

განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name: Maritime Navigation
HEI's Name

Date(s) of Evaluation: September 25th 2019

Report Submission Date: November 20 2019

Tbilisi
2019

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LEPL - Teaching University –Batumi State Maritime Academy
HEI's Identification Code	245427337
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	Maritime Navigation
Level of Education	Bachelor
Qualification Granted Indicating Qualification Code	Bachelor of Nautical Science 1041
Language of Instruction	Georgian
Number of Credits	240
Programme Status (Authorized/ Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Prof.dr.ir. Sape A. Miedema, Delft University, The Netherlands
Member (Name, Surname, University/organization/Country)	Zaza Makharadze, Maritime Transport Agency, Georgia.
Member (Name, Surname, University/organization/Country)	Shota Baramidze, National Defence Academy, Georgia.
Member (Name, Surname, University/organization/Country)	Kristina Rzgova, Batumi Navigation Teaching University, Georgia.
Member (Name, Surname, University/organization/Country)	Nika Tikanashvili, Georgian Aviation University, Georgia.

Accreditation Report Executive Summary

- General information on the education programme

3 BEng programmes were analyzed:

1. Maritime Engineering
2. Electrical Engineering
3. Maritime Navigation

The BEng program Maritime Engineering educates students to be professional cadets for shipping companies with the possibility to finally be promoted to captain.

- Brief overview of the accreditation site-visit

The committee consisting of:

Prof. Sape Andries Miedema

Prof. Shota Baramidze

Capt. Zaza Makharadze

Ms. Kristina Rzgoeva

Mr. Nika Tikanashvili

Had interviews with, on September 24th 2019:

The University Administration

The Self Evaluation Team

The Academic and Invited Staff

Students and Alumni

Employers of Graduates

The Head of Studies

In addition the different facilities were visited

- Summary of education programme's compliance with the standards

Since this program has to comply with many international shipping regulations, standards and customs, being successful in this means the learning goals are met.

- Summary of Recommendations

N/A

- Summary of Suggestions

Most suggestions are valid for all 3 programs.

Since, once on board of a ship, the cadets of the 3 programs have to cooperate, a multidisciplinary project is suggested in order to let the students learn cooperation and communication (for all 3 programs of course).

Control Engineering is the basis of automation. Some fundamental Control Engineering is suggested for all 3 programs, maybe not the same, but applied to the program.

It is suggested to have more structured links with industry.

Leadership/ethics have too many credit points, it is suggested to mix this with more technical topics.

Consultation hours exist on paper, but it is suggested to make this more visible to the students.

It is suggested to reward teachers individually if they perform well, for example letting them go to an international conference or take a course for personal development.

Also stimulate students to go to conferences and let them get acquainted to the international shipping world. Also pay attention to possibilities of exchange programs.

It is suggested to involve students more in decision making processes.

It is suggested to create a webpage for alumni for Q&A, since there are often questions of alumni about new developments in shipping.

Since the 3 programs belong to 1 institute/academy, a number of standards, like quality control, will be identical in the 3 programs. It is suggested to have a mutual accreditation for this the next time.

- Summary of best practices (If Applicable)

Related to the experience of the chairman with accreditations in the Netherlands, the quality control system in Batumi is already at a very good level. But be careful it is about content and not just about numbers (spreadsheet management).

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

The facilities are up to date and impressive, especially all the different simulators. It is considered a great accomplishment to have such good international facilities.

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

There are total 8 objectives described in the educational programme “Maritime Navigation”.

Programme objectives are clear, realistic and achievable. They define the knowledge, skills and competence to be acquired by the students after completion the programme. The programme aims preparation of Ship’s Navigators of operational and management level according to National standards (National frame document “Maritime Navigation”) and international standards (STCW convention A-II/1, A-II/2, A-II/3) with a qualification of “Bachelor of Nautical Science”.

Programme objectives allow the graduate students career growth and continue further learning levels at higher education institutions.

Programme objectives define the contribution to be made by the graduates in the maritime field. They meet the mission, objectives and strategies of Batumi State Maritime Academy.

The programme also aims to prepare the qualified leaders with the competence complying requirements of the Maritime labor market. Graduates will have an ability to identify and solve professional problems, potential of self-realization and communication skills in order to ensure their competitiveness and career success in the local and international labor markets.

Programme objectives are public and can be found on the BSMA web page.

Information about the programme and its objectives has been collected from the self-evaluation report and enclosed documents. Relevant personnel have been interviewed during the site visit. Programme objectives found compliant to standard requirements.

Evidences/indicators

1. Maritime Navigation - Educational Program
2. Syllabuses
3. BSMA web-site: <http://bsma.edu.ge/>
4. BSMA mission: <http://www.bsma.edu.ge/main/page/2-5/index.html>
5. Academic and invited Staff survey analyze
6. Labor Market and Employers Statistical Analyze
7. Graduates survey analyze
8. Strategy Development plan 2018- 2024: <http://www.bsma.edu.ge/main/page/2-7/index.html>
9. Internationalization Policy: <http://bsma.edu.ge/upload/ND%202-Q01-01.pdf>
10. Maritime Faculty Council meeting protocol on appointment of working group for development educational program: Protocol N 14, 15.10.2018.

11. Maritime Faculty Council meeting protocol on appointment of working group for development self-evaluation of the educational program: Protocol N 6/9, 03.04.2019. 12. Internationalization Strategy: http://bsma.edu.ge/upload/ND%202-Q01-02.pdf
Recommendations: NIL
Suggestions for programme development: NIL
Best Practices (if applicable): NIL
In case of accredited programme, significant accomplishments and/or progress NIL
Evaluation <div> <input type="radio"/> Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard </div> <div> <input checked="" type="checkbox"/> Complies with requirements </div> <div> <input type="checkbox"/> Substantially complies with requirements </div> <div> <input type="checkbox"/> Partially complies with requirements </div> <div> <input type="checkbox"/> Does not comply with requirements </div>

1.2. Programme Learning Outcomes
<ul style="list-style-type: none"> ➤ 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 outcome of Education programme is in compliance with the programme objectives. Combination of learning components (learning courses, teaching methods, knowledge assessment system etc.) allow the graduate students to obtain the relevant knowledge, skills and attitude to the Bachelor level as it is defined by the programme objectives. Learning outcomes are based on requirements of National Qualification framework as well as STCW convention. Map of Learning outcomes of curricula exist and shows that outcomes are reasonable, each learning component of the program includes the following : <ul style="list-style-type: none"> - objectives to be achieved (1 to 8)

- learning outcomes (Knowledge and understanding / skills / responsibility and ability)

The programme, as well as its learning outcomes have been developed by the working group consisting from academic staff, invited staff, students, alumnus and representative from the crewing office. Learning outcomes take into the consideration an industry requirements, field specifications and labor market needs.

The program contains a mechanism for effective evaluation of learning outcomes and it is in line with national legislation requirements. Evaluation is done in the prescribed intervals (5 weeks period). The system enables to define how the learning outcomes are achieved at various stages. The system is transparent and measurable. Direct and indirect assessment methods are applied. The students have access to the results of knowledge assessment.

To assess students' academic achievements in a consolidated manner, a so called GPA (grade point average) is implemented at Batumi State Maritime Academy, being one of the element pre-conditioning students' academic performance. While calculating GPA, all assessment received by the students at the relevant level of study at Batumi State Maritime Academy are to be taken into account. GPA of the graduate will be indicated in the Diploma Attachment.

BSMA provides an electronic log book system, which allows the users to find the relevant information about the learning process including learning components and knowledge assessment results. The system is protected and every user is able to access his own account/page using personal credentials. The system allows the students to appeal for the assessment results if necessary.

QAS of the Maritime Engineering faculty analyzes the evaluation results on a regular basis and makes relevant report. Analyzes results can be used for further development of the Academic Program when applicable.

Evidences/indicators

1. Educational Program - „Maritime Navigation“;
2. Syllabuses
3. Examination organization and Students assessment procedure;
4. Education program learning outcomes evaluation rule
5. Academic and invited Staff survey analyze;
6. Labor Market and Employers Statistical Analyze
7. Graduates survey analyze;
8. Students assessment analyze
9. Academic and invited staff auditorial activity monitoring analyse
10. Maritime Faculty Council meeting protocol on appointment of working group for development educational program: Protocol N 14, 15.10.2018.
11. Maritime Faculty Council meeting protocol on appointment of working group for development self-evaluation of the educational program: Protocol N 6/9, 03.04.2019.
12. Approval of Curriculum Committee

Recommendations: NIL
Suggestions for programme development: Number of employers/shipowners cooperate with BSMA. They conduct an interview and employ those students/graduates who successfully pass an interview. BSMA invites field representative in the program development process, however increasing the number of representatives from employer/shipping companies will create more clear picture for the field requirements and positively affect the learning outcomes.
Best Practices (if applicable): NIL
In case of accredited programme, significant accomplishments and/or progress: NIL
Evaluation <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>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>

Programme's Compliance with Standard

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

2. Teaching methodology and organization, adequate evaluation of programme mastering Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements <p>Admission prerequisites for the program are transparent and ensure involvement of persons with relevant knowledge, skills and values, which serves to achieve learning outcomes of the student.</p> <p>Prerequisites for admission to the program are not covered, a bachelor, has the right to study at the educational program, who obtains this right on the basis of the results of the Unified National Examinations and has appropriate health, certified by a medical institution with the appropriate certificate for the maritime, difficult profession. It is possible to be enrolled on the Bachelor Program through the internal or external mobility by identifying the compatibility of the Bachelor Program "Ship's Electrical Engineer" mastered by the student and recognizing the relevant credits. Information about the admission prerequisite is public and is placed on the web site of the Academy.</p> <ul style="list-style-type: none"> ○
Evidences/indicators <ul style="list-style-type: none"> ○ Bachelor Program of "Maritime Navigation"; ○ The program accreditation self-assessment report; ○ Interview with the Head of the Program, Faculty Dean, and Head of the Quality Assurance Service of the Academy. ○ Interview with the program self-assessment team; ○ The results of the interview with program students and alumni.
Recommendations: <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
Suggestions for programme development: <p>Non-binding suggestions for programme development</p>
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress

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

Evaluation

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

- ☒ X Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

- The program is composed according to the Rule of "Planning, Elaborating and Developing Educational Programs", which is in compliance with the field characteristic (maritime navigation) requirements. The mentioned implies the directing principles, stages and components of the ECTS European Credit Transfer and Accumulation System.
- The adopted teaching standards are applicable to the components of the program, such as the lecture - where teaching materials are delivered, group work - which includes the following activities: Question-Answer, discussion / debates; Teamwork, problem-based learning, case analysis, action-oriented and focused learning, and presentation preparation. Also is applied the preparation and discussion of scientific articles and conference topics, the preparation of abstracts, discussions on topical issues in the international maritime field, the independent retrieval and processing of program-related articles and video materials by computer means.
- The Bachelor Education program of Maritime Navigation is being developed taking into account the employment market situation. The curriculum emphasizes the key factors, which led to the development of the Bachelor program. The content and the structure of the program was developed considering the recommendations of all stakeholders.
- In particular: Geographical and economic function of Batumi, which is the most important maritime transport hub of the country and requires highly qualified personnel with relevant components.

- The program defines the principle of sequence of the transition from simple to complex, from basic to general courses and from general to profiling courses, taking into account the content sequence. The program components are arranged in a consistent, logical prerequisite according to the semesters, and the prerequisites for admission to the next component are adequate. The content, scope and complexity of the program are consistent with the level of teaching and are designed in accordance with the legislation of Georgia and in accordance with the European Credit transfer system.
- According to the program, 1-2 semesters are allocated to basic training of students in exact and natural disciplines. In 3-4 semesters the required courses will be taught according to field standard (Maritime Navigation, astro-navigation, ship structures, sustainability, etc.). The 5th semester is entirely dedicated to swimming practice and the preparation of the recording of training book, which is required by the STCW Convention. Students in the 6th and 7th semesters master the learning components of specialization required by the field standard, which is necessary to acquire the competence of a management level of a ship navigator.
- The duration of each semester is 20 weeks, of which 15 weeks are dedicated to conducting the lectures, 4 weeks to student knowledge assessment, and 1 week to repeated (Fx) exams. The exception is the V-th (Training Swimming Practice) semester, which is extended and consists of 180 days, i.e. 6 months. The extension of practice semester is conditioned by the law of education and certification of seafarers' and in the STCW convention in the process of preparation and certification of the seafarers to meet the requirements of the minimum length of relevant swimming experience during the certification process.
- o The program ensures selectivity within the free components of the educational program. From the very first year of teaching, students are given the opportunity to choose the topic of their Bachelor thesis in their view, as well as free and optional courses, which allows the maximum satisfaction of their wishes and the more specification of knowledge according to the selected profile.

Evidences/indicators

- o Bachelor Educational Program of "Maritime Navigation";
- o The rule for planning, elaborating and development of educational programs;
- o Interview with the Head of the Program;
- o Interview with the Faculty Dean;
- o Interview with the Head of the Quality Assurance Service of the Academy;
- o Interview with the program self-assessment team;
- o Interview with students of the program and graduates.
- o

Recommendations:

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

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

<p>2.3 Course</p>
<ul style="list-style-type: none"> ➤ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes; ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The compliance of the learning outcomes of the learning course to the learning outcomes of the program is determined by internal and external evaluation of the program). The essential function of the internal evaluation mechanism of the educational program is through evaluation of each program. Internal evaluation is ensured by the Faculty Quality Assurance Service, Curriculum Committee, Program Implementers, and Faculty Council. Whereas, external evaluation is conducted by stakeholders (assessment of the compliance of the results of the surveys and the joint targeted training course to the education level).</p> <p>The syllabus of each learning course clearly outlines the student activity plan, forms, methods, and forms, methods, criteria, and components of their assessment, which ensures to determine the level of achievement of the learning outcomes.</p>

<p>The implementers of the learning course are actively involved in academic and research activities, publish relevant papers and in this respect are accountable to the faculty and the relevant teaching-academic department. Besides, they are obliged to annually provide the procurement service with the necessary data and requirements for purchase of the training material (textbooks, monographs, periodicals, and etc.) reflecting current field achievements, ensuring regular updating of mandatory</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Bachelor educational programme; ○ Syllabuses of the academic course; ○ Interview with academic and invited staff; ○ Interview with program implementing staff; ○ Interview with the students of the Program; ○
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Clearly define learning methods and content in marine astronomy.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>One of the most important components of the Bachelor program of Maritime Navigation is professional practice. The best method to pass the practice is the training course "Cadet" of the Academy, as well as practices on ocean vessels. After completion go the studies with the help of cruise companies they are interning on ships of various companies on the position of "Junior". Therefore the Academy has concluded a Memorandum of Collaboration with various maritime organizations. During the internship process, students are under the constant control of the persons responsible for the Maritime Academy. The results of the practice are evaluated by the evaluation committee at the faculty of the HEL.</p> <p>A practical component of the educational program, which facilitates coherence between theoretical and practical learning outcomes, is reflected in the "Training Record Book of seafarers" (for assistants on Deck and Machine Section) elaborated by the Maritime Academy, which are adapted by the specialists of the Academy field and is based on the ISF (International Shipping Federation) 'Training Record Book' developed by the International Maritime Federation. The mentioned book is also required to be submitted to the Seafarers Certification Body - Maritime Transport Agency.</p> <p>The students of the Academy are involved in various projects, they are given opportunity to participate in Olympiads, employment forums and competitions. Students participate in scientific conferences organized by other educational institutions and organizations.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Educational program; ○ Memorandums and agreements; ○ Interview with the Heads of the Program, Faculty Dean, and Head of the Quality Assurance Service of the Academy. ○ Interview with the program self-assessment team; ○ Interview with program implementing staff; ○ Interview with the students of the Program;
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
Best Practices (if applicable):

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

<p>2.5 Teaching and learning methods</p>
<p>Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The syllabuses of the learning courses clearly state the teaching- learning methods based on the content and specificity of the course, which are based on internal and external evaluation analysis. The following teaching forms are used during the learning process: Lecture, seminar / group work and practical lessons, consultation and professional practice. The following teaching methods are used in the process of the lecture: Verbal or oral method; demonstration method; Case study method; Method of working on the book and other sources of information; Discussion-debate method and etc. The following teaching methods are used during practical lessons and seminar / group work: Discussion / debates; Case study; Method of induction, deduction, analysis and synthesis. Explanatory method, question-answer; A written assignment; Project presentation; Performing individual and group assignments; Situational analysis; Brain storming; Cases</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Syllabuses of the academic course;

<ul style="list-style-type: none"> ○ Interview with students; ○ Interview with academic and invited staff; ○
Recommendations: <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
Suggestions for programme development: <p>Non-binding suggestions for programme development</p>
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <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>

2.6. Student Evaluation
<p>Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.</p>
Descriptive summary and analysis of compliance with standard requirements <p>The evaluation of the learning outcomes at the Maritime Academy is conducted in accordance with the order N3 by the Minister of Education and Science. The evaluation is transparent and in compliance with legislation.</p> <p>The evaluation of students' is conducted through multiple assessments, that is, the assessment process is multi-component and includes ongoing, midterm and final assessments, the share of which make up 30/30/40% of the final grade. Current assessment is conducted by the staff</p>

implementing the learning course, who records the results of each assessment component in an electronic journal. Persons involved in the implementation of the learning course in the process of developing the learning course are guided by the specifics, the evaluation forms, components, criteria and methods adequate to syllabus, which, in their turn, are subject to internal and external evaluation.

Hereby, the quality service plays an important role, which analyzes the results of the evaluation and responds to the gaps. Also, the issues related to student assessment are regularly discussed at the sessions of the academic departments and faculties. In case of necessity, corrections are made. Students receive relevant information through consultations and in addition, the information is posted on the Academy website.

The knowledge assessment forms, criteria, methods, and the rules for calculating points in each activity are outlined in details in the syllabus of the course, which placed in the electronic base, which is specifically designed for this purpose and is available to the student.

Student awareness of the grading system is ensured by placing on the website the Regulations existing in the Academy. In addition, the student receives information about the evaluation peculiarities in the certain learning courses from professors, teachers, administrative and support staff of the Faculty.

Based on the knowledge obtained, the student can predict expected learning outcomes, which will give them opportunities to take care of their own strengths and weaknesses in improving outcomes. In accordance with the rules of the school, in case if the assessment is not received, the student has the right to receive clarification, consultation and, if necessary, to appeal. The results of the assessment are constantly analyzed and utilized to improve the learning process.

Evidences/indicators

- Bachelor's Education Program.
- Internal regulations;
- Syllabus;
- Self-evaluation report;
- Interview with academic staff;
- Interview with students.

Recommendations:

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

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Programme's Compliance with Standard

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

3. Student achievements and individual work with them

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

3.1. Student support services

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

Descriptive summary and analysis of compliance with standard requirements

Based on an educational program self-evaluation report and the enclosed documentation for accreditation visit, also the interviews results with students and alumni has been shown, that students of Maritime Navigation bachelor program receive appropriate consultations and support

regarding the planning of learning process, improvement of academic achievement, employment and professional development, in particular:

- Students' services and Career Support Department, as a support structural unit, supports and carries out consultative services and helps students;
- Students are informed about projects and mobility opportunities existing at the Maritime Academy by the web-site, social networks, information boards, Students' services and career support department and the Faculty;
- Students are getting information about vacancies and making an application for their desirable future jobs supporting by the organized Employment Forums;
- Students have access to the monitoring electronic system of the learning process, which combines electron register, internal university examination electronic program and e-base blanks of the library readers;
- BSMA student self-government is the member of Georgian Student Organizations Association (GSOA) which is by itself a member of European Student's Union (ESU), this fact giving students possibility be actively involved in local and international student projects;
- Students of Maritime Navigation are involved in faculty council work and they are participating in the decision-making process.

During the interviews with the students and alumni was mentioned examples by the faced representatives, that they are taking part in international student mobilities and getting proper consultations for credits recognition process, as well they are taking part in local and international scientific-technical conferences, have scholarships, getting consultations by the academic and invited personal mentioned time and place in the syllabus.

By the using of the electronic system students receive information about learning planning and information provision, they have a possibility of making appeals with system as well.

Evidences/indicators

- Students guideline;
- Rules for Scholarship appointment for honor students;
- Procedure for student projects presentation and financing;
- Provision for student service and career support department;
- Open door days: „Educational program internationalization – European experience and Georgia”: <http://bsma.edu.ge/main/page/1297/index.html>
- Employer and partner forum 2018: <http://bsma.edu.ge/main/page/1194/index.html>

<ul style="list-style-type: none"> „Partnership for the better employment “– forum hold by BSMA http://bsma.edu.ge/main/page/996/index.html
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> Development of mechanisms for improving the students’ motivation by increasing number of scholarships, more possibilities to take part in international projects and exchange programs, would have significant impact for the further development of the educational program quality.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> Special tutor groups set up at the BSMA for Students’ support and integration at the university life, assistance in academic work, solving different problems and etc.
<p>In the case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/>Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>3.2. Master’s and Doctoral Student supervision</p> <p>Master’s and Doctoral students have qualified thesis supervisors.</p> <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Due to the fact that, Batumi State Maritime Academy doesn’t implement Master’s and Doctoral degree studies, filling standard 3.2 is N/A.</p>

Evidences/indicators <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results
Recommendations: <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
Suggestions for programme development: <p>Non-binding suggestions for programme development</p>
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <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
Student achievements and individual work with them	X			

4. Providing teaching resources

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

4.1 Human Resources
<ul style="list-style-type: none">➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;➤ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The programme completed with qualified people who possess the necessary competence to achieve the learning outcomes which is provided by practical experience, which is regulated by the rule and methodology for defining academic personnel.</p> <p>Appointment to the academic position is conducted by the competition.</p> <p>The program is consist of 37 academic personnel and 34 invited lecturers. Total amount of academic staff for the program is 71 which is sufficient number for delivering the program to the students the amount of which for the given program is 177 out of the total number of students at HEI which is 867.</p> <p>The workload of the academic staff, type of activity is determined be the rules determining the workload and payment for academic staff and invited personnel.</p> <p>The Head of the program coordinates the activity of implementing the program, performs the regular analysis of the program and provide assistance and consultations to the students. The Head of the program coordinates the process of development of the program and all other related activities.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none">1. Methodology and rules for determination number of academic staff.2. Human recources policy and management procedure.3. Rules for open election of academic staff.4. Invited teaching staff selection rules.5. Rules for determination of workload and payment for academic staff and invited teachers.6. Academic and invited staff register.7. Academic staff contracts .8. Invited personal preliminary contract.9. Interview with academic and invited personnel.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>

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

<p>4.2 Professional development of academic, scientific and invited staff</p> <ul style="list-style-type: none"> ➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis; ➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The Academy conduct evaluation of the academic and invited personnel regularly. Evaluation includes the checklists, self-assessment reports, attendance to the lectures and observation of the work of the personnel by the authorized personnel. Also it includes analysing the performance of the personnel.</p> <p>On the basis of the analysis of the overall evaluation of the personnel there could be positive or negative outcome of the evaluation. If evaluation shows that the personnel does not fully meet the existing requirements the actions should be taken for the improving the situation by either discussing the problematic issues with the personnel or the negative evaluation will be issued. If the evaluation is positive than according to the existing in the HEI rules there is the possibility to grant the person either with the certificate or by financially. However, during the interview with academic and invited personnel it appeared that during the period of their work they never had a negative assessment but also never received any financial award or certificate based on the evaluation. Financial grants take place only generally for everyone at once not for the merits. Academy actively i n v o l v e d i n professional development of academic, scientific and invited personnel by ensuring them with appropriate trainings and qualification enhancement courses such</p>

<p>as English Language Course trainings, Teaching of Teachers trainings where invited personnel was trained to improve the teaching methodology and enhance their professional qualification. Academy also supports personnel in scientific/research activities. Annually the Maritime Faculty conducts conference, where professors and teachers, academic personnel are able to present their scientific researches.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. „Rules for evaluation of efficiency of academic and invited staff research / scientific activity“. 2. Academic staff CV. 3. Invited Staff CV. 4. Academic and invited staff trainings / certificates. 5. Academic / invited staff registry
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>As during the interviews it appeared that based on positive evaluation of staff not any of the personnel have been awarded either financially or by certificate BSMA in encouraged to pay attention to this issue in order to motivate its personnel and comply with the procedures.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input 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>

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The Academy possess its own infrastructure for conducting the program which includes didactic and training infrastructure, training vessel, etc. Presented material-technical resources are sufficient to run the programme without any obstacles which includes the following:

- Laboratories of:
 - Physics;
 - Chemistry;
 - Technical mechanics;
 - Pneuma - automatic and Hydro-automatic.
- Workshops:
 - Gas welding and electric fittings;
 - Crane;
 - Real welding and virtual welding simulator.
- Training simulators:
 - EGDIS - "Electronic Chart Display and Information System";
 - GMDSS - "Global Maritime Distress and Safety System";
 - Engine Room - "The latest simulator with a touchscreen function";
 - Cargo ballast - liquid cargo handling trainer.
- Training vessel "CADET".

It should be noted that

The library is equipped appropriate amount books and also possess the electronic books stock. It also has a comfortable space for working and is equipped with computers and electronic programs. It is worth to note that library is situated on the third floor but on the ground floor there is a space for people with special needs, where they can access to the necessary book catalogue and request the necessary book which will be delivered to them or upload the necessary file.

The library has alphabetic and thematic catalogue, presented as material also in electronic versions.

The library has an electronic integrated catalogue based on Evergreen MARC 21.

Evidences/indicators

1. Cambridge University press : <https://www.cambridge.org/core>
2. BioOne Complete : <https://bioone.org/>
3. e-Duke Journals Scholarly Collection: <https://www.dukeupress.edu/>
4. Edward Elgar Publishing Journals and Development Studies e-books :
<https://www.elgaronline.com/page/70/journals>
5. IMF eLibrary : <https://www.elibrary.imf.org/?redirect=true>
6. New England Journal of Medicine : <https://www.nejm.org/>

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

4.4.Programme/faculty/school budget and programme financial sustainability
<p>The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.</p>
Descriptive summary and analysis of compliance with standard requirements <p>The Academy is financed from its training center, also it attracts additional finances from different grants, the Ministry of Economy and Sustainable Development of Georgia, Maritime Transport Agency of Georgia and Government of Adjara. The program needs are financed by the Academy budget including ensuring the material technical resources and their renewal, technical support and training.</p>
Evidences/indicators <p>1. Strategy Development plan 2018- 2024: http://bsma.edu.ge/upload/Strategic%20plan%207.pdf</p>

2. Three years action plan. 3. BSMA budget.
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data

is collected, analysed and utilized for informed decision making and programme development on a regular basis.

5.1 Internal quality

Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

Description and Evaluation.

Quality assurance service is responsible for implementing and operations of a system for quality control. In order to discuss this, we need a definition for quality related to the bachelor's programs at BSMA. Basically, quality means you do what you promise. In order to comply with international standards, BSMA follows IMO convention requirements and ISO9001 standards and others if necessary.

The quality assurance of the Academy and faculties in conjunction with the personnel work out the necessary instruments, indicators, criteria and forms required for the assessment of the academic personnel operation. With the purpose of coordination management of the process, the persons responsible for the quality are appointed in every structural unit and it's written in their employment duties- responsibilities. The Academy and Faculty Quality Assurance Services are involved in the continuous monitoring process of the service performed. Monitoring is chiefly carried out by means of group questioning and process monitoring.

The first step in quality assurance is to determine: what is it we promise?

As mentioned earlier, BSMA promises knowledge, skills, methodologies and problem solving capabilities in order to be competitive on the international shipping market, which is the task of the curriculum committee. The self-assessment group was created through academic, administrative personnel, students an employer's participation. The duties and responsibilities between them are shared in compliance with the standards. The self-assessment group provides planned prevention of the identified errors and requirements. The learning syllabuses given in the electronic data are to adhere the inspection and assessment.

Faculty Quality Assurance Service, educational program leader and responsible persons are involved in the process. By means of their coordination the learning syllabus of the learning components' update take place.

The quality assurance service monitor and control the process of the educational program work out and preparations for accreditation, the service gives the compulsory instructions to be followed and advice. In case of errors, provide us with recommendations and intelligent time to correct them.

Evidences/indicators

1. Academic and Invited Staff survey analyse;
2. Statistic analyse of labor market and employers;
3. Graduates survey analyse;
4. Students survey statistical analyse;
5. Rules for monitoring and evaluation of academic and invited staff teaching activity;
6. Customer feedback monitoring, evaluation and review procedure;
7. Risk assessment procedure : <http://bsma.edu.ge/upload/risk%20management%20O.pdf>
8. Non-conformances management procedure:
http://bsma.edu.ge/upload/NC%20Procedure_BLG.pdf
9. Quality Policy

10. Quality Objectives 11. Internal audit procedure 12. Non-conformances procedure 13. Management Review
Recommendations: N/A
Suggestions for programme development: Warning: quality control should not be spreadsheet management based on numbers and bureaucracy, but it should be based on improving the content and following international developments.
Best Practices (if applicable): N/A
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

5.2 External quality
Programme utilizes the results of external quality assurance on a regular basis.
Descriptive summary and analysis of compliance with standard requirements <p>According to the rules of the academy, creation and development of the educational program is evaluated internally and externally. External evaluation is carried out by specialists from the partner or other higher education institutions, employers, graduates' polls, researchers and the National Center for Educational Quality Enhancement through Annual Self-Assessment.</p> <p>All academy programs are implemented and developed based on external evaluation results. Especially the Educational Program planning, implementation, and development rules should be highlighted. According to these rules, recommendations, notes and instructions received from Accreditation Council on accredited programs, the Program Manager is obliged to take into account and send the information to the Faculty and the Academic Management Authorities for the review and ensure the publicity and availability of the decisions made.</p>

<p>The mentioned program underwent all phases of external evaluation according to the rules in the academy.</p> <p>The assessments done by academic personnel from partner institutions are valuable. External assessments provide compatibility of the program objectives and results with the requirements and needs of the labor market.</p>
<p>Evidences/indicators</p> <p>1. „Rule for planning, designing and development “ : http://bsma.edu.ge/upload/F-O9.pdf 2. External Evaluation of the educational program.</p>
<p>Recommendations:</p> <p>N/A</p>
<p>Suggestions for programme development:</p> <p>N/A</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>N/A</p>
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <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 analysing information. Assessment results are utilized for programme improvement.

<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The current programs at the Marine Engineering Faculty adhere to the regular monitoring and assessment which is carried out in compliance with “the rule of educational program planning, working out and development” by: program leader, faculty quality assurance service, curriculum committee and academic/ invited personnel implementing the program. From this point of view, special attention is paid to the students’ every year questioning. During learning process at the Academy, regular monitoring of the academic and invite personnel’s contact hours takes place, as well as cross check attendance , that is given in the assessment form. The results obtained by means of monitoring are discussed at the learning department, curriculum committee, faculty council and are used in the development of the program.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. Academic Staff survey analyse. 2. Statistic analyse of labor market and employers. 3. Students survey statistical analyse. 4. Students Learning outcomes.
<p>Recommendations:</p> <p>N/A</p>
<p>Suggestions for programme development:</p> <p>N/A</p>
<p>Best Practices (if applicable):</p> <p>N/A</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>N/A</p>
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme’s Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements

Teaching quality enhancement opportunities	X
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Enclosed Documentation (If Applicable)

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HEI's Name:

Higher Education Programme Name:

Number of Pages of the Report:

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			

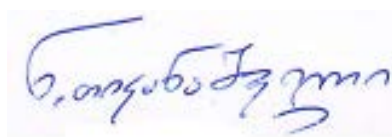
Expert Panel Chair's



Sape A. Miedema.

Expert Panel Members'

Mr. Nika Tikanashvili



Prof. Shota Baramidze



Capt. Zaza Makharadze

A handwritten signature in black ink, featuring a stylized 'Z' and 'M'.

Ms. Kristina Rzgova

A handwritten signature in blue ink, appearing to be 'Kristina Rzgova'.