** განათლების ხარისხის განვითარების ეროვნული ცენტრი**
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education programme

Integrated Bachelor's/Master's teacher training programme for primary level of general education

LTD Caucasus University

Date of evaluation: 15-16 January 2019

Date of report delivery: February 23, 2019

Tbilisi
2019

HEI information profile

Name of institution indicating its organizational legal form	LTD Caucasus University
HEI identification code	205050567
Type of institution	University

Higher education programme information profile

Name of the programme	Integrated Bachelor's/Master's teacher training programme for primary level of general education
Level of education	Bachelor's and Master's
Qualification granted indicating qualification code	Master of education 03
Language of instruction	Georgian
Number of credits	300
Programme status (authorized/ accredited/new)	New

Expert panel members

Chair (name, surname, university/organization/country)	Milan Pol, Masaryk University, Czech Republic
Member (name, surname, university/organization/country)	Lela Iosava, Ilia State University, Georgia
Member (name, surname, university/organization/country)	Ekaterine Kvirikashvili, Georgia, Educational Resource Center of Old Tbilisi District at Ministry of Education, Science, Culture and Sport, Georgia (employers´ representative)
Member (name, surname, university/organization/country)	Christine Chikhladze, Tbilisi State University, Georgia (student expert)

Accreditation Report Executive Summary

- **General information on the education programme**

The programme is submitted as new; there is no other teacher training programme provided at Caucasus University at the moment.

The programme is constructed in a logical way. Its main elements are thoroughly elaborated, having a good chance to serve as effective pillars for the objectives (learning outcomes, content and structure, teaching methods and more).

In principle, student services seem to be well planned. It can be expected that they will be provided satisfactorily. Human resources (staff in particular) are sufficient to realize the programme. There are good material resources for the programme and the budget seems to be thoroughly conceived. Also, quality assurance mechanisms are ready.

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

The work of the panel started several weeks before the site visit took place when members of the panel were provided with the self-evaluation report and other documents related to the programme and studied these materials. Following the desk study period, panel members met at the promises of NCEQE in Tbilisi on 15 January 2019 to talk to NCEQE staff and plan the site

visit and subsequent work.

The site visit took place on 16 January 2018. During the day we had a chance to talk to all relevant groups at the university and beyond. In concrete terms, we led interviews with university top management representatives, the self-evaluation team, the leaders of the programme, leaders and members of the faculty, guest lecturers, employers and internship supervisors, students and alumni of some programmes currently provided at the Causasus University (mainly in Psychology), quality assurance officers and other people. Also, we had a good chance to see the premises including the library and othe installations. During the whole site visit we benefited from the support of an NCEQE representative.

We believe that the procedure enabled us to understand sufficiently the programme and the way it is planned so we could carry out evaluation according to standards developed and used by NCEQE.

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

Standard 1: Complies with requirements
Standard 2: Complies with requirements
Standard 3: Complies with requirements
Standard 4: Complies with requirements
Standard 5: Complies with requirements

- **Summary of recommendations**

Revise the course syllabi to make it more consistent with the learning outcomes of the programme. This concerns first and foremost the courses of Design and Methodology of Education Research.
Make sure that students are well aware of the support services they can use.
Add evaluation of administration staff's work to the evaluation portfolio.

- **Summary of suggestions**

Consider possibilities to modify the system of student scholarships.
Consider possibilities to establish a system of training for supervisors.
Ensure that the agreements with schools regarding the implementation of practical component are detailed and clarify the distribution of tasks among all parties involved.
Make sure that student practice is well looked after within the programme at every school involved.
Continue focusing on evaluation of student-centered practices.
Enforce practices to evaluate the research performance of the staff.

- **Summary of best practices (if applicable)**

None

- **In case of an accredited programme, summary of significant accomplishments and/or progress (if applicable)**

N/A

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

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

1.1 Programme objectives
The programme objectives consist of a set of knowledge, skills and competences the programme aims to develop in graduate students. Also the objectives represent a contribution to the development of education and society.
Descriptive summary and analysis of compliance with standard requirements The objectives of the programme are clearly formulated and consistent, featuring the complexity of the task to prepare prospective teachers for work in primary schools in current era. Also, the objectives are differentiated according to the phases of student learning (bachelor/master levels). They relate to all the main areas of concern and focus on both knowledge and skills. It should also be said that the objectives seem to be in positive correlation with the mission of Caucasus University. During the interview it was revealed that the programme, if approved, should serve as a basis for further development of educational programmes direction at Caucasus University, possibly leading to what can be called School of Education, Caucasus University. But this is a prospective outlook, not current reality. This way, the programme can be seen as a valuable contribution to the development of primary teacher education (pre-service stage) as well as the needs of the labour market (school system) evidently existing in Georgia now. Consequently, the programme can be considered as potential contribution to the development of society as a whole.

Evidence/indicators
   o Self-evaluation report
   o Programme derscription
   o Interviews

Recommendations: o None
Suggestions for programme development: o None
Best Practices (if applicable):   o None

In case of an accredited programme, significant accomplishments and/or progress:
o N/A

Evaluation
X Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

1.2 Programme learning outcomes
The programme learning outcomes describe the knowledge, skills and sense of responsibility and autonomy that students gain upon completion of the programme. The programme learning outcomes assessment cycle consists of definition, collection and analysis of data. The results of the assessment of the learning outcomes are used to improve the programme.
Descriptive summary and analysis of compliance with standard requirements   The learning outcomes are thoroughly defined in programme materials as well. They are elaborated in detail, covering all the main areas in which prospective primary school teachers should be trained during the pre-graduate phase of study (master level). This way, the formation of a positive learning environment is as strongly emphasised as planning, implementation and evaluation of a student-orineted and result-oriented learning process and support for professional development, both on the level of knowledge/understanding and that of practical skills. At the same time, these outcomes involve attitudes and values, which is also mentioned by programme materials.   It will be of vital importance to ensure that clear links are maintained between programme learning outcomes and learning outcomes from individual courses.   Our team reflected on the needs and opinions of regional school heads, in-service teachers, alumni and students. Incorporating these needs in the programme also means an important link to the labour market.
Evidence/indicators
o Self-evaluation report
o Interviews
Recommendations:
None
Suggestions for programme development:
None
Best practices (if applicable):
None
In case of an accredited programme, significant accomplishments and/or progress
N/A

Evaluation
X Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme compliance with standards

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

The preconditions for programme admission, programme structure, content, teaching and learning methods, and student evaluation ensure the achievement of programme objectives and learning outcomes intended.

2.1 Preconditions for programme admission
The higher education institution has relevant, transparent, fair, open and accessible preconditions for programme admission.
Descriptive summary and analysis of compliance with standard requirements   The programme of Integrated Bachelor's and Master's Degree in General Education of primary school teachers, as it is planned, has clear and transparent admission criteria that fully comply with Georgian legislation. To be eligible for the programme, applicants are required to pass the Unified National Exams and have B2 level knowledge of English. The programme admission criteria are logically tied to the content of the programme and its learning outcomes. The language of instruction is Georgian and the degree granted is Master of Education. If the final decision is positive, students are enrolled as per University President's order.   Activities such as open door days, distribution of wide-circulation flyers and various motivational actions are typically conducted by Caucasus University annually to provide potential students with complete information on respective programmes. The same set of activities is planned for this programme in order to disseminate relevant information. There is a relevant banner in constant mode on the University website for those interested in study and mobility.

Evidence/indicators
- Educational programme   - Self-evaluation report   - Website
Recommendations:
None
Suggestions for programme development:
None
Best practices (if applicable):
None
In case of an accredited programme, significant accomplishments and/or progress
N/A
Evaluation
X Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

2.2 Educational programme structure and content
The programme is designed according to HEI's methodology for planning, design and development of educational programmes. Its content takes the admission preconditions and learning outcomes into account. The programme structure is consistent and logical. Both programme content and structure ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.
Descriptive summary and analysis of compliance with standard requirements

Overall, the programme content and structure are logical and consistent, designed according to HEI's methodology for planning, design and development of educational programmes. The programme content and admission requirements are reflected in its structure. The plan seems to have good potential to ensure that the learning outcomes are achieved. As for the qualification to be granted to graduates, it seems to be consistent with the programme content and learning outcomes.

The programme consists of 300 ECTS to be allocated during 10 semesters, with 30 ECTS credits to be allocated every semester obligatorily. Therefore, the standard duration of the programme is five years. The academic year is divided into two semesters with 21 academic weeks each. The calculation of ECTS credits is done well (1 ECTS equals 25 hours of students' work). In specific cases, students can make use of additional semesters (no more than 4) to complete the programme, retaining the student status during that time.

The content of the programme offers obligatory as well as elective courses. The mandatory component determined for the profession is fixed as 240 ECTS credits, of which 180 ECTS credits are allocated for the subject and methodological module of the

subject group of the primary level of general education and 60 ECTS credits are allocated for school practice and research module practice. The free component module and elective subjects are given 60 ECTS credits; 20 ECTS credits are allocated for English and 20 ECTS credits for field and professional mandatory subjects. The remaining 20 ECTS credits should be collected as elective, selected from 45 ECTS credits.

Within the framework of 300 ECTS credits stipulated by the academic plan, students have the opportunity to acquire maximum 20 ECTS credits (at the expense of replacing the subjects with elective status) by means of free credits.

The qualification to be granted (Master of Education) is consistent with programme content and learning outcomes. Generally, the learning outcomes are formulated clearly and the content of the programme ensures that the learning outcomes can be achieved. The learning outcomes will be evaluated by the programme coordinator, a quality assurance representative and the programme staff.

School principals were actively involved in the development of the programme and the assessment of needs. For instance, based on the recommendation of principals it was decided to increase the number of practicum hours and a include a remediation course. Also, practicum hours were increased for inclusive education courses.

Evidence/indicators
- o Rules of the assessment of the implementation of educational programmes
- o Educational programme
- o Syllabi of study courses
- o Self-evaluation report

Recommendations:
None

Suggestions for programme development:
None

Best Practices (if applicable):
None

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

Evaluation
   X Complies with requirements
   ☐ Substantially complies with requirements
   ☐ Partially complies with requirements
   ☐ Does not comply with requirements

2.3 Course

Student learning outcomes from each compulsory course correspond with the programme learning outcomes; also, the content and number of credits in each course correspond with the learning outcomes. Teaching materials as listed in the syllabi are based on core achievements in the field and ensure achievement of programme learning outcomes

intended.

Descriptive summary and analysis of compliance with standard requirements

The Remediation Teaching and Conflict Management and Formation of Non-Violent Environment gives distinguishing features to the structure and content of this programme. Emphasis is put on the component of practice. Apart from built-in practice, students take a separate practicum at the end of each semester.

Overall, the programme structure and content are adequate to the field specifications of the teacher education programme. Each course within the programme stipulates the enrollment prerequisites and procedures that are logically connected with programme content and structure. The allocation of credits for each course seems to be acceptable. The teaching materials are based on progress and achievements in education, reflecting the local as well as global contexts. The materials are adequate and ensure the achievement of programme learning outcomes.

The learning outcomes of most courses are in line with the programme learning outcomes. Nevertheless, the panel have identified some issues of concern, mainly in relation to syllabi of specific courses. For instance, the course Design and Methodology of Education Research, part II (and, partly, the course Design and Methodology of Education Research, part I) enumerate objectives that are not quite in line with the Learning Outcomes of the Integrated Bachelor's and Master's Degree programme in General Education of Primary School Teachers. Instead, they are more relevant for the programme in Psychology.

The course description of Design and Methodology of Education Research, part II reads: *The goal of the course is to provide students with knowledge of methods of <u>research in psychology</u> (quiz, focus groups, ex post facto research, collerative research, meta-analysis, practice research) as well as <u>planning of an experimental research, execution of research and submittal of data</u>.* This would certainly be a perfect course for students of Psychology, but those of teacher education at primary level do not require so complex techniques of experimental research, correlative research and meta-analysis. Instead, action research, focus groups, observation and content analysis would be more relevant and, therefore, in line with current programme objectives.

The learning objectives of this course contain higher order skills such as:
  – *to analyze the history of experimental psychology*
  – *to distinguish from each other and assess "true" and "quasi" experiments*
  – *to define the restrictions of a "quasi" experiment*

Besides telephone interviewing, planning experiments and so on, which are redundant for this programme, we believe third semester is a bit too early to require such higher order skills from students. Therefore, we recommend to revise these course objectives and learning outcomes in order to adapt them to programme objectives and learning outcomes.

Evidence/indicators
  o   Programme in focus and its syllabi

o   Map of learning outcomes   o   Interviews
Recommendations: Revise the course syllabi in order to make it more consistent with the programme learning outcomes. This concerns first and foremost the course of Design and Methodology of Education Research.
Suggestions for programme development: None
Best Practices (if applicable): None
In case of an accredited programme, significant accomplishments and/or progress N/A

Evaluation
  ☐ Complies with requirements
  X Substantially complies with requirements
  ☐ Partially complies with requirements
  ☐ Does not comply with requirements

2.4 Development of practical, scientific/research/creative/performance and transferable skills
The programme develops students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects in accordance with programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements The programme consists of practical and research components, which ensures that students gain practical as well as research skills corresponding to each level of education and programme learning outcomes. Students will be taught and supervised by qualified persons in the field who will evaluate their learning activity and results. The programme ensures that students have an opportunity to gain practical skills and are involved in scientific-research projects that correspond to the level of education and programme learning outcomes. Interviews with students of Psychology confirm that students are occasionally involved in research projects developed by their teachers. The programme practice component is designed and organized according to programme learning outcomes. A Master thesis will be an obligatory component of the programme. The construction hierarchy of the programme provides adequate use of knowledge in different contexts, in particular for knowledge transfer in disciplines such as Georgian language, Mathematics and Natural Sciences. The students will gain knowledge on the subject, then knowledge will be related to the educational process. This shoul result in competence development.

The memoranda with schools in which their practicum will take place are of general nature; however, these schools are ready to host students for their practicum and participate in joint events, programme improvement and methodological development.

Panel members that the agreements with these schools will become more detailed once the programme is accredited. The duration of the practicum, number of interns and roles/duties of both school mentors and university supervisors should preferably be agreed on in the very beginning. This will guarantee a more effective implementation and follow-up of the practical component.

Evidence/indicators
- o   Self-evaluation report
- o   Site visit
- o   Interviews

Recommendations:
None

Suggestions for programme development:
Ensure that the agreements with schools regarding the implementation of practical component are detailed and clarify the distribution of tasks among all parties involved.

Best Practices (if applicable):
None

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

Evaluation

 X Complies with requirements

 ☐ Substantially complies with requirements

 ☐ Partially complies with requirements

 ☐ Does not comply with requirements

2.5 Teaching and learning methods

The programme is implemented by means of student-centered teaching and learning methods. The teaching and learning methods correspond with the level of education, course content and student learning outcomes so that these can be achieved.

Descriptive summary and analysis of compliance with standard requirements

Overall, it can be said that the teaching methods to be used in the programme are relevant and acceptable. Most of them correspond to the level of education, course content and student teaching and learning. There seems to be a good chance that the learning outcomes will be achieved. Of course, all this remains to be confirmed only when the programme gets started.

For the time being, perhaps some more clarification is needed for some elements of the programme and its methodological arrangement. This relates mainly to student practice.

During the interviews, the panel identified some specific challenges related to the understanding of how student practice should be carried out. Most partner schools seemed to be aware of how mentoring will be administered and what practical arrangements have to be done for student practice to succeed, but some partner schools may still need clearer understanding of these arrangements, additional explanations and instruction on how the practicum should be to administered. This relates to teaching and learning methods at relevant segments of the curriculum.

Evidence/indicators
- o   Programme in focus and its syllabi
- o   Map of learning outcomes
- o   Interviews

Recommendations:
None

Suggestions for programme development:
Make sure that student practice is well looked after at every school involved.

Best Practices (if applicable):
None

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

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

2.6 Student evaluation

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

Descriptive summary and analysis of compliance with standard requirements

In general, student evaluation is conducted in accordance with procedures established, transparent and complying with current legislation.

In more specific terms, student results are mainly a matter of midterm and final evaluation. The total of points for the academic component (100 points) is made of maximum 70 points for midterm evaluation and 30 points remaining for the final examination.

A minimum competence threshold is determined for both midterm and final evaluation. Detailed information about the minimum competence threshold is found in the syllabi for particular academic disciplines as uploaded on the academic management electronic system prior to the beginning of the academic process.

The evaluation system consists of five types of positive evaluation:

(A) Excellent — 91-100 points
(B) Very good — 81-90 points
(C) Good — 71-80 points
(D) Satisfactory — 61-70 points
(E) Sufficient — 51-60 points

Two types of negative evaluation are:
(FX) Did not pass — 41-50 points; means that the student needs to work more in order to pass and is granted the right to sit for additional examination in the form of independent work
(F) Failed — less than 40 points; means that the student's work is not sufficient and he/she has to sit for the final examination again within a deadline announced by the administration no later than 5 days after the results of the final examination.

The number of points received for the additional examination is not added to the number of points received for the final evaluation. The number of points received during the final examination is final and will be reflected in the final evaluation of the teaching component of the programme.

The criteria for student assessment are found in the syllabi of particular components and available for students. They are also available via consultancy provided by the academic staff. During the course, students can follow ongoing evaluation, contact lecturers and react to results achieved.

The University Monitoring Service is responsible for the conduct and supervision of examination procedures. All works are anonymous and transferred to lecturers under passwords. In case of appeals from students, appeal committees are created. This procedure is regulated by provisions directing the conduct of examinations.

Within the framework of the monitoring visit, the information previosuly obtained from the self-evaluation document was confirmed by means of interviews with administration representatives of and students. Also during the visit, some of the issues mentioned were checked and the reliability of information was verified.

Evidence/indicators
o   Programme in focus and its syllabi
o   Map of learning outcomes
o   Interviews

Recommendations:
None

Suggestions for programme development:
None

Best Practices (if applicable):
None

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

N/A
Evaluation

    X Complies with requirements

    ☐ Substantially complies with requirements

    ☐ Partially complies with requirements

    ☐ Does not comply with requirements

Programme compliance with standards

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

HEI creates student-centered environment by providing students with relevant services. The programme staff see to students' familiarity with these services, organize various events and foster student involvement in national and international projects.

3.1 Student support services
Students receive appropriate consultancy and support for the planning of the learning process, improvement of academic achievement, employment and professional development.
Descriptive summary and analysis of compliance with standard requirements It appears that, in principle, students can make use of a variety of student services at Caucasus University, mainly those related to learning but also employment and professional development. At the same time, interviews with the students (those studying other programmes such as Psychology) revealed that students are not always aware of some support services. The dropout rate seems to be an important issue in some programmes. The reasons vary between the unpreparedness of students to meet some rigorous teaching and learning requirements to financial constraints and high tuition fees. A system of scholarships is available to students, mainly on the basis of study results. According to students interviewed, the criteria are difficult to meet, and maybe too difficult, so only a few students can benefit from this. Student mobility s is not supported by extra scholarships from the university.

The interviews also showed students' concern with additional fees for exams, prices in the cafeteria and support for athletes through individual study programmes. Also, critical remarks were heard about transportation: students say the university is not easily accessible from the city center and it is difficult to arrive at the campus on time.

Evidence/indicators
- o Scope syllabi of Integrated Bachelor's and Master's Degree Programme
- o Self-evaluation report
- o Interviews

Recommendations:

Make sure students are familiar with the support services available.

Suggestions for programme development:

Consider possibilities to modify the system of student scholarships.

Best Practices (if applicable):

None

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

N/A

Evaluation

☐ Complies with requirements

X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2 Master's and Doctoral student supervision

Master's and Doctoral students are assisted by qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

As the programme is new and has not yet invovlved students, alumni and supervisors, the panel have evaluated current supervision policy and the supervision process for this programme as it is expected.

The self-evaluation report indicates that the process of Master's thesis defence is regulated by the Master's programme provision at Caucasus School of Humanities and Social Sciences, available for students. The scientific supervisor/co-supervisor of a Master students may be a professor, an associate professor of the University, a scholar from a partner education/scientific institution or a guest specialist possessing a relevant academic degree. The scientific supervisor/co-supervisor helps students to select the topic of the thesis, draft a work plan and process the bibliography, check the process stage by stage, make instructions and, in case of inappropriate orientation of the research, provide assistance to correct it.

Students have expressed satisfaction with support form and flexibility of the academic staff and access to feedback on a regular basis. Students are assisted by qualified supervisors, experienced in research relevant for the topic of the thesis. Students noted

that their supervisors provided consultancy frequently. During the research process, supervisors advise students on field work and writing. No evidence of systematic training for supervisors has been found though. Personal development is rather an individual matter for each member of the academic staff.

Evidence/indicators
- o Programme and syllabi
- o Personal files of academic staff and guests
- o Interviews

Recommendations:
None

Suggestions for programme development:
Consider possibilities to establish a system of supervisor training.

Best Practices (if applicable):
None

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

Evaluation

        X Complies with requirements

        ☐ Substantially complies with requirements

        ☐ Partially complies with requirements

        ☐ Does not comply with requirements

Programme compliance with standards

Standard	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Student results and individual work with students	X			

4. Provision of teaching resources

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

4.1 Human Resources
Programme staff consists of qualified members with competences necessary for students to achieve the programme learning outcomes. The number and workload of programme academic/scientific staff and guest staff ensure sustainable educational process and proper execution of research/creative/performance activities and other duties. Balance between academic staff and guest staff ensures programme sustainability.

Head of the programme has the experience and knowledge required for the elaboration of the programme. He/she is directly involved in programme implementation.
Programme students are assisted by adequate administration and support staff with appropriate competences.

Descriptive summary and analysis of compliance with standard requirements

Academic staff involved in the programme corresponds to higher education standards of primary school teachers, with good balance between academics and practitioners in relevant fields. Overall, 20 academic staff members (7 professors, 8 associate professors, 3 assistant professors, 2 assistants) and 21 guest specialists will be involved in this BA/MA programme.

Some of the staff participated in G-priEd, a successful primary education national project in Georgia designed to enhance literacy, implement remediation methods and pilot innovative methods of subject-oriented research. They have unique experience in in-service teacher training by implementing innovative methodology.

Other members are experienced in design and implementation of various educational standards, programmes, textbooks and other educational resources, having actively participated in international donor-funded projects focused on professional development of teachers.

The distribution of workload between academic/scientific staff and guest staff is thoroughly planned.

The leader of the programme has worked on various educational programmes, projects and research, cooperated with international organizations, acted as manager within the system of general education at central and local levels and, even more important, was director of a public school.

The programme head was leader of the section of mathematics at G-PriEd and is well aware of the challenges primary education teachers have to face and the ways to solve them.

Overall, BA/MA programme students will be provided with sufficient administration and support staff, qualified for the job.

Evidence/indicators
- o Self-evaluation report
- o Programme syllabi
- o Interviews

Recommendations:
None

Suggestions for programme development:
None

Best Practices (if applicable):
None

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

Evaluation
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 guest staff
HEI conducts evaluation of academic/scientific and guest staff. Analysis of the evaluation is carried out on a regular basis. HEI fosters professional development of the academic/scientific and guest staff, also promoting their scientific and research work.

Descriptive summary and analysis of compliance with standard requirements
The work of the academic staff and guests is evaluated regularly, with main emphasis on evaluation by students.
During our site visit, a training on plagiarism and academic integrity was taking place. Some faculty members had just finished the training and highlighted the importance of professional development activities like this. The panel did not identify benchmarks for evaluation of the participation of academic/scientific staff and guest staff in research activities at present, but the Quality Assurance representative and the teaching staff are entrusted to develop a specific mechanism of action. Clearly, teaching and research staffs keep records of participation in local and international conferences and publications. This has been verified by their CVs and personal narratives with the interviewees.

Evidence/indicators
o Self-evaluation report
o Interviews

Recommendations:
None

Suggestions for programme development:
None

Best Practices (if applicable):
None

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

Evaluation
X Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

4.3. Material resources

The programme is provided with necessary infrastructure and technical equipment required for the achievement of outcomes.
Descriptive summary and analysis of compliance with standard requirements   During the visit we were shown the infrastructure of Caucasus University including the dean's office, auditoriums, library, computer resource center and other technical equipment. It can be said that material resources correspond with programme objectives and ensure the achievement of programme learning outcomes. There are both printed and electronic library resources, relevant electronic catalogues and international electronic library databases available at Caucasus University. The library catalogue is open to university students and staff both at the premises and as remote access.

Evidence/indicators
     o   Self-evaluation report
     o   Site visit
     o   Interviews

Recommendations: None
Suggestions for programme development: None
Best Practices (if applicable):   None
In case of an accredited programme, significant accomplishments and/or progress   N/A

Evaluation
     X Complies with requirements
     ☐ Substantially complies with requirements
     ☐ Partially complies with requirements
     ☐ Does not comply with requirements

4.4 Programme/faculty/school budget and financial sustainability of the programme
Allocation of financial resources stipulated for the programme/faculty/school budget is feasible and corresponds to the needs of the programme.
Descriptive summary and analysis of compliance with standard requirements   The programme budget considers revenues to be obtained from student fees and all the expenses necessary for comprehensive operations. The costs are calculated in accordance with the structure of the programme. They include the hourly calculation for research, training components and practice. Academic salaries and the calculation of costs are based on the scope of work determined during the academic year.   As to the cohort for the programme, the number of students has been fixed as 30; however, no comprehensive assessment of needs has been carried out by the university in order to establish the quota. Such analysis will be carried out at a later stage. It is well possible that

the number of students admitted will be lower than 30. In case the number of students enrolled is below minimum, the University Reserve Fund will be used to support the operations of the programme. The programme budget seems to be adaptable to changes if necessary. The panel share the opinion that this arrangement indicates financial feasibility of the programme, correspondingly to its needs.
Evidence/indicators o Self-evaluation report o Interviews
Recommendations: None
Suggestions for programme development: None
Best Practices (if applicable): None
In case of an accredited programme, significant accomplishments and/or progress N/A
Evaluation **X Complies with requirements** ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme compliance with standards

Standard	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Provision of teaching resources	X			

5. Opportunities for teaching improvements

In order to enhance the quality of teaching, the programme uses internal and external quality assurance services and conducts periodical monitoring and reviews. Relevant data are collected, analysed and used for informed decision making and programme development on a regular basis.

5.1 Internal quality
The programme staff collaborate with internal quality assurance services available for higher education institutions in order to plan the process of quality assurance, create evaluation instruments and analyse the results. The programme staff use the results for programme improvements.

Descriptive summary and analysis of compliance with standard requirements Usual practice at Caucasus University is that quality assurance structures work in close cooperation with programme leaders. Permanent improvement of study programmes is stimulated by data gained from various surveys, mainly those focused on students as feedback providers. The same practice is planned for the current programme, which should apply to planning, implementation, evaluation and development procedures. Involvement of students, graduates and employers as feedback providers is envisaged. While a lot of attention is paid to teaching and its quality, less explicit attention seems to be paid to evaluation of research activities by staff. Very little of explicit attention is paid to the quality of administration work. The quality assurance department consists of four employees but some will join in the future. QA is centralized. There is no QA unit on the faculty level but programme directors act as quality assurance agents. Both human and material resources are supported by the administration; the attitude to administration is positive. The QA manager expects the programme to be successful.

Evidence/indicators
    ○ Self-evaluation report
    ○ Interviews

Recommendations: Include administration work evaluation in the evaluation portfolio.
Suggestions for programme development: Continue focusing on evaluation of student-centered practices. Enforce practices to evaluate research performance of the staff.
Best Practices (if applicable): None
In case of an accredited programme, significant accomplishments and/or progress N/A

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

5.2 External quality
The programme staff use the results of external quality assurance on a regular basis.

Descriptive summary and analysis of compliance with standard requirements
It is a common practice to make use of the results of external quality assurance processes at Caucasus University. This is also planned for the programme in focus. For this, expert recommendations and employers' opinions and experience are collected and the school council discusses these incentives and considers alterations in programmes. It can be expected that alike procedures will take place in case of current programme.

Evidence/indicators
    o   Self-evaluation report
    o   Interviews

Recommendations:
None
Suggestions for programme development:
None
Best Practices (if applicable):
None
In case of an accredited programme, significant accomplishments and/or progress
N/A

Evaluation
    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 under involvement of academic/scientific staff, guest staff, administrative staff, students, graduates, employers and other stakeholders by systematic collection and analysis of information. The results are utilized of the assessment are used for programme improvement.
Descriptive summary and analysis of compliance with standard requirements
The programmes that are carried out at Caucasus University are periodically monitored and reviewed under involvement of students, employers, academic and guest staff as well as graduates. Main roles are played by programme coordinator and head of the programme. On this basis, programmes are updated with the use of the results. Analogical processes of monitoring and periodic evaluation are planned for current programme.

Evidence/indicators
    o   Self-evaluation report
    o   Interviews

Recommendations:
None
Suggestions for programme development:
None

Best Practices (if applicable):
None
In case of an accredited programme, significant accomplishments and/or progress
N/A
Evaluation
X Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme compliance with standards

Standard	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Opportunities for improved teaching	X			

Documentation encolsed (if applicable)

Name of the HEI: LTD Caucasus University

Name of the higher education programme: Integrated Bachelor's/Master's teacher training programme for primary level of general education

Number of pages of the report: 25

Programme compliance with 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 HEI and take into consideration the demands of the labour market	X			
2. Teaching methodology and organization, adequate evaluation of programme mastering	X			
3. Student achievements and individual work with students	X			
4. Provision of teaching resources	X			
5. Opportunities for improvement of teaching	X			

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