



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

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

Master's Educational Programme in Anglistics

Gori State Teaching University

Date(s) of Evaluation
30/10/2019

Report Submission Date
4th December 2019

Tbilisi
2019

HEI's Information Profile

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

Higher Education Programme Information Profile

Name of the Programme	Master's program in Anglistics Gori State teaching University
Level of Education	Master of Education
Qualification Granted Indicating Qualification Code	Approved Decree N 09-119 (03.09.2014)
Language of Instruction	Georgian
Number of Credits	120
Programme Status (Authorized/ Accredited/New)	accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Mar Gutiérrez-Colón Plana University Rovira i Virgili, Spain
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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, according to the quality standards: it develops correctly according to the objectives, learning outcomes, content and structure, teaching methods, students' services, etc. 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, the Head of the programme, the 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: Complies with requirements
- Standard 2: Substantially complies with the requirements
- Standard 3: Complies with the requirements
- Standard 4: Complies with the requirements
- Standard 5: Complies with the requirements

▪ Summary of Recommendations

- Courses delivered through the teaching/learning methods focused on developing critical thinking and interpersonal skills should be added.
- The programme should include other types of assessment. This possibly will show the need to also change some methodologies used in the classroom. But at a Masters' level, students' skills should be all assessed, and for this, new ways other than exams are needed.

▪ Summary of Suggestions

- Most of the courses, if not all of them should be taught in English to ensure students' maximum exposure to the targeted language.
- The Programme, with the objectives, content of the subjects, should be published in the webpage of the university. In this way, future students would be able to look for the information and choose a programme.
- More communicative activities in English should be included, so the students won't have any difficulties when looking for a job.
- Better teacher training programmes for the teachers should be organised.
- Include critical thinking activities.
- The title of the program should be revised and made consistent either "MA program in *Anglistics*" or "MA program in English studies".
- Check the preconditions of the subjects.

- Check the literature of the courses and find more up to date references.
 - Transferable skills such as team work, time management, research and most importantly analytical skills- need to be strengthened.
 - The university should have an online platform.
 - The programme should include some TIC activities/courses. This would be good for their careers. Maybe an online subject would be enough (taught by an expert).
 - Creation of protocols to avoid possible conflicts of all types.
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- **Summary of best practices (If Applicable)**
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- **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, realistic and achievable and they are consistent with the objectives and mission of Gori State Teaching University. According to the report, the program aims to prepare a highly qualified philologist equipped with field competences and research skills. As the program is implemented at the second level of higher education, it envisages a focused scientific work and preparation of the students for the following level of higher education- the Doctoral program.

According to the report, the program takes into consideration the labour market demands even at the International level. Nevertheless, the panel has some concerns about the language used in the masters' which is the only issue that does not match with the Programme objectives (or at least as it is shown in the name). The language of instruction is Georgian and almost none of the courses are taught in the targeted language. Additionally, during the interviews, one teacher admitted that at least one subject is conceived to be taught in English but, as the syllabus shows, it is taught in Georgian. The program staff seems to have acknowledged this problem as well hence during the interview they mentioned the lack of professors able to deliver courses in English as the main reason for the above-mentioned pitfall.

The objectives might not be transparent and easily accessible by everybody as the Panel could not find them in the webpage of the university, so we believe that they are public and accessible but only if the student asks for them.

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;

<ul style="list-style-type: none"> ▪ Memoranda and agreements with the partner educational institutions ▪ List of the implemented activities within internationalization (data for 2015-2017) ▪ Website; ▪ Interview results.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> • Most of the courses, if not all of them should be taught in English to ensure students' maximum exposure to the targeted language. • The Programme, with the objectives, content of the subjects, should be published in the webpage of the university. In this way, future students would be able to look for the information and choose a programme.
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>1.2. Programme Learning Outcomes</p>
<ul style="list-style-type: none"> ➤ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme; ➤ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;

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

Descriptive summary and analysis of compliance with standard requirements

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 Panel believes that the learning outcomes of the programme are realistic with the objectives of the programme, but not very much with the reality that the students encounter when they finish. The Programme assesses the students in the same way that they were assessed in the Bachelor, by taking 3 exams and a quiz in each subject. A Masters' programme should be an academic space where students obviously acquire specific knowledge but they should also develop their critical thinking, they should acquire tools to solve real problems, etc. This programme should change their evaluation system by a more student centered one: they should include debates, project work in groups, task-based teaching, online work, etc, as well as some of the activities should include electronic tools to help students acquire the ICT competence. One of the lecturers told the Panel that the students need to be guided because they are not capable of working independently. Our suggestion is to let them work independently (with some guidance at the beginning) and the students themselves will probably discover that they are capable of doing it. Probably they have never given the possibility before.

Also, as one of the program learning outcome reads, students will be able "to act in a new, unforeseen and multidisciplinary environment and search for new, original solutions to the complex problems of English Philology". The implementation of this outcome requires a sufficient amount of critical thinking skills from the students; however, neither the syllabi provided, nor the interview with the teachers and students proved that they are prepared for this. Instead, the site visit revealed that the students need to develop critical thinking and life-performance skills especially when the employer (tourist agency representative) indicated on the given problem among them as well.

Regarding labour market demands, the Panel has also found that as most M.A. graduates are hired by touristic agencies, banks, and educational institutions, some courses focused on developing the corresponding skills should be added, modified and/or enhanced (more focus on Economic vocabulary, teaching psychology and methodologies, interpersonal skills, use of ICT, etc). Even though the employers seem to be satisfied with the level of general knowledge among students, some of them also noted that some students were not able to work in their places because they lacked of English language proficiency and even of interpersonal communications skills.

All the stakeholders of the programme are in continuous contact with the programme. They seem to be very proud of being part of the University, and they showed very positive attitudes towards the idea of helping improving the Programme.

The learning outcomes of the programme are evaluated according to some indicators which are a direct method to elicit results. These indicators are calculated according to the “The Education Programme Outcomes Evaluation Mechanism at LEPL Gori State Teaching University”. The benchmark is set at a 70%, and if the result of the evaluation identifies the needs of any modification, both on the indicators or the programme, they can both be amended. Programme learning outcomes assessment results are utilized for the improvement of the programme.

At our request, the faculty administration has provided a list of trainings for staff for the last 5 years (although the list is not certified by any means). According to the list, and in interviews, as professors have stated, different types of meetings were held at the university, though none of the lecturers' CVs are similar to those undergoing these trainings (qualification activities are mainly conducted 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 - no training on modern teaching methods, types and forms of assessment. Therefore, we would suggest to have a more standardized way of organising the courses and also they should be innovative and aim at the improving of the Programme.

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;
- Documentation certifying the involvement the programme stakeholders in the establishment of programme learning outcomes;
- Alumni employment rate (in case of existing programme);
- 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; - This is included

<ul style="list-style-type: none"> • Learning outcomes Assessment report; • Curriculum map; • Benchmarks; • Educational programme; • Alumni and employer survey results; • Interview results. <p>Programme learning outcomes assessment results are utilized for the improvement of the programme.</p> <ul style="list-style-type: none"> • Report on changes made in the programme based on learning outcomes assessment results; • Progress achieved due to the changes; • Documentation certifying the discussion of learning outcomes assessment results (minutes, etc.); • Survey results • Interview results.
<p>Recommendations:</p> <ul style="list-style-type: none"> • Courses delivered through the teaching/learning methods focused on developing critical thinking and interpersonal skills should be added.
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> • More communicative activities in English should be included, so the students won't have any difficulties when looking for a job. • Better teacher training programmes for the teachers should be organised. • Include critical thinking activities.
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p>

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Substantially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	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 and fair programme admission preconditions that are consistent with existing legislation. I.e. a person may become a student of the educational program, if he/she possesses at least a Bachelor or equivalent academic degree, based on the results of the Unified Master's Examination and an examination determined by the university, such as English language, test of a B2 level or a person that meets the requirements prescribed by the legislation for the admission via mobility or without passing the Unified Master's Examination to be admitted to the Master's educational program.

Program preconditions are also public and accessible as they are published on the web-sites of the National Assessment and Examinations centre. The panel suggests publishing more detailed information on the web-site of the University as well because there are not sufficient details available. The web site (English section) only features the structure of the program, and here the name of the educational program is slightly misleading (in the self-evaluation report we read the title as "MA educational program in Anglistics" and on the web-site it says "Master's program in English Studies") .

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:**Suggestions for programme development:**

- The title of the program should be revised and made consistent either “MA program in Anglistics” or “MA program in English studies”

Best Practices (if applicable):

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

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

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

Evaluation

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

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

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

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 has been designed following the methodology of graduate and undergraduate programmes approved by the Academic Council of the Gori State teaching University, and the content and complexity corresponds to higher education level. The students of the Programme can choose 15 ECTS of elective courses.

Most of the subjects have no preconditions, but in the opinion of the Panel, some of them would need preconditions. E.g "Constructive Typology of English and Georgian Languages" for which "The lecture course is compiled in English and stored in the Gori University Library (173 pages of A4)" and the same with "Researching methods", for which we can read the following information: "course and compulsory literature are in English". It is clear that the students need an excellent command of the English Language, and this should be stated somewhere, as a precondition.

The Panel has detected that in some of courses compulsory literature is outdated and should be replaced with the latest literature where possible, for example: "Researching methods"(1993,2000, 2001, 2007),

"English-American Modernist Verse" (2000, 2001, 2007). This is especially necessary when talking about areas that are very rich in bibliography and references. In case that the lecturer does not find the right book, peer reviewed journals should be included of the indexed journals (WoS, SCOPUS, ERIH Plus, etc).

The webpage does not offer good information about the programme.

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
Suggestions for programme development: Non-binding suggestions for programme development <ul style="list-style-type: none"> • Check the preconditions of the subjects. • Check the literature of the courses and find more up to date references.
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 <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.3 Course
<ul style="list-style-type: none"> ➤ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes; ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements 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) <p>Student learning outcomes of each compulsory course are in line with programme learning outcomes and the number of credits and amount of hours correspond to the learning outcomes. Course materials are well chosen, although there are some core issues that need to be resolved: teaching materials listed in syllabi correspond to learning outcomes of the course, although once again, the panel suggests updating some of the courses bibliographies.</p>

Every learning outcome is assessed, although we propose to increase the types of assessment and adjust to the specific course. All the subjects are assessed with three exams, and the Panel proposal is to start including more critical thought in the methodology. In order to do that, more self-evaluative tasks, working in groups, problem-solving, task-based teaching, etc should be included in the course and evaluation.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- Educational programme;
- Syllabi;
- Curriculum map;
- Survey results;
- Interview results.
- 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

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

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

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 Interview with the professors and students has shown that transferable skills such as team work, time management, research and most importantly analytical skills- need to be strengthened because the main problem interviewees accentuated is difficulties with independent work during writing the Thesis. Also, even though it's mentioned in the syllabus of the Thesis that students have to choose topics and materials for their Thesis independently, it does not ensure the quality and readiness of the students to lead quality scientific work autonomously.

The analysis of some Thesis papers revealed that students have problems with documenting the sources (bibliography was not accurately compiled), genre conventions and do not fully understand the concept of plagiarism.

Also, there are not very detailed and professional instructions provided and published on the web site which students would use as a plan and/or a guideline.

Another problem that emerged was that students do not know how the defense process is organized, who will be attending the Thesis defense, how will their papers be reviewed, etc. So more information and focus in this direction needed.

There is no practice component in the Masters' programme. The Panel would like to make emphasis on the fact that during the interview, the students said that it would be good to have a practice with potential employers.

Evidences/indicators

Component evidences/indicators including relevant documents and interview results

- 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

Suggestions for programme development:

Non-binding suggestions for programme development

<ul style="list-style-type: none"> • Transferable skills such as team work, time management, research and most importantly analytical skills- need to be strengthened.
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>2.5 Teaching and learning methods</p>
<p>Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>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)</p> <p>The Programme is implemented using a quite classical method: the sessions are basically lectures and the assessment of each subject is done through three exams. More student-centred methods of instruction should be implemented in order to develop more autonomous learners, more critical thinkers and creative professionals. These methods can be presentations, workshops, projects, task-based activities, problem-solving activities, self-evaluation activities, etc. All these can be implemented at a Masters' levels.</p> <p>The programme should also be provided with an online platform so the student would be able to participate in online forums, diaries, self-evaluation reports, etc. (during the</p>

interview students mentioned, that if they miss a session, they can't find the materials anywhere). Moodle is one of the most widely used platforms in Europe

There are no foreign students in the programme, which is a pity, since they could enrichen the sessions. Nevertheless, the programme needs to increment the hours of tuition in English language. Without this, international students cannot attend the classes.

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

- The university should have an online platform.
- The programme should include some TIC activities/courses. This would be good for their careers. Maybe an online subject would be enough (taught by an expert).

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)

The student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation. Nevertheless, on the paper, it seems that the Programme observes an equilibrium between oral and written assessment, which is absolutely necessary in programmes that include the study of a foreign language and culture. But when doing the interviews, we realised that the type of assessment was again, as in the Bachelor, a system of three exams and sometimes an oral presentation.

The Panel strongly believes that sitting three exams for each subject will not evaluate the competencies that the student has acquired. Nowadays, our students need to acquire a wide range of competencies if we want them to be successful in their careers. By teaching through lectures and assessing through written exams one cannot do a real evaluation of the capacity that the student has to enter the "real" world, where many other competencies will be requested.

Maybe the university should prepare some teacher training courses which focus on different methodological approaches, so the teachers can feel comfortable when changing the instruction and evaluation method of their subject.

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;
- Doctoral dissertation evaluation and defense regulations
- Changes made based on the analysis of assessment results;
- Website;
- Survey results;
- Interview results

<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ul style="list-style-type: none"> The programme should include other types of assessment. This possibly will show the need to also change some methodologies used in the classroom. But at a Masters' level, students' skills should be all assessed, and for this, new ways other than exams are needed.
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p> <input type="checkbox"/>Complies with requirements <input type="checkbox"/>Substantially complies with requirements <input checked="" type="checkbox"/>Partially complies with requirements <input type="checkbox"/>Does not comply with requirements </p>

Programme's Compliance with Standard

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

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

- Workload, functions, responsibilities and job descriptions of people conducting student support services (academic/scientific/invited/administrative/support staff, faculty/school coordinators, tutors, etc.);
- Statistical data on student involvement in various projects;
- 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

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

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

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

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)

Master's students have qualified thesis supervisors. Nevertheless, we have found that the supervision of the Master thesis is not well organized since the university does not have any quality control mechanism to check students' work. The Panel has serious concerns about the methodological sections of the theses; the works do not have any control over plagiarism, some of the literature is old, and so on. All these issues do not happen in all the thesis, but we have found them several times, so we consider this an important issue.

According to the answers in the interviews, the university has elaborated a document defining rights and obligations of the supervisor and the supervision process, but the Panel didn't have access to it.

During the interview, the thesis supervisor said she meets with the student approximately twice a week, but she does not seem to be fully involved in the process of supervision because of the lack of time. She works at another university as well and desirably, the Thesis supervisor should provide assistance on every issue students might be encountering. For this reason, we would advise the university to take part in this. We know that many teachers work in several universities, but this cannot be accepted for some tasks, like the supervision of a research work. This type of task needs a full time supervisor, who is centred in the task. We are aware that this is a complex issue, but the Panel believes that it is our responsibility to describe our findings in this document.

<p>Evidences/indicators</p> <p>Component evidences/indicators including relevant documents and interview results</p> <p>Master's and Doctoral students have qualified thesis supervisors.</p> <ul style="list-style-type: none"> ▪ Personal files and research conducted by the supervisors of Master's and Doctoral students; ▪ Supervisors and co-supervisors' contracts and/or a document determining rights and responsibilities of the supervisor; ▪ Survey results conducted by higher education institution; ▪ Interview results.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p> <p>Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/>Complies with requirements</p> <p><input type="checkbox"/>Substantially complies with requirements</p> <p><input type="checkbox"/>Partially complies with requirements</p> <p><input type="checkbox"/>Does not comply with requirements</p>

Programme's Compliance with Standard

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

Student achievements and individual work with them	ies with the requirements			
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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

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

- 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;
- Master's and Doctoral students – supervisors ratio;
- Survey results conducted by higher education institution;
- Interview results.

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

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

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

- 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

- 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);
- Programme staff scientific/research output;
- Data on staff involvement in international projects, conferences, research and events;

Recommendations:

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

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

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

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)

The Programme is provided by the necessary infrastructure and technical equipment for achieving 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 Wi-Fi. The library contains all the core literature needed, although a suggestion would be to digitalize the data, borrowings, etc. which will save time of the staff and help the process of accurate data tracking. The library contains compulsory literature on curriculum and other teaching materials that provide educational outcomes. Students have access to the latest scientific publications, international electronic library databases, which enable them to access up-to-date scientific information in the relevant field / field, which also contributes to the achievement of program learning outcomes.

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 regular

classes for various reasons, to be able to reach the contents of the daily sessions. Also, it will simplify the communication between teachers and students who mentioned during the interview that sometimes, when needed, they call the professors which might be an inconvenient way of interaction for both.

The most common virtual campus 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

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

- Library, material and technical resources;
- Technical equipment – number of students ratio;
- Documents certifying the possession of infrastructure, technical equipment and library resources;
- The core literature indicated in the programme is available at the library;
- 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

- ☒ 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

- 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

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

Programme's Compliance with Standard

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

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;
- Activities and changes made in order to eliminate weaknesses identified during self-evaluation report elaboration process;
- 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

- ☒ 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)

Programme utilizes the results of external quality assurance on a regular basis, and they have even incorporated suggestions proposed by former evaluators.

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. 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

- 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

- ☒ 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

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

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

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	Complies with the requirements			

Enclosed Documentation (If Applicable)

HEI's Name:

Higher Education Programme Name:

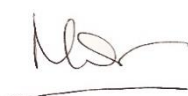
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Programme's Compliance with the Standard

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			

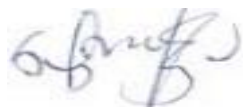
Expert Panel Chair's

Mar Gutiérrez-Colón Plana



Expert Panel Members'

Nino Jojua



Lali Berishvili



Anzhela Abuladze

