings, projects (Austria, Germany, Estonia, etc.); also programme staff is organizing and running training courses for teachers.</p> <p>Academic staff takes active part in the implementation of policy of the internationalization of the university: 16 bilateral agreements are signed and mobility of teaching staff and also students is going on. It can be recommended for the programme to make a plan, which projects and why are important, focusing on the priorities of learning outcomes of the programme.</p> <p>The primary level integrated Bachelor's – Master's educational program for the preparation of teachers has a renewable workload scheme according to semesters for academic and invited personnel, which includes educational and scientific-research and other workload depending on the functions and responsibilities undertaken by them.</p> <p>The number of academic and invited personnel at the program is adequate with regard to the number of students; the turnover of the academic and invited personnel at the Faculty ensures the sustainability of the program.</p>
<p>Evidences/indicators</p> <p>SER</p> <p>CV's of academic staff</p> <p>Bilateral agreements</p> <p>Interviews during assessment visit</p>
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p>

- ☐ Substantially complies with requirements
- ☐ 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

During the visit, we were introduced to the Telavi State University's infrastructure, dean's office, auditoriums, library, computer resource center, and other technical equipment, which are in line with the program objectives and ensure the achievement of program learning outcomes. There are both print and electronic libraries. Library catalog is open to university students and staff. But some of the books indicated in the core literature in the syllabi were not in the library. Literature really needs to be updated.

Evidences/indicators

Visit the Telavi State University material resources
 Visit at Telavi State University library
 Interview with University Administration
 Self-Assessment Report

Recommendations:

To update library resources, ensuring provision of quality of the programme.

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

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

<input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
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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 Financial resources for purpose of ensuring the program are envisaged in the faculty budget, which is integrated with the university budget. The amount needed for programme financing is explained in the budget document. The University administration agreed that the relevant financial provision for the program is reflected in the university budget. They also have financial aids from international projects to finance teacher trainings.
Evidences/indicators Self-evaluation report Program Budget Decree of the Representative Council regarding “The principles of financial support for educational programs” 12.04.2018 Interviews with the University Administration
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): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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, analysed 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 analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Within the framework of the monitoring, according to the Iakob Gogebashvili Telavi State University integrated bachelor-master educational program for training teachers of primary level of general education, internal quality assurance mechanisms are focused on evaluation and promotion of development of educational programs, teaching and learning process and academic staff. For internal quality evaluation “Quality Assurance Mechanism for Internal Quality Assurance” envisions to improve instruments for evaluation of educational programs, learning processes, scientific work, human and material resources; they conduct study of opinions and attitudes of stakeholders</p>

(employers, academic personnel, students, alumni) in the process of the program development. The results of the surveys are studied and analyzed by quality assurance service.

Evaluation mechanisms and procedures are regulated by the internal mechanisms of the quality assurance service of Telavi State University. The University uses a quality assurance system, which comprises of a “plan-do-check- develop” cycle. The University Quality Assurance Service evaluates the program in cooperation with the Faculty Quality Assurance Service. The program is evaluated based on analysis of quantitative and qualitative indicators. In particular, it encompasses the update and improvement of syllabus, monitoring of the study process, student satisfaction research. Also, participation in scientific grant projects, students’ participation in scientific conferences, etc. Interview results of students, graduates, employers and other interested parties are maximally taken into account during process of improvement of program. In order to protect and promote students’ rights and interests, the university has a mechanism to appeal.

The self-assessment report of the educational program is mainly prepared by the Working Group. Academic and administrative staff was actively involved in preparation of self-evaluation report.

Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

Evidences/indicators

Quality Assurance Mechanism for Internal Quality Assurance, TESAU Representative Council decree N 5 14.03.2018

Strategic development plan

Labor market research

Surveys for administration, academic personnel, support staff, students, alumni, and employers

Self-evaluation report

Interviews with head of the Quality Assurance Service, head of the program, Students and alumni

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

<ul style="list-style-type: none"> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>5.2 External quality</p>
<p>Programme utilizes the results of external quality assurance on a regular basis.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The information about the educational programs implemented by the university will be reflected in the annual self-assessment report. The educational program regularly uses the results of external quality evaluation (survey of alumni, employers and other interested parties, evaluation by external Georgian and foreign experts/consultants, etc.), and develops specific recommendations for the purpose of further improvement of the program and its learning outcomes. The University uses program accreditation as an external evaluation mechanism. Accreditation for each educational program implemented by the university as well as annual self-assessment report will be submitted to LEPL National Center for Educational Quality Enhancement in accordance with the relevant terms and submission forms.</p> <p>Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.</p>
<p>Evidences/indicators</p> <p>Integrated bachelor-master educational program for training teachers of primary level of general education</p> <p>Self-evaluation report</p> <p>Interviews with head of quality assurance department, head of the program, academic and invited staff implementing the program, students and alumni</p>

<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>5.3. Programme monitoring and periodic review</p>
<p>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 analysing information. Assessment results are utilized for programme improvement.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Within the framework of the monitoring, according to the program, presented by Iakob Gogebashvili Telavi State University integrated bachelor-master educational program for training teachers of primary level of general education, In order to evaluate and develop the program, the University Quality Assurance Service ensures the monitoring of study process, which envisages the analysis of students' academic performance, surveys of academic personnel, administration and students, in some cases, also employers and alumni. Such analysis is regularly conducted by faculty at the end of each semester. Over the years, Quality Assurance Service is conducting analysis of students' academic performance for evaluation the learning process, and this analysis serves as basis for development of recommendations to eliminate problems. University Quality Assurance Service, using internal (Student Survey, assessment by colleagues, attending lectures, students' academic performance analysis, assessing scientific research activities, etc.) and external (surveys of employers,</p>

alumni and other interested parties, external expertise of educational programs, etc.) evaluation mechanisms develops specific recommendations in order to implement the program and improve the learning outcomes. Planning, elaborating, implementing and monitoring of an educational program are coordinated by the University and Faculty Quality Assurance Services.

Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

Evidences/indicators

Quality Assurance Mechanism for Internal Quality Assurance, TESAU Representative Council decree N 5 14.03.2018

Self-evaluation report

Interviews with head of quality assurance department, head of the program, academic and invited staff implementing the program

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

○ 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

☐ 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: Iakob Gogebashvili Telavi State University

Higher Education Programme Name: A primary level teacher training integrated Bachelor's-Master's program


Number of Pages of the Report: 35

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

Assoc. Prof. Vitalija Gražienė

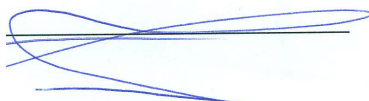


Expert Panel Members'

Prof. Ketevan Todadze



Ms. Lali Berishvili



Ms. Anzhela Abuladze

