Accreditation Expert Group Report on Higher Education Programme

Undergraduate educational program in English Philology

LEPL Gori State Teaching University

Date(s) of Evaluation
29/10/2019

Report Submission Date
04/12/2019

Tbilisi
2019

2019

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LEPL Gori State Teaching University
HEI's Identification Code	218076542
Type of Institution	HEI

Higher Education Programme Information Profile

Name of the Programme	Undergraduate Educational program in English Philology
Level of Education	Bachelor
Qualification Granted Indicating Qualification Code	Bachelor of Humanitarian Sciences 100502 h
Language of Instruction	Georgian and English
Number of Credits	240
Programme Status (Authorized/ Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Dr. Mar Gutiérrez-Colón Plana University Rovira i Virgili, Spain.
Member (Name, Surname, University/organization/Country)	Dr. Nino Jojua, Tbilisi State University, Georgia.
Member (Name, Surname, University/organization/Country)	Lali Berishvili (employer representative)
Member (Name, Surname, University/organization/Country)	Anzhela Abuladze (doctorate student)

Accreditation Report Executive Summary

▪ **General information on the education programme**

The programme is submitted as a revision of the already existing programme at the LEPL Gori State Teaching University.

The program is well designed and develops correctly according to the objectives, learning outcomes, content and structure, teaching methods, students services, etc that are stated in the quality standards for Georgia's HEI.   The material resources, the institution budget and the quality assurance mechanisms are well organized and taken care.

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

The interviews with academic staff, Head of program, Bachelor students, alumni, administrative staff, employers and other stakeholders brought many information and insights for the elaboration of the following report.
A tour at the institution (library, classrooms, offices and buildings) revealed that the program uses the University's infrastructure.

▪ **Summary of education programme' s compliance with the standards**

- ▪ Standard 1: Substantially complies with the requirements
- ▪ Standard 2: Substantially complies with requirements
- ▪ Standard 3: Complies with requirements
- ▪ Standard 4: Complies with the requirements
- ▪ Standard 5: Complies with the requirements

▪ **Summary of Recommendations**

- Instrumental English (both for teaching and for assessment) should be included in the syllabi of the subjects. This is, more communication in English by both teachers and students, and therefore more evaluation of the language skills, especially critical thinking in English and speaking. In this way, the Programme would better cover the employers demands.

- In order to ensure the achievement of the learning outcomes, the program should offer a diversity of courses, the content of which should be in accordance with the level of proficiency.

- The bibliography of some subjects needs to be updated, and sometimes change (as in the English language subject). More research articles should be included in the reading list.

- In certain cases, the allocation of the credits should be revised and brought in accordance with the content, volume and complexity of the course.

- Students should be better trained in critical thinking and in the acquisition of communication skills in English language.

- More diversity in the assessment methodology / types of assessment should be included in the programme to evaluate a wider scope of skills. This is in benefit of the acquisition of many other skills needed in their careers.

▪ **Summary of Suggestions**

- The objectives of the programme should explain more in depth the contribution to the development of the field and the society, so the future students can see clearly what are the competences that they are going to acquire. Also, the syllabi of the subjects should state the language of tuition, so the students and future foreign students would be able to choose the subject also according to the language of tuition.

- There is a need to increase the internationalization (the incomers) as well as a need to increase the subjects taught in English (in line with the name of the programme).

- To ensure the successful completion and demonstration of FCE exam, it would be desirable to introduce the mock tests and practice FCE tests from the beginning at least once for each course (English 1- English VI). Interview with the students showed that mostly they are not aware of what the final exam will look like.

- The university should provide the lecturers with training courses on new methodologies in line with the Bologna Process. Bringing invited lecturers (foreign countries, other universities..) for this purpose would be a key action.

- If the students do not have the necessary proficiency level for the subjects to be taught in English, maybe a 'basement programme' in English language should be offered, or maybe some MOOCS (massive online open courses) should be included in the programme for the improvement of the language skills. They are free and high quality online courses (suggestion: https://www.edx.org/es/course/upper-intermediate-english-modern-life-0, there are 4 courses like this that increase in difficulty).

- As the passing score on the NAEC (National Assessment and Examinations center) exam does not ensure B1 level in all the 4 skills of English (for example, the exam does not assess speaking at all), there is a need to offer English at least A2 level or a preparatory course to the students who show a relatively low level. Also they might need to define the minimum point/percentage and document it in the preconditions and make it transparent for the entrants. Also during the interview the program staff mentioned that they have a placement test in English for the freshmen, but it's not reflected in the program.

- More instrumental subjects should be included, or more practical parts of the subject should be embedded within the courses' programme.

- Internships would help improve the students skills.

- More diverse teaching/learning methods should be introduced: project-based teaching, case studies, task-based learning, role-plays, etc.

- Include a more varied ways to evaluate students that cover all competences that a graduate in English Philology needs.

- Creation of protocols to avoid possible conflicts of all types.

- Digitalise library resources.

- A virtual campus is needed (Moodle is highly recommended).

▪ **Summary of best practices (If Applicable)**

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

Compliance of the Programme with Accreditation Standards

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

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

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

Descriptive summary and analysis of compliance with standard requirements

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The Programme objectives are clear and realistic, although sometimes they do not appear very clearly organised on the documents. They should also explain more in depth the contribution to the development of the field and the society, so the future students can see clearly what are the competences that they are going to acquire. The objectives are also in line with the objectives and strategy of the HEI.

The program takes into consideration the labour market demands, by preparing the students to be employed in cultural educational, publishing and information institutions, as well as preparing them for jobs related to the international relations.

Nevertheless, based on the labour market analysis and the results of the interview with the current and potential employers, there is an increasing need for graduates in the tourism sector of the region. Even though many program graduates manage to work in this sector and satisfy the needs of the employers (they say students demonstrate a good level of general education, the knowledge of Georgian history, politeness, etc), there have emerged some issues that need to be solved; for example, the major problem that employers mentioned during the interview is the lack of speaking skills among the graduates as well as interpersonal skills, such as communicability, fluency. Also, the employers (mostly banking sector representatives) mentioned the need for more focus on economic vocabulary, business English. The programs offers only two courses (major elective) in this direction: Business English and Tourism. So, the program group should work in this direction. The programme should also take into consideration subjects as Georgian Geography, and Psychology, Second Language Acquisition which could be added as optional subjects since most of graduates work in banks or schools, current and potential employers mentioned that students needed more knowledge on these areas.

The program has an Internationalization strategy with specific objectives and projects aiming at strengthening the process. Basically:

1.   student and academic staff exchange programs within international mobility programs (successful cases 2016-2019: mostly Erasmus +, also through cooperation with the Embassy of Poland and Polish academic exchanges program (NAWA), The university of Warsaw, etc);

2.   Internationalization at home- Involvement of foreign teachers and professors during teaching/learning process (through the Embassy of US to Georgia, Peace Corps volunteers, etc), annual international conference Caucasus Journal of English Language and Literature (CJELL) and the establishment of international Scientific Journal by Edward and Dana Raup.

 The number of outgoing students is satisfying while the number of incoming students is very low or almost non-existent. The panel strongly believes that this problem could be solved if the bachelor offered more programmes taught in English. The participation of academic and invited staff in Exchange program is also poor.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

  ▪ Programme objectives;
  ▪ Educational programme;
  ▪ Mission, objectives and strategy of HEI, its faculty/school/main educational unit and/or structural unit;
  ▪ Labour market research and analysis of employers' demands
  ▪ Programme internationalisation strategy
  ▪ Memoranda and agreements with the partner educational organizations
  ▪ Memoranda and agreements with potential employers
  ▪ Website;
  ▪ 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

  ● The objectives of the programme should explain more in depth the contribution to the development of the field and the society, so the future students can see clearly what are the competences that they are going to acquire. Also, the syllabi of the subjects should state the language of tuition, so the students and future

foreign students would be able to choose the subject also according to the language of tuition.
- There is a need to increase the internationalization (the incomers) as well as a need to increase the subjects taught in English (in line with the name of the programme).

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

 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

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The learning outcomes of the students are in line with the objectives of the programme, except in one issue: the oral competence of the students. As students mentioned during the interview, they need more exposure to English, especially more hours of tuition and more courses focused on developing speaking skills, creating

real-life context, etc. Probably as a consequence of this theoretical approach to language learning, the panel found that they use very simple material (only one English language book) for the language subjects. There's a clear lack of academic reading in English language, academic listening in English, etc.

 We have also found what could be an error in the Outcomes section of the programme: the following listing B1.1, B1.2, B1+, B2.1, B2.2, B2+, and FCE is unclear because FCE is not a higher level than B2+. It's an exam at the level of B2/B2+ - a totally different category which should be enrolled in the program differently. The program group interviewed agreed on the need to revise this point.

 Another issue that should be improved in the Programme is the lack of practical component: the programme is almost 100% theoretical and there is no practical learning approach or instrumental English language approach, for example. This is an issue that was raised in the interviews: the students are not prepared to be left in front of possible clients of the places they work. The lack of problem-solving skills. This is, the methodology should allow students to train their critical thinking. More group work is needed, more analysis of the content, critical view of some topics of the content, and the evaluation should reflect more skills (there is no group work, creativity, critical thinking, construction of new realities within a content, etc). Most of the subjects are evaluated by three traditional exams. According to the self-report, the program learning outcomes is designed with the involvement of all stakeholders (academic and invited staff, students, alumni, potential employers…) but the Panel is not sure if the programme has listened to the demand they make of the need of more oral skills and practical training.

The outcomes of the programme are measurable, achievable and realistic. They follow the second level of higher education learning outcomes descriptor of the national Qualifications framework. Nevertheless, some specific outcomes are not clear in terms of being achievable, for example:

 "Theory and Practice of Translation" - the main activities are translating and editing texts at seminars. With this activity, it is unclear how we can come up with the result in the syllabus "Innovative synthesis of information based on the latest data". Also, "History of Great Britain" – the learning outcome defined in the syllabus are: Student 'possesses ... the ability to analyse, critically evaluate and substantiate important events'. But the teaching method is lecture and group work, a methodology that does not show much space to critical thinking.

The Programme learning outcomes are consistent with the appropriate level of education according to the National Qualifications Framework (NQF) and they are mostly consistent with employment demands of programme graduates and enable graduates to continue their education on the next level of education. The Panel uses the word 'mostly' because during the interviews, both employers, alumni and present students coincided in saying that the students lack of speaking skills. The programme does not have any instrumental English subject or any section within the subjects in

which the students could develop their speaking skills, and this is reflects in their future jobs because they cannot communicate in English.

About the assessment of the subjects:

The Programme has a defined mechanism for assessing learning outcomes and they are are assessed consistently and transparently on a regular basis. Nevertheless, the learning outcomes assessment system does not take into consideration the peculiarities of the field. The assessment consists always on 3 written exams (and sometimes with an oral presentation that counts a 10% towards the final mark) and a quiz (almost all the time it is a written quiz), which evaluate only certain aspects of the students knowledge: this is the most theoretical part of it. There is a need to include other types of assessment in line to the objectives of the Bologna Process: to evaluate skills like problem solving, working in groups, oral skills, listening skills, critical thinking, etc.

Also, the assessment is done in rubrics (which indicates an objective and fair way of assessing), but in some times, the rubric are not adequate: the rubric for assessment of B2 writing is weak, too simple, and does not reflect the requirements for B2 writing- length, content, etc. We have to say that the program group agreed to modify the rubric during the interview. During the interviews the students were eager to include the component of assessment of speaking and listening competencies (It seems that only reading and writing are valued).

 Programme academic and invited staff are familiar with learning outcomes assessment methods: the staff representatives who are involved in the programme make sure that all the stakeholders are acquainted with the learning outcomes. Since these learning outcomes follow the second descriptor of the national Qualifications Framework, they are known by everybody involved in the evaluation process.

At our request, the faculty administration has provided a list of trainings for staff for the last 5 years. The Panel would like to draw attention on the improvements this training should have: According to the list and in the interviews the professors have stated that different types of meetings have been held at the university. Nevertheless, none of the lecturers' CVs have the same record of attending these trainings (qualification activities are mainly held by English lecturers, also of narrow specialization). The list of activities provided by the university does not indicate the organization and persons who conducted the trainings. The duration and purpose of these seminars are not clear either. For every occasion there is no training on modern teaching methods, types and forms of assessment.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme.

- Programme learning outcomes;
- Educational programme;
- Programme objectives;
- Map of programme objectives and programme learning outcomes;
- Labour market research and analysis of employers' demands;
- Alumni employment rate (in case of existing programme);
- Data on amount of alumni continuing their studies on the next level of education;
- Website;
- Survey results;
- Interview results.

Programme learning outcomes assessment cycle consists of defining, collecting and analysing data.

- Programme Learning outcomes assessment mechanism which is public and accessible to stakeholders;
- Learning outcomes Assessment plan;
- Learning outcomes Assessment report;
- Learning outcomes assessment tools and materials (students' papers, etc.);
- Curriculum map;
- Educational programme;
- Alumni and employer survey results;
- Interview results.

Programme learning outcomes assessment results are utilized for the improvement of the programme.

- Report on changes made in the programme based on learning outcomes assessment results;
- Self-evaluations, recommendations and reports (2015-2018) about the learning Outcomes assessment.
- Survey results
- Interview results.

Recommendations:

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

- Instrumental English (both for teaching and for assessment) should be included in the syllabi of the subjects. This is, more communication in English by both teachers and students, and therefore more evaluation of the language skills, especially critical thinking in English and speaking. In this way, the Programme would better cover the employers demands.

Suggestions for programme development:

Non-binding suggestions for programme development

- To ensure the successful completion and demonstration of FCE exam, it would be desirable to introduce the mock tests and practice FCE tests from the beginning at least once for each course (English 1- English VI). Interview with the students showed that mostly they are not aware of what the final exam will look like.
- The university should provide the lecturers with training courses on new methodologies in line with the Bologna Process. Bringing invited lecturers (foreign countries, other universities..) for this purpose would be a key action.
- If the students do not have the necessary proficiency level for the subjects to be taught in English, maybe a 'basement programme' in English language should be offered, or maybe some MOOCS (massive online open courses) should be included in the programme for the improvement of the language skills. They are free and high quality online courses (suggestion: https://www.edx.org/es/course/upper-intermediate-english-modern-life-0, there are 4 courses like this that increase in difficulty).

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

The programme has been improved by recommendations of former evaluations.

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

X Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

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   Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)   The Gori State Teaching University has relevant, transparent, fair, public and accessible programme admission preconditions. A prerequisite for admission is to take the English language exams within the Unified National Exams.   Requirements for taking the English exam is a prerequisites for admission to the program and are conditioned by the specificity of the program and logically related to the program content, learning outcomes and qualifications. These prerequisites ensure the inclusion of people with the knowledge, skills and competence required to attend the program.
Evidences/indicators   Component evidences/indicators including relevant documents and interview results   Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.   ● Educational programme;   ● Programme admission preconditions (criteria and procedures);   ● Information publicity - methods of spreading information about programme admission preconditions;   ● Website;   ● Survey results conducted by the higher education institution;

- 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

- As the passing score on the NAEC (National Assessment and Examinations centre) exam does not ensure B1 level in all the 4 skills of English (for example, the exam does not assess speaking at all), there is a need to offer English at least A2 level or a preparatory course to the students who show a relatively low level. Also they might need to define the minimum point/percentage and document it in the preconditions and make it transparent for the entrants. Also during the interview the program staff mentioned that they have a placement test in English for the freshmen, but it's not reflected in the program.

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

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 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.

The Programme is developed following the Georgian legislation and the European Credit Transfer System. The Programme content, volume and complexity corresponds, in general, to higher education level. Nevertheless, the panel has some concerns regarding some specific subjects:

1. The level of the courses on English language are too low for what should be expected of a person who graduates in English Philology. The students have only New English File to learn English. This book is not enough for students to learn the language and have a job as a teacher at school.
2. Subjects are taught in Georgian, even literature subjects, and this will not provide them with a good level of knowledge.

The sequence of the programme components is defined by the curriculum of the programme in which the order of the courses is consistent and the students have the opportunity to choose elective components (70 credits) of the educational programme.

There's a need of including more information on the programmes in the webpage since this is the usual channel by which both national and international students get the information about their future studies.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- HEI's methodology for planning, designing and developing educational programmes;
- Educational programme;
- Syllabi;
- Curriculum map;
- Website;
- Survey results;
- Interview results.

Recommendations:

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

- In order to ensure the achievement of the learning outcomes, the program should offer a diversity of courses, the content of which should be in accordance with the level of proficiency.

Suggestions for programme development:

Non-binding suggestions for programme development

● Check and review the content of the subjects mentioned in the former section.

Best Practices (if applicable):

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

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

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

Evaluation

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

☐ Complies with requirements

X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 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

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

In this Programme, student learning outcomes of each compulsory course are in line with program learning outcomes; and the content of each course corresponds to the

general learning outcomes, except for the level proficiency, the communicative competence and the lack of practical training (most of the subjects are theory-oriented).

The number of credits allocated in certain cases does not correspond fully to the content of the course (e.g. the teacher agreed during the interview that Phonetics I and II are both practical courses and the theoretical material included seem to be easily covered under one course within 5 credits). So, we think that the remaining credits could be used for offering any other practical course (for example, academic writing or speaking or any other instrumental course taught in English), especially when the analysis of the documentation and the interview showed the need to enhance practical productive skills in English.

The teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes. Nevertheless, the panel believes that some of the literature in the syllabi needs updating (eg. " Translation Theory and Practice" -compulsory Literature are of 1996, 1998, 2000 yy).

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- ▪ Educational programme;
- ▪ Syllabi;
- ▪ Curriculum map;
- ▪ Course learning outcomes assessment results;
- ▪ Survey results;
- ▪ Interview results.

Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.
- ▪ Educational programme;
- ▪ Syllabi;
- ▪ Survey results conducted by the higher education institution;
- ▪ Interview results.

Recommendations:

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

- ● The bibliography of some subjects needs to be updated, and sometimes change (as in the English language subject). More research articles should be included in the reading list.

- ● In certain cases, the allocation of the credits should be revised and brought in accordance with the content, volume and complexity of the course.

Suggestions for programme development:

- More instrumental subjects should be included, or more practical parts of the subject should be embedded within the courses' programmes.

Best Practices (if applicable):

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

Evaluation

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

☐ Complies with requirements

X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The Programme tries to ensure the development of students' practical and transferable skills in accordance with the programme learning outcomes, although there's still .

The program (or at least the syllabi) does not give a clear idea on how the practical and minimal scientific-research skills are developed. If we consider that most students have to be prepared for the continuation of their studies at the MA level, it would be a good thing to better prepare them with the basic critical thinking skills. The program content seems to be weak in this direction. The university organises a Student

Scientific Conference, which could be a good training opportunity towards the acquisition of these skills. According to the employers' interviews and alumni, students also lack the capacity of communicating in English language, which is a handicap when trying to find a job.

There are scientific groups at scientific centres, a research conference and inter-university conferences. Therefore, although it is not explicitly said in the self-report, the Panel give for granted that the activities related to the conference and towards the preparation of future masters' students are supervised by a qualified person.

The Programme does not have any internship with companies, and the Panel thinks that this would help the responsible of the Programme to see the skills needed by the students and therefore to reformulate the evaluation formulas and the content of some subjects according to the real needs of the students.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Statistical data on students involvement in scientific-research projects;
- Scientific papers published by students (co-authorship)
- Student conferences, exhibitions, etc.
- Survey results conducted by the higher education institution;

Recommendations:

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

- Students should be better trained in critical thinking and in the acquisition of communication skills in English language.

Suggestions for programme development:

Non-binding suggestions for programme development

- Internships would help improve the students' skills.

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

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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

X Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods

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

Descriptive summary and analysis of compliance with standard requirements

o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The Programme 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. Nevertheless, to maximize the learning outcomes (practical and transferable skills), the level of education and students achievement in real life context, more diverse teaching/learning methods should be introduced (for example, project-based teaching, case studies, task-based learning, role-plays, etc). This will prepare students more to their future life. The interview with the students and employers also proved that the graduates need to acquire practical skills.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

▪ Teaching and learning methods;
▪ Survey results
▪ 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

- More diverse teaching/learning methods should be introduced: project-based teaching, case studies, task-based learning, role-plays, etc.

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

    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

- Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent and complies with existing legislation, and the evaluation components and methods are appropriate for the course and its learning outcomes. Nevertheless, when analysing the evaluation methods of all the subjects as a group, we realise that all the subjects of the degree follow the same evaluation pattern: 2 written exams + 1 oral exam + a written quiz. Sometimes, a 10% course project or presentation is added.

The Bologna Plan aims at the learning outcomes approach, which require new ways of student assessment (https://eacea.ec.europa.eu/national-

policies/eurydice/sites/eurydice/files/bologna_internet_0.pdf). For this reason, a more varied evaluation system is needed, so to cover the future professional necessities of the students. Feedback is better assured with these other types of assessment. Since it is not clear if evaluators are very well familiar with modern evaluation methods, the panel would advise the university to organise a professional training courses for lecturers. Bringing external professionals in innovative teaching methodologies would be a good issue.

During the visit, the Panel has also visited the room where the students are invigilated while doing the exams. We consider that if other types of evaluation systems were included, these rooms would not be necessary or at least only in a few occasions.

The Panel also considers that the problem of plagiarism should be given more consideration. It seems that now only the lecturers are the "controllers", and we all know that it is impossible to control this issue individually.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

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

- Evaluation system regulatory document;
- Evaluation forms, components, and methods;
- Website;
- Survey results;
- Interview results

Recommendations:

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

- More diversity in the assessment methodology / types of assessment should be included in the programme to evaluate a wider scope of skills. This is in benefit of the acquisition of many other skills needed in their careers.

Suggestions for programme development:

Non-binding suggestions for programme development

- Include a more varied ways to evaluate students that cover all competences that a graduate in English Philology needs.

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

Programme's Compliance with Standard

Standard	ies with Requirements	ntially complies with requirements	lly Complies with Requirements	ot Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		Substantially complies with requirements		

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
Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Students receive support and consultations from academic staff and from administration. They have opportunities to take part in exchange programs and conferences at the local and international level. The atmosphere regarding the relation with the students is excellent and very close to them and both the students and alumni revealed to be very proud of their university.

Maybe for the future it would be advisable to have a protocol on good/bad behaviours in the university setting as it is being done in all European universities. These protocols and units help students and teachers to deal with possible problems in a professional and objective way since external members are included (like psychologists or specialists in conflict mediation).

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Planned and completed student support services;
- Cooperation with employers and results of the cooperation;- Memoranda
- Survey results conducted by higher education institution;
- Interview results.

Recommendations:

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

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Suggestions for programme development:

Non-binding suggestions for programme development

- Creation of protocols to avoid possible conflicts of all types.

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

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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

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   Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)
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	ly Complies with Requirements	ot Comply with Requirements
Student achievements and individual work with them	Complies with requirements			

4. Providing teaching resources

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

4.1 Human Resources

➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;

➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Descriptive summary and analysis of compliance with standard requirements

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

In this Programme, the academic staff holds a position according to the applicable law (through competition and the recruitment of specialists regulated by the regulations of this university). They are, therefore, qualified people who have necessary competences in order to help students achieve programme learning outcomes. The academic staff has published actively during the past 5 years. The qualification of invited staff has proved to be of relevant knowledge and good standards.

The Panel was not provided by the workload scheme of the invited and academic staff. Nevertheless, with the interviews we could elicit that their workload and number of academic staff ensures the sustainability of the Programme. As it was pointed out to the Rector, even though this issue is not at his hands but at the Government hands, since this is an evaluation report, we feel that it is necessary to include here the following comment: it would be highly recommended if the lecturers could only devote their time to teaching in one university. We have found some minor instances in which

we could infer that many improvements could be included in the programme if the lecturers could devote more time to it.

The Head of the Programme is an experienced person, who possesses necessary knowledge for programme elaboration and assessment. He is personally involved in programme implementation and has demonstrated a good will to improve it. There are 14 administrative staff. We think this is a good number for the number of students.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Personal files of the staff;
- Survey results conducted by higher education institution;
- Interview results.

- Academic, scientific, and invited staff - students ratio;

- Academic and scientific staff – invited staff ratio;

- Survey results conducted by higher education institution;

- Interview results.

- Functions of the Head of the programme, his/her contract and personal file;

- Interview results.

- The number of administrative and support staff;
- Job description of administrative and support staff;
- Personal files of administrative and support staff;
- Survey results conducted by higher education institution;
- 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):

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

4.2 Professional development of academic, scientific and invited staff

- ➢ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;
- ➢ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Descriptive summary and analysis of compliance with standard requirements

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The LEPL Gori State Teaching University conducts and actively utilizes the evaluation of the programme staff, staff satisfaction survey results, labour market surveys, alumni, etc. It is all done through questionnaires.

Various activities are carried out for the development of academic and invited staff at the Teaching University - university and international scientific conferences, seminars, trainings are held, financing of scientific projects, monographs and textbooks of the teaching staff of the University is being financed. Financial support for their participation in scientific and scientific events.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- ● The results of the staff evaluation and also the results of staff satisfaction surveys (including the quality of research and teaching, international mobility data, etc.) and their utilization in staff management and development;
- ● Staff statistical data;
- ● Survey results conducted by higher education institution;
- ● Interview results.
- ● Events for professional development of academic, scientific and invited staff (trainings, scientific missions, qualification courses, conferences, exchange

local and/or international projects, which stand for the enhancing of professional and/or teaching skills);
- Supporting mechanisms for fostering scientific and research work;
- Programme staff scientific/research output;
- Data on staff involvement in international projects, conferences, research and events;
- Documents for certifying international cooperation (international research, published papers, international mobility, exchange and/or joint programmes, bilateral agreements, memoranda, etc.).

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

- The university allocates some budget to the participation of lecturers to conferences and for their publications.

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

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

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Thank you to the tour that the Panel did to the institution it was demonstrated that the Programme is provided by the necessary infrastructure and technical equipment for the students to achieve the the programme learning outcomes: the building and the classrooms are very nice, clean, with daylight. Some of them are provided with projectors (fixed and portable). Students are provided with wifi. The library contains all the core literature needed, although a suggestion would be to digitalize the data, borrowings, etc.

It would be advisable that the University had a virtual campus, so to help teachers with their teaching tasks and even better: help those students who cannot attend to regular classes for various reasons, to be able to reach the contents of the daily sessions. The most common one in Europe is Moodle, an open source platform which is adapted by the technicians of each institutions to their necessities.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Library, material and technical resources;
- Technical equipment – number of students ratio;
- Documents certifying the possession of infrastructure, technical equipment and library resources;
- Documents certifying involvement in international electronic library database;
- The core literature indicated in the programme is available at the library;
- Documentation certifying engagement in international electronic library network;
- Survey results conducted by higher education institution;

- 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

- Digitalise library resources.
- A virtual campus is needed (Moodle is highly recommended).

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

      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

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The Programme is implemented by the Faculty of Humanities. The faculty budget itself is about 10% of the university budget. A large part of the budget is spent on salaries. Approximately 0.5% of total faculty attend conferences and similar events, with no funding available for qualifying activities. The Panel has not seen the budget of this specific Programme, but we have not found any complains in this line during the interviews, so we consider that the budget covers all the necessities of the programme.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Funding sources;
- HEI budget;
- Programme/faculty/school budget;
- 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): 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

Programme's Compliance with Standard

Standard	ies with Requirements	ntially complies with requirements	lly Complies with Requirements	ot Comply with Requirements
Providing teaching resources	Complies with the requirements			

5. Teaching quality enhancement opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development on a regular basis.

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

Descriptive summary and analysis of compliance with standard requirements

- o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

There are two levels of assessment of quality:

1. Assessment of academic programmes (tools materials, information given, etc). This information is gathered through student surveys, evaluation of credits, tuition hours, etc.

2. Responsibility taken by the teachers in relation to the subjects.

With all these materials, the programmes are improved.

It is also interesting to highlight that the members of the programme looked for the help of an external expert to write the self-evaluation report.

The staff involved in the educational program actively cooperates with the university and faculty quality assurance services in the process of evaluating program implementation. This collaboration includes staff participation in peer-to-peer assessments, participation in program development surveys, including surveys conducted at the end of each semester and evaluating the courses they have taken / read during the semester. The program staff, in collaboration with the Faculty Quality Assurance Service, performs updating / modification of the syllabuses of the courses based on the results of the quality assessment or on its own initiative, which also serves to improve the program.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Internal quality assurance service (both HEI and faculty) assessment results and changes made based on these results;
- Survey results conducted by higher education institution;
- 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):

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

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

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The recommendations given by previous experts of accreditation were taken into account and applied to the programme. During the interviews the Panel know that the programme utilizes the results of external quality assurance on a regular basis, and they confirmed that the programme has even incorporated suggestions proposed by former evaluators.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- External quality assurance results;
- Changes made based on external quality assurance results;
- 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):

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

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

Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

   The Quality Assurance Service of the University regularly carries out evaluation of the implementation of educational programmes, as well as educational research and professional development of the staff. The evaluations are conducted periodically, and they are done through collecting and analyzing information from different stakeholders, including: students, graduates, academic staff, employers etc. The programme has been in the past modified according to the assessment results, which include including surveys, focus groups, and self-evaluation and monitorisation of students' grades throughout the semester.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Programme monitoring and periodic review results and the utilization of these results;
- Survey results conducted by higher education institution;

• 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): 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

Programme's Compliance with Standard

Standard	ies with Requirements	ntially complies with requirements	lly Complies with Requirements	ot Comply with Requirements
Teaching quality enhancement opportunities	Complies with the requirements			

Enclosed Documentation (If Applicable)

HEI's Name:

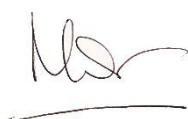**Higher Education Programme Name:**

Number of Pages of the Report:

Programme's Compliance with the Standard

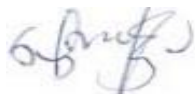| Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		X		
ʝhing 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 :

Dr. Mar Gutiérrez-Colón Plana

Expert Panel Members':

Dr. Nino Jojua

Lali Berishvili

Anzhela Abuladze