



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Accreditation Expert Group Report on Higher Education Programme**

**Higher Education Programme Name**  
Educational programme for training a veterinarian  
**HEI's Name**  
Agricultural University of Georgia

**Date(s) of Evaluation**  
6-7<sup>th</sup> June 2018

**Report Submission Date**  
16.08.2018

Tbilisi  
2018

### HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	<b>Agricultural University of Georgia N(N)LE</b>
HEI's Identification Code	211325653
Type of Institution	<b>University</b>

### Higher Education Programme Information Profile

Name of the Programme	<b>Educational programme for training a veterinarian</b>
Level of Education	<b>II level of higher academic education</b>
Qualification Granted Indicating Qualification Code	<b>Not granted (in accordance with the legislation and field specification) 0102</b>
Language of Instruction	<b>Georgian</b>
Number of Credits	<b>60</b>
Programme Status (Authorized/Accredited/New)	<b>New</b>

### Expert Panel Members

Chair (Name, Surname, University/organization/Country)	<b>Thomas James Anderson, BVMS, MVM, PhD, DSAO, DECVN, PFHEA, MRCVS University of Glasgow, Scotland</b>
Member (Name, Surname, University/organization/Country)	<b>Marine Ramishvili DVM, Ph.D National Center for Disease Control and Public Health/R. Lugar Center, Tbilisi, Georgia</b>
Member (Name, Surname, University/organization/Country)	<b>Giorgi Tchitashvili Tbilisi State University, MSc student.</b>

## Accreditation Report Executive Summary

### General information on the education programme

Educational programme for training a veterinarian

This report concerns a proposed 60 credit programme that has been created in response to a change in the legislation concerning undergraduate education of veterinarians. This programme is specifically designed to upgrade individuals who have completed a 4 year bachelor's programme with successful candidates being taken to the equivalent of Masters level and hence making them eligible for entry into doctoral studies. A successful candidate receives a certificate that entitles the individual to apply for doctoral programmes.

Entry is dependent on having a prescribed bachelor's degree and success in a specific internal examination set by the operating university (Agricultural University of Georgia). The programme consists of 13 courses delivered over two semesters (nine in semester one and four in semester 2).

### Brief overview of the accreditation site-visit

The team consisted of 3 members (Professor TJ Anderson – chair and international expert; Dr Marine Ramishvili – expert representing Georgian veterinary profession; Mr Giorgi Tchitashvili – expert representing students).

The site visit took place over two days (6-7th June 2018) and was based at the Kakha Bendukidze University Campus of the Agricultural University of Georgia. During the site visit there were 8 interviews with a range of stakeholders, a tour of the facilities (teaching spaces, library, museum, laboratories, clinical facilities) and a visit to an offsite abattoir (???), where some of the training is delivered.

### Summary of education programme's compliance with the standards

#### 1. Educational programme objectives, learning outcomes and their compliance with the programme

**Overall:** Substantially complies with the standard requirements

1.1 **Programme Objectives:** Substantially complies

1.2 **Programme Learning Outcomes:** Substantially complies

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

**Overall:** Substantially complies with the standard requirements

2.1 **Programme Admission Preconditions:** Complies

2.2 **Educational Programme Structure and Content:** Complies

2.3 **Course:** Substantially complies

2.4 **The Development of practical, scientific/research/creative/performance and transferable skills:**  
Complies

2.5 **Teaching and learning methods:** Substantially complies

2.6 **Student evaluation:** Substantially complies

#### 3. Student achievements and individual work with them

**Overall:** Complies with the standard requirements

3.1 **Student support services:** Complies

### **3.2 Master's and Doctoral Student supervision: Not applicable**

#### **4. Providing teaching resources**

**Overall:** Complies with the standard requirements

**4.1 Human Resources:** Complies

**4.2 Professional development of academic, scientific and invited staff:** Complies

**4.3 Material Resources:** Complies

**4.4 Programme/faculty/school budget and programme financial sustainability:** Complies

#### **5. Teaching quality enhancement opportunities**

**Overall:** Complies with the standard requirements

**5.1 Internal quality:** Complies

**5.2 External quality:** Complies

**5.3 Programme monitoring and periodic review:** Complies

#### **Summary of Recommendations**

##### **1. Educational programme objectives, learning outcomes and their compliance with the programme**

**Overall:** Substantially complies with the standard requirements

###### **1.1 Programme Objectives: Substantially complies**

- The programme objectives should be written in language to ensure clear, observable and measurable and that clearly links them to assessment outcomes
- The programme requires a programme level assessment plan that describes how programme level objectives are described by course assessment outcomes

###### **1.2 Programme Learning Outcomes: Substantially complies**

- The language used to write programme and course outcomes must reflect the knowledge, behavioural and affective domains of learning outcomes, for example as described by Blooms taxonomy, so that programme outcomes are transparent, observable and measurable.
- As the programme develops it is essential that course and programme outcomes are correctly drafted so that the curriculum map can be a tool to manage the content of the courses with transparent relationship between outcomes and assessment.

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

###### **2.3 Course: Substantially complies**

- Course outcomes must be mapped to programme outcomes
- Course outcomes must be mapped to assessment methods

###### **2.5 Teaching and learning methods: Substantially complies**

- Course outcomes must be mapped to assessment methods

###### **2.6 Student evaluation: Substantially complies**

- The course documentation should fully describe the delivery and assessment of the behavioural and affective domains of competence.

#### **Summary of Suggestions**

- **Summary of Suggestions**

- **1. Educational programme objectives, learning outcomes and their compliance with the programme**
- **Overall: Substantially complies with the standard requirements**

#### **1.1 Programme Objectives: Substantially complies**

- Faculty staff should undertake training in the writing of programme objectives, curriculum mapping and their constructive alignment to assessment

#### **1.2 Programme Learning Outcomes: Substantially complies**

- Faculty staff should undertake training in the writing of learning outcomes and curriculum mapping.

- **2. Teaching methodology and organization, adequate evaluation of programme mastering**
- **Overall: Substantially complies with the standard requirements**
- **2.2 Educational Programme Structure and Content: Complies**

The programme consists of a substantial number of small courses (2-5 ECT), many of which address the same or similar subjects. As each course creates a set of administrative and assessment activities, this approach to programme design is very demanding on students, academics and administrators. The faculty should consider combining courses where this is consistent with the programme outcomes as a strategy for increased administrative efficiency and releasing staff and student time for other activities.

- **2.3 Course**

The curriculum map must be extended to include course learning outcomes

- **2.6 Student evaluation: Substantially complies**

- An overarching practical assessment at the end of related courses (semesters) should be considered as a method of measuring overall skill development within the programme. The Objective Structured Clinical Examination (OSCE) could be considered as a suitable assessment tool for many courses as the approach is well validated and internationally recognised

### **Summary of best practices**

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

#### **Overall: Substantially complies with the standard requirements**

- **2.3 Course: Substantially complies**

- The accessibility and range of materials available on the university library website

- **2.4 The Development of practical, scientific/research/creative/performance and transferable skills: Complies**

- The creation of wide-range of Memoranda of Understanding including government agencies and veterinary business will significantly enhance the teaching and employment opportunities for graduates of this new programme

- **2.6 Student evaluation: Complies**

- The delivery of on-line assessment and the assessment centre.

- **4. Providing teaching resources**

#### **Overall: Complies with the standard requirements**

- **4.1 Human Resources: Complies**

- Creation of wide-range of Memoranda of Understanding including government agencies and veterinary business will significantly support the delivery of teaching.

- **4.3 Material Resources: Complies**

- Substantial investment in the translation of contemporary literature in Georgian to increase accessibility (\$42k to date)

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

Not applicable

## Compliance of the Programme with Accreditation Standards

### 1. Educational programme objectives, learning outcomes and their compliance with the programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme.

#### 1.1 Programme Objectives

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

##### **Descriptive summary and analysis of compliance with standard requirements**

- The programme objectives are drawn from the sector benchmarks for Veterinary Higher Education, which define the knowledge, skills and competences required, that have been developed by an independent expert group
- The programme objectives, however, are not written in language that facilitates them being described as observable and measurable and thus they cannot robustly be mapped to assessment outcomes.
- During the development of the programme the faculty have consulted frequently and widely with students and external stakeholders in the veterinary sector. The programme has been the product of effective team work and there is wide understanding of the objectives of the programme.
- The aims and pre-requisites are available from the Agricultural University of Georgia.

##### **Evidences/indicators**

- The programme and course outcomes as presented in the Self Evaluation Report have not been constructed using the guidance available from the National Center for Educational Quality Enhancement.
- The interviews with staff, students and employers indicated that every effort was made to ensure that the sense of the sector benchmarks being met by the new programme with a focus on ensuring there was minimal overlap and no gaps. However, the curriculum map has not been created to link course syllabi outcomes to programme outcomes.

##### **Recommendations:**

- The programme objectives should be written in language that describes them clearly so they are observable and measurable
- The programme requires a programme level assessment plan that describes how programme level objectives are linked to course learning outcomes.

**Suggestions for programme development:**

- Faculty staff should undertake training in the writing of learning outcomes and curriculum mapping.

**Best Practices (if applicable):**

- None

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

- Not 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

**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 programme and course outcomes address the knowledge and skills required of a veterinary professional in accordance with the Veterinary sector benchmarks for Higher Education. In addition there has been substantial consultation with stakeholders in the veterinary sector to understand the needs of the veterinary business and government agencies. Additionally, there has been substantial internal consultation with staff, students and alumni. However, the programme learning outcomes have not been described in



<p>language so they are clearly observable and measurable</p> <ul style="list-style-type: none"> <li>○ This programme will allow graduates from the current 4 year Bachelors programme to upgrade their degree and be eligible to undertake PhD.</li> <li>○ This is a new programme and though the infrastructure exists to enable a cycle of defining, collecting and analyzing data this has yet to be tested for this programme.</li> <li>○ The infrastructure to use the outcomes of this programme to lead to improvement but have yet to be tested.</li> <li>○ The assessment system has a variety of assessments that address the range of outcomes required to meet the sector benchmarks. The benchmarks are set at course level rather than that of the programme level outcomes.</li> <li>○ Staff are familiar with the assessment of course outcomes and there is support for professional development.</li> <li>○ Students receive feedback on assessment outcomes.</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ The SER, curriculum map and interviews confirmed that further work is required in the construction of programme and course learning outcomes to ensure robust constructive alignment to assessment and thus confidence that programme outcomes are met.</li> <li>○ Interviews with the university, staff (internal and external) and students confirmed widespread familiarity with course and programme outcomes.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ The language used to write programme and course outcomes must reflect the knowledge, behavioural and affective domains of learning outcomes, for example as described by Blooms taxonomy, so that programme outcomes are transparent, observable and measurable.</li> <li>○ As the programme develops it is essential that course and programme outcomes are correctly drafted so that the curriculum map can be a tool to manage the content of the courses with transparent relationship between outcomes and assessment..</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>• Faculty staff should undertake training in the writing of learning outcomes, curriculum mapping and constructive alignment with assessment</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>

<ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<p><b>Evaluation</b></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>

### 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.

<b>2.1. Programme Admission Preconditions</b>
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ The institution acknowledges their significant responsibility as it is the only institution with the plans to provide a programme leading to recognition as a veterinary professional and access to PhD studies. This programme is designed to allow graduates of the current Bachelor programme to apply for advanced studies (PhD).</li> </ul>

<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ The pre-requisite for this programme is clear and requires successful completion of the Bachelor degree with the indication of the veterinary field/specialty as stated in the programme document.</li> </ul>
<b>Recommendations:</b> <p>None</p>
<b>Suggestions for programme development:</b> <p>None</p>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b> <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> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

## 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.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ The programme has been created following an intensive period of wide consultation and meets the requirements of the Veterinary sector benchmark for Higher Education.</li> <li>○ This programme has been specifically designed with the nature of the pre-requisite Bachelor programme in mind.</li> <li>○ The programme structure is logical.</li> <li>○ The programme is constructed according the Georgian Law and the European Credits Transfer system.</li> <li>○ Programme highlights modern scientific findings to account and also skills development.</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ The SER and course syllabi and interviews confirmed the wide familiarity with the design and outcomes of the programme.</li> </ul>
<b>Recommendations:</b>  None
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ None</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b> <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>

<b>2.3 Course</b>
<ul style="list-style-type: none"> <li>➤ 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;</li> <li>➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ The curriculum map does not fully describe the alignment of course outcomes with programme outlines as it is not completed to that level of detail.</li> <li>○ Course content and outcomes correspond to course credits</li> <li>○ The descriptors used in outcomes are consistent with the Masters level of the Higher Education Qualification framework</li> <li>○ In some courses there is a lack of transparency of the methods of assessment of learning outcomes leading to uncertainty as to whether all learning outcomes are assessed</li> <li>○ The university has invested substantially in the translation of the latest books and other literature, which are made available through the university's accessible website</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Curriculum map is not completed to include course outcomes</li> <li>○ Lack of transparency in some course syllabi as to the relationship between outcomes and assessment</li> <li>○ The accessibility and range of materials available on the university library website</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>• Course outcomes must be mapped to programme outcomes</li> <li>• Course outcomes must be mapped to assessment methods</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>• The curriculum map must be extended to include course outcomes</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ The accessibility and range of materials available on the university library website</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>

## 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

### 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

- o The programme ensures the development of students' practical, scientific skills with their involvement in research projects and a wide range of professional activities. This is achieved through active collaboration with employers, supported by Memoranda of Understanding. Importantly, these relationships will enhance graduate employment opportunities.

#### Evidences/indicators

- o Program documentation
- o Interviews with lecturers, external lecturers and employers.

#### Recommendations:

None

#### Suggestions for programme development:

None

#### Best Practices (if applicable):

- o Creation of wide-range of Memoranda of Understanding including government agencies and veterinary business has significantly enhance the teaching and employment opportunities for graduates for new programme.

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

<ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<p><b>Evaluation</b></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><b>2.5 Teaching and learning methods</b></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><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ The teaching learning methods correspond to the learning outcomes but in some syllabi there is a lack of transparency as to whether the assessment ensures achievement of skills.</li> <li>○ There is flexibility to address the needs of individual students within the context of the requirements of the Veterinary sector benchmarks in Higher Education.</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report and course syllabi</li> <li>○ Interviews with staff and students</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Course outcomes must be mapped to assessment methods</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>None</p>
<p><b>Best Practices (if applicable):</b></p>

<ul style="list-style-type: none"> <li>○ None</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<p><b>Evaluation</b></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><b>2.6. Student Evaluation</b></p>
<p>Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ The programme and course documentation clearly confirms how the course evaluation procedures comply with Georgian law</li> <li>○ The bulk of assessment is written and is undertaken using a on-line system delivered in the university assessment centre. The assessment centre is of a sophisticated design that practically eliminates cheating</li> <li>○ Evaluation results are revealed using the Virtual Learning Environment tool Moodle, through which students can see their own results plus any feedback.</li> <li>○ Practical assessments are taken in the practical environment with the only detailed information on the requirements for assessment available in the course materials</li> <li>○ An appeal process is described in the programme documentation</li> <li>○ The policies and procedures exist for collating assessment results to inform course and programme management but as this is a new programme no data exists to date.</li> <li>○ Practical skills are assessed in the style of continuous assessment. There is no overall summative assessment of the breadth of skills acquired over a course. There is a risk with this approach of students failing to retain the range of skills delivered.</li> </ul>



<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-evaluation report and course documentation</li> <li>○ Interviews with staff and students</li> <li>○ Visit to university assessment centre</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>• The course documentation should fully describe the delivery and assessment of the behavioural and affective domains of competence.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>• An overarching practical assessment at the end of related courses (semesters) should be considered as a method of measuring overall skill development within the programme. The Objective Structured Clinical Examination (OSCE) could be considered as a suitable assessment tool for many courses as the approach is well validated and internationally recognised.</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ The delivery of on-line assessment and the university assessment centre.</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b> <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>

### Programme's Compliance with Standard

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

<b>3.1. Student support services</b>
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ The university supports its students through the Office of Dean of Students.</li> <li>○ The Office of the Dean of Students has the resources to deliver a range of accessible student services.</li> <li>○ Students are contacted regularly by email and through Moodle forums (a method giving more focused communication to common interest groups)</li> <li>○ The programme gives access to a wide range of local, national and international opportunities (through MOUs with three international universities)</li> <li>○ Activities such as career fairs are delivered</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluation Review</li> <li>○ Interviews with university administration, staff and students</li> </ul>
<b>Recommendations:</b>  None
<b>Suggestions for programme development:</b>  None
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>

<p><b>Evaluation</b></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><b>3.2. Master's and Doctoral Student supervision</b></p>
<p>Master's and Doctoral students have qualified thesis supervisors.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>o Not applicable</p>
<p><b>Evidences/indicators</b></p> <p>o Not applicable</p>
<p><b>Recommendations:</b></p> <p>Not applicable</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <p>o Not applicable</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>o Not applicable</p>
<p><b>Evaluation</b></p> <p>o Not applicable as no thesis required</p> <p><input type="checkbox"/> Complies with requirements</p>

- ☐ 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.

<b>4.1 Human Resources</b>
<ul style="list-style-type: none"><li>➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;</li><li>➤ 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;</li><li>➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;</li><li>➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.</li></ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"><li>○ The staff of the Faculty of Veterinary Medicine in conjunction with the visiting professors/lecturers, have the necessary qualifications and breadth of veterinary specialization to allow them to support the students to achieve the programme outcomes.</li><li>○ The staffing of the programme using internal and external staff not only gives confidence that the courses can be delivered but ensures that there is good communication that will facilitate collaboration.</li><li>○ The Head of the Programme possess the skills and experience required for managing the programme and has been actively involved in the development of this new programme.</li><li>○ The programmes have adequate support and administrative staff.</li></ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"><li>○ Self-Evaluation Report</li><li>○ Interviews with internal and external staff</li><li>○ Interviews with students</li></ul>
<b>Recommendations:</b> <p>None</p>
<b>Suggestions for programme development:</b> <p>None</p>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"><li>○ Creation of wide-range of Memoranda of Understanding including government agencies</li></ul>

and veterinary business will significantly support the delivery of teaching.
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> <li><input checked="" type="checkbox"/> X Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>4.2 Professional development of academic, scientific and invited staff</b>
<ul style="list-style-type: none"> <li>➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li>➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ Staff are assessed on a regular cycle across the breadth of their job description, which is informed by a number of objective descriptors, including course evaluation</li> <li>○ There are regular development courses and for individuals where the course monitoring process has highlighted concerns compulsory training is put in place.</li> <li>○ Funding to support personal development is available through the university</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report</li> <li>○ Interviews with university administration and internal/external staff</li> </ul>
<b>Recommendations:</b> <p>None</p>
<b>Suggestions for programme development:</b> <p>None</p>

<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ No applicable</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b> <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> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<b>4.3. Material Resources</b>
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ The library is an excellent facility with a variety of study areas, an appropriate number of study spaces and is staffed by library staff.</li> <li>○ The library has physical copies of the core text books, the location of which can be found in the on-line library system</li> <li>○ The on-line library system has a very extensive range of contemporary core titles and other literature (much of which has been specifically translated for use by veterinary students)</li> <li>○ The on-line library system is available on and off campus</li> <li>○ There are well equipped laboratories with adequate spaces</li> <li>○ There is a veterinary clinical facility on the campus, open to the public</li> <li>○ Clinical skills laboratory</li> <li>○ Museum of national artefacts</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report</li> </ul>

<ul style="list-style-type: none"> <li>○ Interviews with staff and students</li> <li>○ Visit to library with demonstration of on-line provision of books and other literature</li> <li>○ Viewing of examples of translated material</li> <li>○ Tour of teaching spaces</li> </ul>
<b>Recommendations:</b>  None
<b>Suggestions for programme development:</b>  None
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Substantial investment in the translation of contemporary international literature into Georgian to increase accessibility (\$42k to date)</li> <li>○ The development of a clinical skills teaching laboratory</li> <li>○ The provision of a veterinary clinic</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b>  ○ 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"/> X 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

<b>4.4.Programme/faculty/school budget and programme financial sustainability</b>
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**

- The senior university administrative staff strongly expressed their support for the programme
- Faculty Dean and Programme leader strongly expressed their appreciation for the investment made by the university in supporting the development of the infrastructure required to support the ambitions of the programme
- Staff strongly welcomed the investment by the university in laboratories and clinics where they worked
- Students observed significant investment in laboratories and clinics
- External staff and employers observed significant investment in laboratories and clinics

**Evidences/indicators**

- Self-Evaluation Report
- Interviews with university administrators and dean of faculty, programme leader and academic staff and students
- Interviews with external staff and employers

**Recommendations:**

None

**Suggestions for programme development:**

None

**Best Practices (if applicable):**

- Not applicable

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

- Not 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
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 analyzing assessment results. Programme staff utilizes quality assurance results for programme improvement.

#### Descriptive summary and analysis of compliance with standard requirements

- The university has internal quality assurance protocols administered through Quality Assurance Department as described:
  - Anonymous surveys are undertaken each semester
  - Surveys include staff and students
  - Outcomes are reported back to programme leaders
  - Analysis of assessment outcomes are reported back to programme leaders
  - The university, through the Quality Assurance Department, have policies to intervene if they consider programme leadership unsatisfactory
- The infrastructure to use the outcomes of this programme to lead to improvement but have yet to be tested.

#### Evidences/indicators

- Self-Evaluation Report

<ul style="list-style-type: none"> <li>○ Interviews with university administration, programme leaders, staff and students</li> </ul>
<b>Recommendations:</b>  None
<b>Suggestions for programme development:</b>  None
<b>Best Practices (if applicable):</b>  <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>  <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b>  <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>

<b>5.2 External quality</b>
Programme utilizes the results of external quality assurance on a regular basis.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <ul style="list-style-type: none"> <li>○ The university has external quality assurance protocols administered through Quality Assurance Department as described:             <ul style="list-style-type: none"> <li>○ Anonymous surveys are undertaken</li> <li>○ Surveys include external stakeholders</li> <li>○ Outcomes are reported back to programme leaders</li> </ul> </li> <li>○ The infrastructure to use the outcomes of this programme to lead to improvement is in place and used routinely on other programmes but has yet to be tested specifically on this</li> </ul>

programme...
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report</li> <li>○ Interviews with university administration and external stakeholders</li> </ul>
<b>Recommendations:</b> <p>None</p>
<b>Suggestions for programme development:</b> <p>None</p>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<b>Evaluation</b> <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> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

### 5.3. Programme monitoring and periodic review

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

<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ The university undertakes course review as described in 5.1</li> <li>○ An external review of the programme reporting to the National Centre for Programme Quality Enhancement is undertaken every 3 years</li> <li>○ An internal review is undertaken by the department annually utilizing data from the surveys undertaken by the university Quality Assurance Department</li> <li>○ The infrastructure to use the outcomes of this programme to lead to improvement but have yet to be tested.</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report</li> <li>○ Interviews with university administration and programme leaders</li> </ul>
<p><b>Recommendations:</b></p> <p>None</p>
<p><b>Suggestions for programme development:</b></p> <p>None</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Not applicable</li> </ul>
<p><b>Evaluation</b></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> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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:

Agricultural University of Georgia

Higher Education Programme Name: Educational programme for training a veterinarian

Number of Pages of the Report: 31

Programme's Compliance with the Standard

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

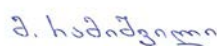
Expert Panel Chair's Name, Surname, Signature

Professor Thomas James Anderson



Expert Panel Members' Name, Surname, Signature

Mrs. Marine Ramishvili



Mr. Giorgi Tchitashvili

