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

Sokhumi State University

Date of Evaluation: 2018-07-10

Report Submission Date: 2018-08-02

Tbilisi

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Sokhumi State University
HEI's Identification Code	205224700
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	Master's
Qualification Granted	Master of Education: -A teacher of the primary level of general education (grades I – IV - Georgian, Mathematics, Natural Sciences); -A teacher of grades V-VI of the primary level of general education entitled to teach one of the subjects such as Georgian or Mathematics or Natural Sciences or Our Georgia
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. Tinatin Gabrichidze (Student expert), Georgia

Accreditation Report Executive Summary

General information on the education programme

A desire of the Sokhumi State University to continue historical mission (staring from 1932) to prepare qualified teaching human resources for regions is worth to praise.

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. Sokhumi 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 - a teacher of the primary level of general education (grades I – IV - Georgian, Mathematics, Natural Sciences); a teacher of grades V-VI of the primary level of general education entitled to teach one of the subjects such as Georgian or Mathematics or Natural Sciences or Our Georgia).

Brief overview of the accreditation site-visit

During the visit meetings with the university administration, heads 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 library resources.

In the end of a visit day key findings of the assessment visit were presented for the representatives of Sokhumi 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		X		

take into consideration labour market demands				
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			

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 concreately.

To guarantee appropriate for the study level of responsibility and autonomy of student teacher through the improving quality of the block of practices), rethinking elective subject block and the whole curriculum.

To guarantee appropriate for the study level of responsibility and autonomy of student teacher through the improving understanding the concept and meaning of the research in this programme by the staff.

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, rethinking block of elective/mandatory courses.

To redesign curriculum, basing on logical sequence of subjects, needed for the achievement of learning outcomes.

To indicate in course descriptions independent work of students very clearly.

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).

It is suggested for the free component module courses: History of Georgian Culture; General Psychology to change the compulsory literature, or prepare the reader based on newest research.

It is suggested for the elective courses: History of World Literature; Georgian Speech to change the compulsory literature, or prepare the reader based on newest research.

It is suggested to narrow down course learning outcomes to most important ones in order to be able to monitor and measure them properly.

It is suggested to rephrase broad definitions and make course learning outcomes more concrete and achievable.

The practical component of the program must be organized and planned in accordance with the program learning outcomes.

In the memorandums with the schools for Student School Practices the rights and obligations of the parties should be explicitly specified.

To ensure active study methods in the programme - project learning, problem solving methods and etc.

To align syllabus described methods with the description of the courses.

To expand concept of individual study plans, as beneficial not only for disabled students.

To improve international mobility opportunities for students.

In order to have student-centered, modern teaching and learning methods included in the programme, the rooms of the university should include some adequate technical support.

To ensure the appropriate library resources: modern, foreign literature needed for students, especially for them to write the master's thesis and do a research; to update library with the latest periodicals and electronic resources available for students so that they can comply with the requirements.

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 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 concreate,

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 produce a very simple list of all programme objectives (competences) in one document, easily understandable (and public); not an annex.

To create a plan for the internationalization of the programme.

All courses should be aligned with the proposed suggestions for the curriculum improvement, described in 2.2 part of this Report.

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 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 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 practice starts relatively too late or it is not enough of the practice credits, than many field and subject (and general) competences are under the risk, as they can not 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 Sokhumi State University is continuing the historical mission (staring from 1932) to prepare qualified teaching human resources for regions.

The strategy for internationalisation of the programme is not worked out yet, and this is real challenge, as 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.

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 novelty in all possible parameters, not just mentioning, that it is *an absolutely new kind of a teacher* (SER, p.8). 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.

Evidences/indicators

SER (Learning outcomes; Curriculum, Study Plan)
Analysis of requirements of employers and labor market; file No 3

Recommendations:

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.

Suggestions for programme development:

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 produce a very simple list of all programme objectives (competences) in one document, easily understandable (and public); not an annex.

To create a plan for the internationalization of the programme.

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

X 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. Field competencies presented in it, are: 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; subject competencies: I - IV grades of Mathematics, Georgian Language and Environmental Science, also V- VI grades of Mathematics, Georgian Language, Environmental Science and Our Georgia subject competencies; general competencies: skills of analysis and synthesis, working in groups, adaptation to new environment, communication, working independently, learning, etc. and are presented in a form of a rubric.

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 (6-th, in fact - 7-th semester), too little credits allocated for practices, not deeply embedded system of practice supervision/mentoring/tutoring, not high enough requirements for Pracice portfolios, un-appropriate subject Auditorium pedagogical practice, etc.; elective (not mandatory) subject Social pedagogy, no courses for Andragogy or Family studies, etc).

Site visit meetings showed, that not all teachers are in depth familiar with the objectives of research in education and in educational studies, and this is a big challenge for the programme, as if it (focus on research) is declared as a priority in MA studies, but research is not connected with the research of pedagogical practice and solving of concrete pedagogical problems (and connected with the research of methods only or with work with bibliography), than it is a risk not to reach II cycle learning outcomes.

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.

In SER (p. 9-10) it is stated, that the requirements of employment of graduates in the profession of teaching are also considered, 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, experts, 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 learning outcomes.

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, open lectures / collegial supervision, continuous participation in ongoing and new projects (national and international).

Evidences/indicators

SER (Learning outcomes; Curriculum, Study Plan)
Analysis of requirements of employers and labor market; file No 3
Curriculum Map
Graduates employment indicator (in the event of a current program); -
website; sou.edu.ge
Survey results; folders No 17, 18, 19, 20
Interview results

Recommendations:

To guarantee appropriate for the study level of responsibility and autonomy of student teacher through the improving quality of the block of practices), rethinking elective subject block and the whole curriculum.

To guarantee appropriate for the study level of responsibility and autonomy of student teacher through the improving understanding the concept and meaning of the research in this programme by the staff.

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.

To make a plan, participation in which projects is a priority for the programme; be pro-active, searching adequate projects for the participation.

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

☐ Complies with requirements

X 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 Admission to the Teacher preparation of primary level general education integrated Bachelor-Master's educational program of Sokhumi State University is regulated according to the legislation of Georgia and by the rules regulating the teaching process of Sokhumi 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: Georgian Literature, Mathematics, History. Information about the program admission is public and is available at the university website.

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.

Evidences/indicators

Educational Program (Admission requirements);

Decree N 05/01-172 on "Rules for regulating the learning process of Sokhumi State University"

SOU webpage http://old.sou.edu.ge/?lang_id=GEO

SOU webpage http://old.sou.edu.ge/index.php?lang_id=GEO&sec_id=45

Interviews with the Head of the program, with the 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):

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

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes and consists of the following components: 60 credits - module of free components; 180 credits - a subject and methodical module of the subject/subject group of the primary level of general education; 60 credits - module of research practice and school practice. Formaly programme structure is consistent and logical and fits the requirements, but there still are essential doubts left.

The block of 60 credits, allocated for research practice and school practice needs corrections, as in fact practice lasts only 27 credits (30 – Master Thesis and 3 credits – Auditorium Pedagogcal Practice, which very doubtfully can be treated as part of practice of students). 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 (6-th, in fact - 7-th semester) also is an obstacle to high quality competences, needed for a student.

Phylosophy of programme influences structure of the curriculum and content of the courses. At the moment programme is subject oriented, not child oriented / not seen from child's perspective and contradicting with the constructivistic approach. This should be improved, changing approach, improving content of the courses and starting from the titles of the courses (Basics of Elementary Course in Mathematics (and other Mathematical courses) in fact are Mathematical Literacy; Basics of Elementary Course of Georgian Language (and other language courses) in fact are Language / Comunication Literacy; Physiology with Higiene and Physical Education could be changed into Health of a Child, etc.; the programme would 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 multicultural approach is enriching the curriculum, 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 Sokhumi 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 – Psychology of Education - 5 semester; Inclusive Education – 4 semester (it is not clear, why this course is planned in the middle of studies, but not in the very beginning or the end of studies); some corses 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, but some cases show students are not expected to work – study - independently; this makes damage for student-oriented approach and the essential meaning of ECTS system (English Language 7 (B2-C1) and other English Language courses consist only from contact hours: 6 credits (150 hours) are devided into 65 contact and 85 practical activity hours). Even if in Course tuition and learning methods part of course description independent work of students is indicated, it is unclear, how much time is planned for that and how this looks in figures.

There is declared in SER, that „the contents of the program has determined an absolutely new module of school practice and practice research, as well as new research results, modern achievements of the field and the requirements of labor market". Due not to repeat what was already written, please see 1.1 and 1.2 chapters of this report - a very concreate 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: some electives should be mandatory (Social pedagogy, Social Psychology, Modern Educational Technologies, Extracurricular Work), others are not connected with programme (Prevention of Adult Asocial Behavior, History of World Literature). On another hand a very big part of 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 only partly 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 only partly 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)
Analysis of requirements of employers and labor market; file No 3
Curriculum Map
Survey results; folders No 17, 18, 19, 20
Interview results - file No 3, folders No 17, 18, 19, 20

Methodology of development, implementation and planning of educational programs; there is an instruction for the implementation and approval of Master's programs at the University, file No 6, file No 7;

Website: sou.edu.ge

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).

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

To redesign curriculum, basing on logical sequence of subjects, needed for the achievement of learning outcomes.

To indicate in course descriptions independent work of students very clearly.

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).

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

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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

☐ Complies with requirements

☐ Substantially complies with requirements

X 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

The courses included in the Curriculum of the Teacher preparation of primary level general education integrated Bachelor-Master's educational program of Sokhumi 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.

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, but all courses should be aligned with the proposed suggestions for the curriculum improvement, described in 2.2 part of this Report. 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 and 6 credit courses, which are allocated according to the course content and learning outcomes. Syllabus of one of the courses: Prevention of adolescent's asocial behavior is not included in the package. 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. A lecture course / reader is prepared in the part of the courses. However, we have specific comments towards particular courses of free component module: History of Georgian Culture; General Psychology. In these courses only the books issued 10 or more years ago are mentioned in compulsory literature; this is the case also in elective courses such as: History of World Literature; Georgian Speech. Accordingly, we consider it necessary to change the compulsory literature, or prepare the reader based on newest research for these courses.

There are too many learning outcomes in courses, and some of these learning outcomes are too broad to measure if they were achieved. Examples are as follows: "Have aesthetic perception of the world, the ability to observe and enjoy it." - Visual Arts. "Promotes the development of general and national values in pupils." - Basics of Mathematics 1, 2, 3 and 4, Modern educational technologies. "Will know how to become a successful teacher of a primary level." - The basics of natural sciences I.

Evidences/indicators

Decree N 05/01-20 on "Assessment mechanisms for development of teaching quality";

Educational Program (Map of learning outcomes); Syllabi of study courses
Recommendations: It is suggested for the free component module courses: History of Georgian Culture; General Psychology to change the compulsory literature, or prepare the reader based on newest research. It is suggested for the elective courses: History of World Literature; Georgian Speech to change the compulsory literature, or prepare the reader based on newest research. It is suggested to narrow down course learning outcomes to most important ones in order to be able to monitor and measure them properly. It is suggested to rephrase broad definitions and make course learning outcomes more concrete and achievable.
Suggestions for programme development: All courses should be aligned with the proposed suggestions for the curriculum improvement, described in 2.2 part of this Report.
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 X 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

Description and Evaluation

The practical component of the program must be organized and planned in accordance with the program learning outcomes: By programm's curriculum the practice module includes: Practice research course, audience pedagogic practice course and school practice course, but in the submitted documentation practice module's folder contains only three syllables-practice research (6 credits), pedagogic practice curses in subjects Science (5-6 grade) and "Our Georgia"(5-6 grade), 6 credits for each; in sum -18 credits. We cannot conclude the results of the study course "Audience pedagogic practice"-syllabus is not present.

The University has signed Memorandums with four schools for Student School Practices. In the memorandums the rights and obligations of the parties are not explicitly specified.

Evidences/indicators

Relevant agreements/memorandums with practice objects; folder No 8
School practice module folder N3
Interview Results

Recommendations:

The practical component of the program must be organized and planned in accordance with the program learning outcomes.

In the memorandums with the schools for Student School Practices the rights and obligations of the parties should be explicitly specified.

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

☐ Complies with requirements

☐ Substantially complies with requirements

X 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

Syllabi of "Basics of Elementary Course of Natural Sciences IV" has no teaching and learning methods , mostly in describing the content of the courses lecturers use discussion or issue review; nothing as project learning, problem solving methods and etc. Syllabus described methods do not fit the description of the course.

Individual plans are understood as needed only for disabled students.

Evidences/indicators

Interview Results.

Folder 2

Recommendations:

To ensure active study methods in the programme - project learning, problem solving methods and etc.

To align syllabus described methods with the description of the courses.

To expand concept of individual study plans, as beneficial not only for disabled students.

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

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

2.6. 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

As the programme is new, the expert panel bases their discussion on existing regulations and procedures regarding student evaluation and on the interviews of student and alumni of the BA level teacher preparation programme.

The university has a regulatory evaluation system for students in place, which is transparent and fair to every student and complies with the legislation. Student evaluation is regulated by the Decree N 05/01-172 on "Rules for regulating the learning process of Sokhumi State University". It is uploaded on the web-page and is thus accessible to anyone.

Student evaluation forms, methods and criteria are given in every course syllabus and are thus published and known for students in advance, they are appropriate for the courses.

When the expert panel asked the heads of the programme, how they ensure that students are graded fairly, they said that surveys conducted by quality assurance office help them monitor student assessment. Another tool they use is the Gaussian scale for students' scores distribution.
According to the self-evaluation group, staff has regular trainings on the assessment methods, to ensure they are familiar with the modern assessment methods.

Academic staff emphasized using formative assessment and giving students individual comments on their work. Students also confirmed that they get formative assessment and that final exam is graded as 40 points, however, they did not give more details about the assessment.

As for the interview with the alumni, they were asked what evaluation methods were used when they studied, they mentioned midterm and final assessment, written and oral.

The appealing procedure is also in place at Sokhumi State University – students have exams at the exam centre and they write the appeal statement there as well, when they are dissatisfied with the grade. After the appeal statement, the students get to see their final paper and special commission discusses the work of students.

However, the expert's panel thinks that it is better for every student too see their work (final exam) and receive the feedback about mistakes or strong sides, so they know what needs further work, even if they do not appeal for the grade.

Evidences/indicators

Educational programme and syllabi

Interview Results

Decree N 05/01-172 on "Rules for regulating the learning process of Sokhumi State University"

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
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   At Sokhumi State University, students receive support from students' support services office, career development center is also at place. Student consultations are included in the job descriptions and responsibilities of different administrative and supporting staff as well.   Students receive consultations from the academic staff, as it was confirmed during interviews. Students, as well as faculty members, during the interviews stated that individual consultations are at place on regular bases at Sokhumi State University. Consultation hours are indicated in the workload scheme for the academic staff. During the site visit, experts saw the schedule for consultations on the walls as well. Experts therefore think that students receive proper consultations regularly.   According to the interview results from students, there are opportunities of exchange programmes for them, but none of them have participated in international mobility programmes, as they do not have enough knowledge of English language. None of the alumni have participated in exchange programmes and they do not know anyone who did. Sokhumi State University encourages students to participate in the conferences and many of the students present at the interview have already participated in the research conferences, alumni of Sokhumi State University also has participated in various conferences (local).   Expert panel thinks that students indeed have an opportunity to participate in conferences and research programmes, however, those are limited to the national level, as students do not have enough foreign language (English) competencies. According to the Self-Evaluation Report, there are free English language courses available for students, so administration could encourage students more to improve their English language skills.

The fact that none of the students/alumni present at the interview has participated in exchange programme, shows the experts that there is some room for improvement regarding international opportunities for students.

Evidences/indicators

Interview Results

Workload Scheme for Academic Staff

Web – Site of Sokhumi State University

Self-Evaluation Report

Recommendations:

To improve international mobility opportunities for students.

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

☐ Complies with requirements

☐ Substantially complies with requirements

X 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

As the programme is new and does not have students and supervisors yet, the experts panel is evaluating the existing policy of supervision and the expected supervision process for this particular programme.

At SSU, every master's student has a supervisor with the research interests related to the student's master's thesis topic and a co-supervisor, if needed. The duties and responsibilities of thesis supervisor are written out in a special document, instruction for thesis writing.

As all of the students present at the interviews were BA students, experts panel asked alumni of MA programme of the faculty about the supervision process. Alumni stated that they had constant contact with their supervisors, face-to-face, by phone or email and supervisors were very helpful. Self-Evaluation team said that supervisors have weekly consultation hours that they have to meet with the students. The workload scheme of academic staff also envisages the supervision of master's student.

According to the above mentioned, expert panel thinks that standard 3.2 complies with the requirements and prospective students of the programme will receive qualified supervision.

Evidences/indicators

Self-Evaluation Report;

Interview Results.

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:

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

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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

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 persons implementing the primary level integrated Bachelor's – Master's educational program for the preparation of teachers are engaged in the program in accordance with the legislation and internal regulations of the HEI. Academic and invited personnel possess relevant qualifications, possess academic degrees of PhD. Even if most members of academic staff have taken trainings: "Modern Methods of Teaching and Evaluation". Educational Organization "Zekari".№119. 25. 04. 2016, Action Research - Training for the University Academic Staff - organized by Civil Development Institute. Tbilisi, 2017, some of them did not go through trainings during last 4 years The persons implementing the mentioned program, themselves possess the mandatory competencies for the development of the learning outcomes of the offered component, which is confirmed by the performed scientific theses (monographs, manuals, scientific theses published in peer journals) within the last 10 years - in the case of academic and invited personnel; Whereas in the case of invited personnel or teachers - it will be confirmed by practical experience, which is certified by no less than 5 year experience of working in a relevant field over the last 10 years and the CVs presented. The balance of academic and invited personnel existing at the Faculty of Education in Sokhumi State University ensures the future sustainability of the presented program. The supervisors of the program have relevant competency in the area of education: they work on different issues in the direction of education, have theses and practical experience in this direction.
Evidences/indicators Job descriptions, CVs of academic personnel 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

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   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.   During the interview it was revealed, that HEI should be more concerned about development of academic and scientific staff –organizing trainings in modern methods of teaching and evaluation , formative assessment methods and etc.   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 of Education of Sokhumi State University ensures the sustainability of the program.

Evidences/indicators

Job descriptions, CVs of academic personnel
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

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 site visit, experts panel observed material resources of the university, including library, computer labs and rooms. Computer room for the faculty of education is renovated and can serve the purposes of the programme.

As for the teaching auditoriums, Sokhumi State Teaching University states to have four auditoriums with adequate technology and one portable projector. They also noted that the teaching university has bought additional equipment. However, all this equipment should be in the auditoriums, as experts could not see all of the abovementioned equipment during site visit.

The Experts have some doubts regarding the library resources. The library does include the readings made by lecturers themselves or the literature indicated in the syllabi, but it lacks modern, foreign literature needed for students, especially for them to write the master's thesis and conduct a research.

The expert panel thinks that library resources need to be updated and that Sokhumi State University needs to have latest periodicals and electronic resources available for students so that they can comply with the requirements.

Evidences/indicators
Facilities of the University Interview Results
Recommendations: In order to have student-centered, modern teaching and learning methods included in the programme, the university should use more technical support in the teaching process. To ensure the appropriate library resourses: modern, foreign literature needed for students, especially for them to write the master's thesis and do a research; to update library with the latest periodicals and electronic resources available for students so that they can comply with the requirements.
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
 	
        ☐ Complies with requirements
 	
        ☐ Substantially complies with requirements
 	
        X 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 Financial resources for purpose of ensuring the program are envisaged in the university/faculty 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 Integrated Bachelor – Master's Degree Program Budget for Five Years 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):   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, 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.
Descriptive summary and analysis of compliance with standard requirements

Within the framework of the accreditation, according to the Sokhumi State University program Teacher preparation of primary level general education integrated Bachelor-Master's educational program, internal quality assurance mechanisms are focused on evaluation and promotion of development of educational programs, study processes and academic staff. For internal quality evaluation "Assessment for teaching quality development" envisions to improve instruments for evaluation of educational programs, learning processes, scientific work, human and material |

resources for teaching; they conduct study of opinion and attitudes of stakeholders (employers, academic personnel, students, alumni) in the process of the program development.

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 is 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, whose composition is approved by the SOU Rector on the submission of the dean of Faculty of Education.Academic and administrative staff was actively involved in preparation of self-evaluation report.

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

Assessment for teaching quality development, SOU Academic Council decree N 05/01-20
Sokhumi State University rector's order N 15/01-29-04
SOU Quality Assurance Service - https://www.sou.edu.ge/content/3/9/8/0/0
Labor market research
Surveys for academic personnel, students, alumni, and schools
Self-evaluation report
Interviews with head of the program, academic and invited personnel implementing the programme, Students and graduates

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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:

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

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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

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 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 graduates, employers and other interested persons, evaluation of external Georgian and foreign experts, 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.

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

Teacher preparation of primary level general education integrated Bachelor-Master's educational program
Self-evaluation report
Interviews with head of quality assurance department, head of the program, academic and invited staff implementing 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):
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 analysing information. Assessment results are utilized for programme improvement.
Descriptive summary and analysis of compliance with standard requirements   Within the framework of the accreditation, according to the program, presented by Sokhumi State University "Teacher preparation of primary level general education integrated Bachelor-Master's educational program", In order to evaluate and develop the program, the SOU 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, alumni and other interested parties, external expertise of educational programs, etc.) evaluation mechanisms develops recommendations, on bases of which program is developed. Planning, elaborating,

implementing and monitoring of an educational program are coordinated by the University and Faculty Quality Assurance Services.

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

Sokhumi State University Strategic Development Plan 2018 – 2025
Self-evaluation report
Interviews withhead 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):

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: Sokhumi State University

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

Number of Pages of the Report: 37

<p align="center">Programme's Compliance with the Standard</p>

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. Tinatin Gabrichidze