განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

# Accreditation Expert Group Report on Higher Education Programme

## Higher Education Programme Name: Electrical Engineering
## HEI's Name

Date(s) of Evaluation: September 27th 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 Level of Education | Marine Electrical Engineering Bachelor |
| Qualification Granted Indicating Qualification Code | Bachelor of Engineering (BEng) in Marine Electrical Engineering (0716) |
| Language of Instruction Number of Credits | Georgian 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) | Shota Baramidze, National Defence Academy, Georgia. |
| Member (Name, Surname, University/organization/Country) | Kristina Rzgoeva, Batumi Navigation Teaching University, Georgia. |
| Member (Name, Surname, University/organization/Country) | Nika Tikanashvili, Georgian Aviation University, Georgia. |
| Member (Name, Surname, University/organization/Country) | Shota Baramidze, National Defence Academy, 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
  Ms. Kristina Rzgoeva
  Mr. Nika Tikanashvili
  Prof. Shota Baramidze

  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 to 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**<br><br>Batumi State Maritime Academy successfully delivers marine specialists for the international maritime industry and shipping companies.<br>The programs at BSMA are at a bachelors level and in this case focussed on Marine Electrical Engineering in accordance with the requirement of international standard convention - STCW (A-III/6, A-III/7) with the qualification of Bachelor of Engineering in Marine Electrical Engineering.<br>The programs are more focussed on the "what" and "how" question than on the "why" question which is more academic and less professional. So the programs are focussed on the labor market.<br><br>The educational program foresees the local market standards and international market tendencies. According the policies and strategies of Batumi State Maritime Academy, the aim is to collaborate and establish partnerships with higher education institutions having high quality learning and teaching process in order to share the best practice of partner universities and use for own activities and learning process.<br><br>Since the labor market is international, BSMA focusses on this international market and is very much involved in internationalization, especially the European market. In order to improve the educational process, BSMA actively involves the active industry specialists, which promotes and greatly improves practical skills. The industry specialists are enrolled in development and implementation of learning courses, as well as the development of teaching and learning materials (TLM) and practical work.<br>The aims of the program are public and available to anyone interested. It is shared by the individuals enrolled in the program.<br><br>The program objectives are ensured by the qualified and experienced academic personal. The programs at BSMA are constantly monitored in order to keep up to date and improve the programs.<br>The world is constantly changing, especially on the field of electronics and informatics, so keeping up to date is very important. |
| **Evidences/indicators**<br><br>1. BSMA web-site: http://bsma.edu.ge<br>2. BSMA mission: http://bsma.edu.ge/main/page/2-5/index.html<br>3. Strategy Development plan 2018- 2024: http://bsma.edu.ge/upload/Strategic%20plan%207.pdf<br>4. Three years action plan (2018-2020) .<br>5. Academic and invited Staff survey analyse.<br>6. Statistic analyse of labor market and employers. |

7. Graduates syrvey analyse.
8. Students survey statistical analyse.
9. Academic and invited staff auditorial activity monitoring analyse.
10. Register of academic and invited staff.
11. Brief Description of Educational Program - „Marine Electrical Engineering".
12. Internationalization Policy: http://bsma.edu.ge/upload/ND%202-Q01-01.pdf
13. Internationalization Strategy: http://bsma.edu.ge/upload/ND%202-Q01-02.pdf
14. Maritime Faculty Council meeting protocol on appointment of working group for development educational program: Protocol N 14, 15.10.2018.
15. Maritime Faculty Council meeting protocol on appointment of Curriculum committee working group for development educational program: Protocol N 2, 30.03.2018. Maritime Faculty Council meeting protocol on appointment of working group for development self-evaluation of the educational program: Protocol N 6/11, 03.04.2019

---

**Recommendations:**

N/A

---

**Suggestions for programme development:**

Follow the sustainability developments in the world.

---

**Best Practices (if applicable):**

N/A

---

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

N/A

---

**Evaluation**

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

---

## 1.2. Programme Learning Outcomes

- ➢ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- ➢ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;
- ➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

The outcomes of the Educational Program - "Marine Electrical Engineering" are evolving from its aims. Basically, deliver bachelors engineers that are able to compete at the international (European) market. The learning goals are derived from this. The learning goals are not just focussed on knowledge (traditional), but also on skills and methodologies. Students have to develop problem solving capacities on their field.

The structure, depth, level and content of the Educational Program and evolving learning outcomes prepare the students according to the National qualification framework, being relevant with the field specific and requirement of the labour market, enabling them to receive education to continue learning at the next education al level. The program has defined a mechanism for evaluating learning outcomes. Evaluation of learning outcomes are held in a successive and transparent manner with preliminarily set periodic. The system of evaluating learning outcomes includes such forms and methods of evaluation, which enable to define the degree of achieving the leaning outcomes of the educational programs for the students. Direct as well as indirect assessment methods are applied, the student is supplied with the information upon assessing his/her own knowledge.

The assessment of the learning outcomes is ensured with electronic services such as an electronic journal. The journal provides information upon the learning component, their content, aims, methods, objectives and assessment rules (through syllabus), as well as implementing academic personnel, other important factors for questioning and other learning process. Access to the system is limited, as it can be only accessed through applying personal data and ID. The above-mentioned system enables the students to be timely informed and adequately respond (appeal the assessment, contact a competent person for consultation, etc.).

Batumi State Maritime Academy with relevant financial provision, initiatives, organization of events greatly support program implementing personnel in developing the skills for defining, measuring and analysing learning outcomes.

BSMA follows the ECTS system matching the majority of European universities. The way of assessment is described in detail in the academic course syllabus, placed in the electronic database and so available to all students. Students have the possibility to appeal in pursuant with the rules of BSMA.

To assess students' academic achievements in a consolidated manner, a so called GPA (grade point average) is effective 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.

BSAM has units for Student Registration, Mobility and Assessment Department, Faculty Quality Assurance Service. They regularly analyse and evaluate learning outcomes, which are applied for further development of the Educational Program.

**Evidences/indicators**

1. Educational Program - „Marine Electrical Engineering";
2. Syllabuses;
3. Examination organization and assessment procedure.
4. Rules for evaluation Educational program Learning outcomes.
5. Academic and invited Staff survey analyse .
6. Statistic analyse of labor market and employers.
7. Graduates syrvey analyse.

8. Students survey statistical analyse.
9. Academic and invited staff auditorial activity monitoring analyse
10. Students assessment system: http://students.bsma.edu.ge/index.php

Recommendations:

N/A

Suggestions for programme development:

N/A

Best Practices (if applicable):

N/A

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

Evaluation

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

     X Complies with requirements

     ☐ Substantially complies with requirements

     ☐ Partially complies with requirements

     ☐ Does not comply with requirements

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Educational programme objectives, learning outcomes | X | | | |

| and their compliance with the programme | | | | |
|---|---|---|---|---|
| | | | | |

## 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**<br><br>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.<br>    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.<br>        ○ |
| **Evidences/indicators**<br><br>-        The Bachelor Program in "Electrical Engineering of the Ship";<br>-        The program accreditation self-assessment report;<br>-        Interview with the Head of the Program;<br>-        Interview with the Faculty Dean;<br>-        Interview with the Head of the Quality Assurance Service;<br>-        Interview with the program self-assessment team;<br>-        The results of the interview with program students and<br>.<br><br>        ○ |
| **Recommendations:**<br><br>        Proposal(s), which should be considered by the institution to comply with requirements of the standards |

| |
|---|
| **Suggestions for programme development:** |
| Non-binding suggestions for programme development |
| **Best Practices (if applicable):** |
| o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |
| **In case of accredited programme, significant accomplishments and/or progress** |
| o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |
| **Evaluation**<br><br>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>X Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>☐ Partially complies with requirements<br><br>☐ 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**<br><br>The Program is composed according to HEI's methodology for planning, designing and developing of educational programs. The Program content takes program admission preconditions and program learning outcomes into consideration. The Program structure is consistent and logical. The Program content and structure ensure the achievement of the program learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.<br>- 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 and etc.
- The Bachelor Education program of Ship's Electrical Engineering is being developed considering the employment market situation. The curriculum emphasizes the key factors, which led to the development of the Bachelor program. 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, for both marine and coast services.

-The program correctly 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.
o

---

**Evidences/indicators**

- o   Bachelor Educational Program of "Maritime Navigation";
- o   Methodology 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 and graduates:

    o

---

**Recommendations:**

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

---

**Suggestions for programme development:**

   It is advisable that the learning program include to study the specialization of both low- and high-ge systems and electrical equipment on the shore, as Georgian electrical system needs young, highly fied specialists, thus, graduates will be able to work in coast power plants as well.

---

**Best Practices (if applicable):**

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

---

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

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

**Evaluation**

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

    X Complies with requirements

    ☐ Substantially complies with requirements

    ☐ Partially complies with requirements

    ☐ Does not comply with requirements

## 2.3 Course

- ➢ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;
- ➢ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

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

Specialization learning courses in the Bachelor educational program in Electrical Engineering of the Ship start from the very first year of teaching. The students are also 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. The sequence of the components of the program is determined by establishing the preconditions for admission to the subject, in particular the preconditions for the preparation of a Bachelor thesis and defense from the components of the program are defined research methods in the direction of maritime navigation.
   o

**Evidences/indicators**

- o Bachelor educational programme;
- o Syllabuses of the academic course;
- o Interview with academic and invited staff;
- o Interview with program implementing staff;
- o Interview with the students of the Program;
- o

**Recommendations:**

| |
|---|
| |
| **Suggestions for programme development:**<br><br>It is recommended to define more specifically the methods and content of learning of microelectronics. |
| **Best Practices (if applicable):**<br><br>o <span style="color:gray">Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</span> |
| **In case of accredited programme, significant accomplishments and/or progress**<br><br>o <span style="color:gray">Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</span> |
| **Evaluation**<br><br>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>X Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>☐ Partially complies with requirements<br><br>☐ Does not comply with requirements |

| |
|---|
| **2.4 The Development of practical, scientific/research/creative/performance and transferable skills** |
| Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes. |
| **Descriptive summary and analysis of compliance with standard requirements**<br><br>o 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. One of the most important components of the Bachelor program of Ship's Electro-mechanical engineer is professional practice. The best method to pass the practice is the training course "Cadet" of the |

Academy, as well as navigation 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 companies and organizations. During the internship process, students are under the constant control of the persons responsible for the Maritime Academy. After completing the internship, the student is required to submit an internship diary. Completeness of the diary and its relevance to the topic, the result of the practice and the characterization are evaluated by the Faculty Evaluation Committee, which is staffed with qualified specialists.

**Evidences/indicators**

- 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;
- Practice diaries (optional).
- 

**Recommendations:**

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

**Suggestions for programme development:**

Its suggested to have an electric drives and a more complete dashboard in full disassembled state for a more thorough study of the electric motors. During the practical lesson, a student first draws the engine start-up scheme with indicating all the markings on the board, and after that, according to this scheme, a student should be able to assemble the engine startup board and bring the drive into operation. Here, it is possible to use automation elements as well,

**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 |
|---|
| <br><br>    X Complies with requirements<br><br>    ☐ Substantially complies with requirements<br><br>    ☐ Partially complies with requirements<br><br>    ☐ Does not comply with requirements |

| 2.5 Teaching and learning methods |
|---|
| Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement. |

| Descriptive summary and analysis of compliance with standard requirements |
|---|
| 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; solving the Cases. A final evaluation rule for the Bachelor thesis to be clarified. However, during the interview, it became clear that the educational institution uses the one-time evaluation procedure of the Bachelor thesis.<br>    o |

| Evidences/indicators |
|---|
| <ul><li>o   Syllabuses of the academic course;</li><li>o  Interview with students;</li><li>o  Interview with academic staff;</li><li>o  Interview with invited staff;  o</li></ul> |

| Recommendations: |
|---|
| |

**Suggestions for programme development:**

It would be better to specify more precisely the rule for the final evaluation of the Bachelor thesis.

**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**

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 2.6. Student Evaluation

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

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

The evaluation of the learning outcomes at the Maritime Academy is conducted in accordance with the relevant order by the Minister of Education and Science. The evaluation is transparent and in compliance with legislation.

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 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 ecessity, corrections are made. Students receive relevant information through consultations and in addition, the information is posted on the Academy website.

o

**Evidences/indicators**

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

**Recommendations:**

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

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

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

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

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

**Evaluation**

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

| 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<br><br>Based on an Electrical Engineering educational program self-evaluation report and enclosed documentation for accreditation site visit, also the interviews results with students and alumni has been identified, that students of Electrical Engineering bachelor program receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development, in particular:<br><br><ul><li>Students' services and Career Support Department, as a support structural unit, supports and carries out consultative services and helps students;</li><li>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;</li><li>Students are getting information about vacancies and making an application for their desirable future jobs supporting by the organized Employment Forums;</li><li>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;</li></ul> |

- By the using of the electronic system students receive information about learning planning and information provision, they have a possibility of making appeals;
- 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 Electrical Engineering are involved in faculty council work and they are participating in the decision-making process.

During the interviews with the students it 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.

**Evidences/indicators**

- Students guideline;
- Rules for Scholarship appointment for honor students;
- Procedure for student projects presentation and financing; o 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
- „Partnership for the better employment "– forum hold by BSMA http://bsma.edu.ge/main/page/996/index.html

**Recommendations:**

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

**Suggestions for programme development:**

- 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.

**Best Practices (if applicable):**

| |
|---|
| o 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. |

| In the case of accredited programme, significant accomplishments and/or progress |
|---|
| o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

| Evaluation |
|---|
| o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard |
| ☒ Complies with requirements |
| ☐ Substantially complies with requirements |
| ☐ Partially complies with requirements |
| ☐ Does not comply with requirements |

| 3.2. Master's and Doctoral Student supervision |
|---|
| Master's and Doctoral students have qualified thesis supervisors. |

| Descriptive summary and analysis of compliance with standard requirements |
|---|
| o 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.** |

| Evidences/indicators |
|---|
| o Component evidences/indicators including relevant documents and interview results |

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

| Suggestions for programme development: |
|---|
| Non-binding suggestions for programme development |

| Best Practices (if applicable): |
|---|
| o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |

| In case of accredited programme, significant accomplishments and/or progress |
|---|
| o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

**Evaluation**

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

        ☒ Complies with requirements

        ☐ Substantially complies with requirements

        ☐ Partially complies with requirements

        ☐ Does not comply with requirements

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Student achievements and individual work with them | X | | | |

# 4. Providing teaching resources

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

| 4.1 Human Resources |
|---|
| ➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes; <br> ➢ 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; <br> ➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation; <br> ➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence. |
| **Descriptive summary and analysis of compliance with standard requirements** <br><br> 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. <br> Appointment to the academic position is conducted by the competition. <br> The program is consist of 27 academic personnel and 30 invited lecturers. Total amount of academic staff for the program is 57 which is sufficient number for delivering the program to the students the amount of which for the given program is 100 out of the total number of students at HEI which is 232. <br> 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. <br> 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. |
| **Evidences/indicators** <br><br> 1. Methodology and rules for determination number of academic staff: <br> 2. Human recources policy and management procedure : <br> 3. Rules for open election of academic staff: <br> 4. Invited teaching staff selection rules : <br> 5. Rules for determination of workload and payment for academic staff and invited teachers: <br> 6. Academic and invited staff register <br> 7. Academic staff contracts ; <br> 8. Invited personal preliminary contract. |
| **Recommendations:** <br><br> Proposal(s), which should be considered by the institution to comply with requirements of the standards |

| |
|---|
| **Suggestions for programme development:** |
| Non-binding suggestions for programme development |
| **Best Practices (if applicable):** |
|     o  Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |
| **In case of accredited programme, significant accomplishments and/or progress** |
|     o  Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |
| **Evaluation**<br><br>   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>      x Complies with requirements<br><br>      ☐ Substantially complies with requirements<br><br>      ☐ Partially complies with requirements<br><br>      ☐ Does not comply with requirements |

| |
|---|
| **4.2  Professional development of academic, scientific and invited staff** |
| ➢ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;<br>➢ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work. |
| **Descriptive summary and analysis of compliance with standard requirements**<br><br>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.<br>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.<br>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 |

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.

**Evidences/indicators**

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 register

**Recommendations:**

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

**Suggestions for programme development:**

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. Institution is encouraged to pay attention to this issue in order to motivate its personnel and comply with the procedures set out by it.

**Best Practices (if applicable):**

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

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

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

**Evaluation**

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

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving progra 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 trai infrastructure, training vessel, etc. Presented material-technical resources are sufficient to run the progra 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".

During the visit the construction works were in place in the engine workshop room, where several different en are placed for training the students in compliance with the existing rules.

It should be noted that the library is equipped appropriate amount books and also possess the electronic books s It also has a comfortable space for working and is equipped with computers and electronic programs. It is worth note that library is situated on the third floor but on the ground floor there is a space for people with special ne where they can access to the necessary book catalogue and request the necessary book which will be delivered 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**

The following scientific bases are available through the web site:

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/

Following electronic journals and scientific bases are available for students of
Marine Engineering Faculty:

1. Marineinsight : https://www.marineinsight.com/

2. World Maritime News : https://worldmaritimenews.com/
3. Maritime Library : https://www.libramar.net/
4. NAVLIB: https://navlib.net/
5. Ecolregs : http://ecolregs.com/index.php?lang=en

6. BSMA Library : http://library.bsma.edu.ge/
7. Library rules

**Recommendations:**

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

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

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

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

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

**Evaluation**

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

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

---

## 4.4.Programme/faculty/school budget and programme financial sustainability

The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.

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

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.

| |
|---|
| **Evidences/indicators** <br><br> 1. Strategy Development plan 2018- 2024: <br> http://bsma.edu.ge/upload/Strategic%20plan%207.pdf <br> 2. Three years action plan <br> 3. BSMA budget |
| **Recommendations:** <br><br> Proposal(s), which should be considered by the institution to comply with requirements of the standards |
| **Suggestions for programme development:** <br><br> Non-binding suggestions for programme development |
| **Best Practices (if applicable):** <br><br> o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |
| **In case of accredited programme, significant accomplishments and/or progress** <br><br> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |
| **Evaluation** <br><br> o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <br><br> x Complies with requirements <br><br> ☐ Substantially complies with requirements <br><br> ☐ Partially complies with requirements <br><br> ☐ 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 evauation 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

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

      X Complies with requirements

      ☐ Substantially complies with requirements

      ☐ Partially complies with requirements

      ☐ Does not comply with requirements

## 5.2 External quality

Programme utilizes the results of external quality assurance on a regular basis.

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

According to the rules of the academy, creation and development of the educational program is evaluated internaly and externaly. 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.
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.
The mentioned program underwent all phases of external evaluation according to the rules in the academy.
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.

**Evidences/indicators**

1. „Rule for planning, designing and development " : http://bsma.edu.ge/upload/F-O9.pdf
2. External Evaluation of the educational program.

**Recommendations:**

**N/A**

**Suggestions for programme development:**

N/A

**Best Practices (if applicable):**

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

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

**N/A**

**Evaluation**

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

| 5.3. Programme monitoring and periodic review |
|---|
| Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement. |
| **Descriptive summary and analysis of compliance with standard requirements** |
| 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. |
| **Evidences/indicators**<br><br>1. Academic Staff survey analyse.<br>2. Statistic analyse of labor market and employers.<br>3. Students survey statistical analyse.<br>4. Students Learning outcomes. |
| **Recommendations:**<br><br>N/A |
| **Suggestions for programme development:**<br><br>N/A |
| **Best Practices (if applicable):**<br><br>**N/A** |
| **In case of accredited programme, significant accomplishments and/or progress**<br><br>**N/A** |
| **Evaluation**<br><br>   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>      X Complies with requirements<br><br>      ☐ Substantially complies with requirements<br><br>      ☐ Partially complies with requirements<br><br>      ☐ Does not comply with requirements |

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Teaching quality enhancement opportunities | X | | | |

## Enclosed Documentation (If Applicable)

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

HEI's Name:

Higher Education Programme Name:

Number of Pages of the Report:

## Programme's Compliance with the Standard

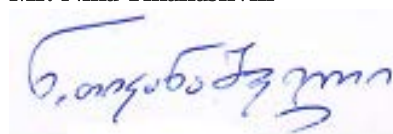| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| 1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take 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

Prof. Sape A. Miedema.

Expert Panel Members'

Mr. Nika Tikanashvili

Prof. Shota Baramidze

Ms. Kristina Rzgoeva