NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

International Relations, Bachelor
N(N)LE - St. Andrew the First-Called Georgian University of the Patriarchate of Georgia

Evaluation Date: 19.06.2023

Report Submission Date: 21.07.2023

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	N(N)LE - St. Andrew the First-Called Georgian University of the Patriarchate of Georgia
Identification Code of Institution	205233022
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Stefan Handke, HTW Dresden University of Applied Sciences, Germany
Member (Name, Surname, HEI/Organisation, Country)	Ivanna Machitidze, N(N)LE - New Vision University, Georgia
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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognized in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	საერთაშორისო ურთიერთობები
Name of Higher Education Programme (in English)	International Relations
Level of Higher Education	Bachelor, I Level of Higher Education
Qualification to be Awarded[2]	Bachelor of International Relations
Name and Code of the Detailed Field	Political Sciences and Civics, 0312
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	N/A
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Conditionally accredited July 20, 2021, decision #726261
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	N/A

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[2] In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

[3] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

- **General Information on Education Pogramme[4]**

The bachelor's degree program in "International Relations" has been functioning at the School of Humanitarian Sciences and Law of N(N)LE St. Andrew the First-Called Georgian University of the Patriarchate of Georgia (hereinafter: SANGU) since 2021. By the decision #726261 of the Accreditation Council of Educational Programs, the program has been granted conditional accreditation for a period of two years. In the summer of 2022, taking into account the accreditation requirements and the results of internal and external quality assessments, the program was substantially redesigned by a working group in cooperation with stakeholders and the university's administrative units of the School of Humanitarian Sciences and Law. The standard period of study to complete the program is four years. In order to receive a bachelor's degree, the student should accumulate no less than 240 ECTS credits. The program includes compulsory and elective courses, through which the student acquires comprehensive knowledge in the field of international relations.

- **Overview of the Accreditation Site Visit**

The assessment of the university and the degree program "International Relations" was conducted based on comprehensive and detailed documents. Interviews were held with all status groups of the university, graduates and representatives of professional practice during an on-site visit on 19 June 2023. The intense discussions were suitable to address all open questions of the expert group and to receive convincing answers.

- **Brief Overview of Education Programme Compliance with the Standards**

Following a revision based on the previous accreditation, the degree program widely meets the expectations of a university degree program in international relations. The program is substantially compliant with standards 1, 2, 3 and 4. With standard 5 it is fully compliant.

- **Recommendations**

  - It is recommended to develop specializations in "digital diplomacy" and "security studies" as the program mainly focuses on historical knowledge and basic competences international relations.
  - Currently, practical experience in international relations is mainly gained in field trips/excursions. It is recommended to increase practical competences with longer internships and to award ECTS (preferably 5 to 6) for these practical components.
  - It is recommended to strengthen the research component in the program by detailed guides for the Bachelor thesis research, which clarifies the components of the research (a research question/hypothesis/key statement, methodology, literature review).

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[4] When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- It is recommended to conduct deep and comprehensive evaluation of the labor market's needs and demands, with a more extensive qualitative component and with the targeted audience operation in the field of international relations.
- It is recommended to establish a mechanism of permanent communication with the potential employers (International Organizations, NGOS and Public sector) at least once a year.
- The literature in the following courses should be renewed: International Terrorism, Theory of International Relations, International Law, Introduction to Political Science, Diplomatic Etiquette and the art of Negotiations.
- Competence in foreign language should be strengthened by adding English language as additional literature in the courses.
- It is recommended to provide the relevant key literature in specialty mandatory courses.
- The HEI should sign more sectoral memorandum and establish partnerships with relevant non-governmental organizations operating in Georgia, research centers and international organizations
- The program needs to enhance internationalization aspect and give more international experience and opportunities to students, like various exchange programs, conferences and projects.
- The program needs to connect with diverse stakeholders (Institutions, organizations) at the local level in order to give students different opportunities at the local level as well.
- The International Relations BA program should prioritize increasing the number of academic staff with the academic degree and relevant research interests in the field of political science and its subfields, international relations in particular.
- The teaching load of the academic personnel should be distributed more evenly among the academic staff.
- The balance should be ensured of academic and invited staff, which would in turn contribute to the quality of educational program.

- **Suggestions for Programme Development**

- It is suggested the references in the syllabi to take into account more contemporary international literature, as currently mainly classic reference texts are used.
- It is suggested to provide the document describing the concrete procedure for enrollment for foreign students
- It is suggested to provide the document describing the concrete procedure for enrollment for foreign students' evaluation.
- The HEI should describe the procedure of defining the level of English language and dividing the students in different groups.
- It is suggested to strengthen the teaching of the economic components/issues in the program.
- To define relevant hours and credits for Chinese language.
- To diverse the evaluation methods in accordance with the course specifics.
- To add the issues of the History of Georgian Diplomacy from 1921 to the 1990s.
- The current budget is only for student self-governance projects and does not include funding students' independent projects. It would be better if the University will have financial support for students' independent projects and activities.
- It would be suggested the academic personnel prioritizes publishing in international peer-reviewed journals and advancing English language knowledge skills;
- The experts' team considers that enhancing international profile of the academic staff would contribute to the program sustainability and implementing best practices gained from other universities.

- The library electronic system (KOHA) update would be useful to be completed, as search for academic sources (books, book chapters, academic papers) has been complicated due to the undergoing installation process.

▪ **Brief Overview of the Best Practices (if applicable)[5]**

▪ **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The review panel thanks the university for its detailed comments on the review report. The statements address points of criticism as well as recommendations and suggestions. The review panel acknowledges that the SANGU aims to meet all requirements in the future. However, since at the time of the assessment it is not yet possible to provide any evidence for this, the review panel proposes that all recommendations and suggestions should be kept.

▪ **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

With regard to changes since the last accreditation, the HEI describes in the documents and during the interviews that it has made substantial improvements and eliminated weaknesses. The expert panel acknowledges the efforts and appreciates that the university wants to focus on emerging trends such as "digital diplomacy" and "cyber security". However, these improvements are still being developed, so no final evaluation can be made by the review panel.

The HEI states a revision of the program took place, taking into account the requirements of the NQF, the experience of similar programs of Georgian and foreign universities, the opinions of the labor market and stakeholders, and the results of external and internal quality assessment. In the opinion of the expert group, an improvement is visible; however, opportunities for further improvement are still evident. This is mainly related to the training of students for professional careers.

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[5] A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

III. 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 HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The bachelor's degree program "International Relations" is offered at the university since 2021. However, the program is not a completely new one but the continuation of a program with the former title "International Relations and Regional Development". The renaming was done due to legal requirements.

The HEI states that the following objectives and expectations are inherent to the degree program. First of all, students shall gain comprehensive knowledge of the main principles, processes, concepts, research methods and theories of international relations. Based on that, they shall be enabled to critically perceive current global political events and understand cause-and-effect relationships between international political processes, in particular those, which determine the role and interests of different countries of the world, including Georgia, in global politics. After studying International Relations at St. Andrew the First-Called Georgian University (SANGU), graduates shall be able to manage the political and economic issues of international relations, to be involved in the activities of various public or private, international or local organizations and institutions in terms of international relations. Thus, main fields of employment are intended to be in the Ministry of Foreign Affairs of Georgia; in state and private sectors; in representative offices of international organizations, non-governmental organizations, scientific research centers and educational institutions in Georgia; within representative and executive bodies of regional, local and municipal units of self-government; in editorials for international profiles and mass media.

The program objectives are in principle well-defined, realistic and achievable. Furthermore, they are publicly available and transparent. They take into account the specifics of the field of international relations and correspond to the level of a bachelor's degree program. The objectives reflect what knowledge, skills, and competencies the program is intended to develop in graduates. Through the stated objectives, the HEI visualizes its contribution to the development of the discipline of international relations and to society in Georgia and across the international sphere. The objectives

are in line with SANGU's mission, its goals and the strategy of the two SANGU Schools. Due to the nature of the study program, aspects of internationalization are fully addressed in terms of content and disciplinary scope. However, other parts of the internationalization should be improved. Thus, it is recommended to strengthen practical exchange activities and to bring students in contact with international organizations and networks.

The requirements of the local labor market, and trends and needs of the international labor market are partially taken into account. In order to meet potential labor market needs and demands, it was conducted market research including evaluation of the program by the employers; the self-evaluation report (SER) includes online interviews and describes challenges and opportunities for the program. However, those employers are not the main stakeholders in the field of International Relations and study lacks opinions of international organizations as well as non-governmental organizations and mostly focuses on financial institutions or private commercial companies, it limits the opportunity to provide deep and comprehensive picture of the demands and needs of the labor market. Although meetings with employers are held once a year, as well as job fairs, there is no indication of established mechanism of permanent established communication format with the employers, including formal or informal. On the other hand, as the best practice some of employers mentioned that their suggestions to improve the program were considered by the program administration, for instance strengthening Chinese language classes.

With regard to changes since the last accreditation, the HEI describes in the documents and during the interviews that it has made substantial improvements and eliminated weaknesses. The expert panel acknowledges the efforts and appreciates that the university wants to focus on emerging trends such as "digital diplomacy" and "cyber security". However, these improvements are still being developed, so no final evaluation can be made by the review panel.

Evidence/Indicators

- Evaluation of the program by the employers
- Interviews with the employees
- Interviews with the program administration and quality assurance department
- Self-evaluation report

Recommendations:

- It is recommended to conduct deep and comprehensive evaluation of the labor market's needs and demands, with a more extensive qualitative component and with the targeted audience operation in the field of international relations.
- It is recommended to establish a mechanism of permanent communication with the potential employers (International Organizations, NGOS and Public sector) at least once a year.

Suggestions for the Programme Development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	☐	☒	☐	☐

1.2 Programme Learning Outcomes

➢ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The degree program in "International Relations" is designed to enable graduates to work in a wide range of professional fields that touch on transnational aspects. This includes the diplomatic service as well as international business relations and NGO cooperation. Against this background, SANGU describes eight main learning outcomes to be achieved with the program. SANGU describes the development of program learning outcomes as a collaborative process involving all stakeholders, particularly university staff, students, graduates, and employers.

According to the SER a graduate shows the following competences:

- Outcome 1. Describe theories, principles and concepts of international relations based on the comprehensive knowledge gained while studying at the program.

- Outcome 2. Search for necessary information, documentation and scientific novelties from international databases/libraries to prepare reports and presentations.

- Outcome 3. Identify institutional, political, diplomatic, legal, economic and integration processes in the field of international relations.

- Outcome 4. Analyze challenges in the field of international relations, including cause-and-effect relationships, possible outcomes, and draw reasoned conclusions.

- Outcome 5. Prepare analytical and different types of scientific papers and documents, in both Georgian and foreign languages, including, by means of modern technologies.

- Outcome 6. Participate in discussions of pertinent issues of international politics.

- Outcome 7. Plan continuous professional and career development.

- Outcome 8. Share the ethical norms established in the field of international relations and the responsibility of promoting their spread.

The learning outcomes of the program partly meet the objectives of the program and cover the main sets of knowledge and skills foreseen by the content. Even if the objectives are hard to measure, they

seem to be widely achievable and realistic; moreover, they are in line with the corresponding qualification level of a bachelor's degree program. Based on this, it is expected that students will be able to subsequently complete a master's degree program. In the opinion of the expert group, sufficient references are made to the National Qualifications Framework (NQF). However, weaknesses are seen with regard to the employment requirements for graduates of the program. There are doubts as to whether the learning outcomes enable graduates to meet the requirements of the labor market.

Within the scope of the visit the need for synthesis of theoretical and practical skills, strengthening of written, verbal and practical skills were observed. As confirmed by the interviews, most of the graduates are not employed in their respective field. Although the practical learning component is somewhat included in the syllabus, mostly students' presentations are used for this purpose. Correspondingly, the necessity of modern teaching methodologies, as well as the opportunity for students to acquire analytical, verbal and writing skills necessary for the labor market are limited, which is also confirmed by the student survey document and interviews with the lecturers.

Evidence/Indicators

- Evaluation of the program by the employers
- Interviews with the employees
- Interviews with the program administration and quality assurance department
- Self-evaluation report

Recommendations:

- Based on the specifics of the field and the demands of the labor market, it is important to equip students with practical, written and verbal skills and to implement appropriate actions to strengthen these components, by integrating them into the curriculum and using modern methodologies.

Suggestions for Programme Development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	☐	☒	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The HEI has appropriate mechanism for the evaluation of the learning outcomes, according to its regulations and standards for accreditation. The Quality assurance unit at the university count on fitting procedures for collecting and analyzing data through clear protocols. The evaluation group is suitably organized with members with diverse roles to get comprehensive views. The methods, including direct and indirect mechanisms on a regular basis, are highly appropriate.

Feedback schemes are sufficient and very well crafted. The program has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the program. The scheme of the evaluation includes the relationship between the program's learning outcomes, mandatory courses of the program and the research component. Besides, the following methods of information gathering are utilized for the assessment process: self-evaluation of graduates (how they will evaluate the outcomes they have achieved); assessment of the skills of graduates by employers; grade point average (GPA) of graduates; analysis of the final evaluation of bachelor theses; alumni employment rates.

The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes; the evaluation of the learning outcomes of the programme with the teaching course/research component is supposed to be performed after the completion of the teaching course and the research component. Therefore, consistency and periodicity, as well as the peculiarities of the study area and education level are properly considered. The HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes.

Evidence/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Program development group working minutes
- Assessment of learning outcomes, curricula map
- Interview results

Recommendations:

- none

Suggestions for the Programme Development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	☒	☐	☐	☐

1.4. Structure and Content of Education Programme

➢ The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.

➢ The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The program is designed in accordance with the university's methodology for planning, designing and developing educational programs. In addition, the university ensures that relevant information is available to everyone. Moreover, the program is designed in accordance with the Georgian legislation and the ECTS system. The admission requirements are adequate. The degree program fundamentally takes into account new research findings and modern scientific achievements. However, there is a strong emphasis on historical facts in the course. This is certainly important, but in the opinion of the expert group, it takes up too much space in the training. This is why the content and structure of the study program are not fully in line with the qualification to be acquired. This shortcoming results from the emphasis of the study program in its historical approach to international relations. In the opinion of the expert panel, the content and structure of the study program do not ensure enough uniqueness of the study program. As reviewed, the program provides for the following structure:

- 42 ECTS credits - Faculty Courses;
- 126 ECTS credits – major specialization Courses, which are distributed as follows:
    - 90 credits are assigned to the mandatory courses of the specialty,
    - 12 credits to the bachelor's thesis and
    - 24 credits are given to elective courses.
- 12 ECTS are defined for so-called free credits.
- 60 ECTS credits - students will be able to complete these credits through the elective courses of major program or take subjects offered within the framework of different programs as free credits, or by acquiring an additional (minor) specialization offered by other degree programs of SANGU.

The bachelor's degree program in International Relations courses is designed according to the program requirements. Almost all mandatory courses have 6 credits, which were designed in

accordance with the University educational policy. The foreign language courses on the level B2 have 12 credits. Chinese language and European languages give the same credits and hours and achieve the same level B2. According to the language learning outcomes and competences, oriental languages and among them Chinese language (which is considered as the most difficult language), needs more hours to achieve the level B2 than European languages such as German, French or English.

The structure of the study program is coherent, but regarding the competence profile a goal-oriented education is not fully visible through the course. In particular, practical training components are missing, so that hardly any competencies relevant to the practical world are acquired. The review panel does not consider field trips sufficient to train practical skills. Also, the dominant focus on historical content hardly meets the requirements of a modern education for the field of international relations and the role of non-state actors. The specializations in "digital diplomacy" and "security studies" are currently not yet visible and should be developed more strongly so that a uniqueness of the program becomes apparent.

Evidence/Indicators

- Evaluation of the program by the employers
- Interviews with the employees
- Interviews with the program administration and quality assurance department
- Self-evaluation report

Recommendations:

- It is recommended to develop specializations in "digital diplomacy" and "security studies" as the program mainly focuses on historical knowledge and basic competences international relations.

Suggestions for the programme development

- It is suggested to define/recalculate relevant hours and credits for Chinese language to achieve the learning outcomes.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☐	☒	☐	☐

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the

achievement of the learning outcomes of the programme.

➤ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the SER, in SANGU, the student workload (the distribution of contact hours, hours of independent work, and the amount of learning materials) is be monitored by the Quality Assurance and Strategic Development Department by means of appropriate questionnaires, student surveys and focus groups. The achievement of the course learning outcomes is ensured by the following factors:

- correlation of learning outcomes with the objectives and content of the course,

- teaching and learning, evaluation methodology, appropriately selected contents and volume of required reading and other educational materials, taking into account recent advances and the latest research in the field of international relations.

The achievement of each learning outcome of the course is evaluated by the appropriate evaluation methods and criteria, which are reflected in the relevant syllabi.

The content of each academic course corresponds to the learning outcomes of the subject. However, some imbalance in favor of historical course content is found (please refer the recommendation in 1.4).

The number of credits assigned for each academic course corresponds to the content and learning outcomes of that course; furthermore, the ratio between contact and non-contact hours is adequate and takes into account the specifics of the course. With this in mind, the number of contact hours corresponds to the content and learning outcomes of the subject. Each learning outcome of each academic course is assessed.

Required literature and other teaching and learning materials listed in the syllabi correspond to some extent to the learning outcomes of the course. In the opinion of the review group, it would be preferable if more international literature was included in the module descriptions. In this way, it could be more clearly emphasized that the achievements of the subject also take into account the latest research in the field of international relations. Currently, very basic and classical literature is listed.

The outcome "5" of the program is that the graduator "prepares analytical and different types of scientific papers and documents both Georgian and Foreign languages, including by means of modern technology". In the curriculum, there are courses in foreign languages, but the other specialty mandatory courses offer the literature only in Georgian languages ("History of International Relations", "The Theory of International Relations", "The Comparative Politics", "Social Research Methodology", "International Law). According to some courses syllabi the given literature is old ("International Terrorism" - for example, R. Gachechiladze, The Middle East was last issued in 2018, "Introduction to Political Science" - Heywood Politics has the 2008 edition instead of 2007 offered in the course, Understanding the Political World by James Danziger has the 13th edition dated by 2020,

but in the course the first edition of 1991 is offered; also Comparative Politics by Almond has the 12th edition of 2018, but the course is offering 2004 year publication; Diplomatic Etiquette and the art of Negotiations - Getting to Yes by Roger Fisher and William Ury, Bruce Patton has the last edition in 2011 instead of the edition 1991 which is offered in the course), "History of International Relations", "Theory of International Relations").

In some courses the offered literature is not relevant. For example, in the course "International Terrorism" the journal "The Modern Middle East" N4, 2013 is offered but the articles issued in this journal are not all connected to the terrorism issues.

The course History of Georgian Diplomacy has the literature in Georgian language and the additional literature in Georgian and Russian languages. It would be much more interesting and efficient if the course offers the literature in other European languages too. Also, the course in the schedule misses the issues from 1921 till the end of the XX century (the week 14 to the week 15).

Evidence/Indicators

- Evaluation of the program by the employers
- Interviews with the employees
- Interviews with the program administration and quality assurance department
- Self-evaluation report

Recommendations:

- It is recommended to renew the literature in courses: International Terrorism, Theory of International Relations, International Law, Introduction to Political Science, Diplomatic Etiquette and the art of Negotiations.
- It is recommended to strengthen foreign language competence by adding English language as additional literature in the courses.
- It is recommended to provide the relevant key literature in specialization courses.

Suggestions for the programme development

- The references in the syllabi are suggested to take into consideration more contemporary international literature, as currently mainly very classic reference texts are used.
- To add the issues of the History of Georgian Diplomacy from 1921 to the 1990s.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	☐	☒	☐	☐

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	☐
	Substantially complies with requirements	☒
	Partially complies with requirements	☐
	Does not comply with requirements	☐

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The HEI has the prerequisites for admission to the bachelor's degree program of International Relations which are public, accessible and the admission is carried out according to the Unified National Examinations procedure on the base of the legislation.

Enrollment in the program can also be achieved through the internal or external mobility. The external mobility is organized in accordance with the order N10/N of the Minister of Education and Science of Georgia (dated February 4, 2010) "On the Approval of the Procedure of Movement between Higher Education Institutions". In case of deadlines, additional relevant procedure is determined by the act of the HEI rector and are published on the university's website before the start of the internal mobility. Although, the procedure of enrollment foreign students in the HEI is not described in the documents given by the HEI.

To study English language is mandatory for all students who enroll the bachelor's degree program in International Relations. According to the program description, the level of English language will be defined according to the marks got by the students at the United National Exams. But the mechanism is not descried in the program. In the case of necessity, the testing in English language is held by the languages center of the University to define the level of knowledge.

Evidence/Indicators

- The Self-evaluation report
- Program description
- University website
- Interviews with the heads of the program

Recommendations:

- none

Suggestions for the programme development

- To provide the document describing the concrete procedure for enrollment for foreign students Evaluation
- To describe the procedure of defining the level of English language and dividing the students in different groups.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	☒	☐	☐	☐

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The bachelor's degree program in International Relations is planned in accordance with the University mission, plans and strategic directions. The program was redesigned by the heads of the program. The bachelor's degree program in International Relations consists of 240 ECTS credits. The credits are distributed as follows:

- Faculty Courses - 42 ECTS credits, which consist of courses: Academic Writing, Introduction to Philosophy, Modern Office technologies, English language Proficiency (B2);

- Major Specialization Compulsory Courses - 126 ECTS credits among which 90 ECTS credits are given for the mandatory courses of the specialty (*Introduction in International Relations, Introduction in the political sciences, Diplomatic etiquette and the art of negotiations, International Organizations, Georgian Diplomacy (I, II), Research methodologies in Social Sciences, International Law, History of International Relations (I, II), International Economic Relations, Foreign Policy Analyze, Theory of International Relations, Comparative Politics, Social and Political Phycology*), 12 ECTS credits for the Bachelor's Thesis, 24 ECTS credits for the elective courses such as *EU Foreign Policy, Foreign Policy of Russia, Foreign Policy of Turkey, US Foreign Policy, Foreign Policy of China, Foreign Policy of Georgia, Mass media and International Relations, US and Great Britain special services, Introduction to Analytical Thinking, International Migration, Ethnic and Religious Minorities, Political Culture, National Security and Intelligence, Digital Diplomacy, Political Ideologies, Hybrid Wars,*

International Terrorism, Post-Soviet Transformation in the South Caucasus, NATO role in World Policy, Religion and International Relations, The Far East Foreign Policy, The Middle East Policy, Political Philosophy).

- 12 ECTS credits are defined as free credits to give student the opportunity to choose any course for professional or personal development.

- The student will be able to complete 60 credits from the elective courses of the main specialty or take the courses offered within the various programs from the University or take the minor degree program from other specialties from HEI.

The HEI offers courses in foreign languages such as French, German, and Chinese. The additional European or oriental language was added to the bachelor's degree program in International Relations after the accreditation as an elective course.

The HEI offers only one course in economics - International Economic Relations. During the interviews, heads of the program mentioned that the decision to decrease teaching economics was taken after the feedback from students. The students also mentioned that they had several courses in economics but the content and study issues were the same for each course. So they asked to keep only one course in economics. Though the new program in International Relations which gives students the knowledge and develop relevant skills in this important field on the base only one course, might be not enough and would be better to strengthen economics block.

The bachelor's thesis researches presented by the University miss the part of methodology, a research question or hypothesis. They are written in a descriptive style and how the research was done, what was the methodology, how the methodology was selected and fulfilled according to International Relations specifics requirements, are missed. There is no diversity of reference, several Bachelor thesis researches have only articles and newspaper articles as reference. The strict and detailed guide how to write the Bachelor thesis and what components would be better to take into consideration (for example, a research question, hypothesis, a thesis research design, formatting and standards) will make easier for students to follow the instructions which are necessary for writing research in the field of International Relations.

The HEI has the Scientific Research and development Department and the Public and International Affairs Department. Students and lecturers are regularly informed by the departments about upcoming conferences, workshops, trainings, the departments also provide consultation of students on various topics.

Based on the evaluation report by the employers and interviews with employers during the visit, the satisfaction with the SANGU students' performance is relatively high, although the limited number of employers presented (3) makes difficult to evaluate full picture, also considering the fact that some of them do not have currently employee or intern from the University in their organization. Moreover, applying the theoretical knowledge into the current local or regional political analyses is the least developed skill among the program students. The necessity to improve practical and analytical skills as well as collection of data was highlighted. As for the transferable skills, the strengthening of communication skills was identified.

Based on the students' and alumni's evaluation documents as well as interviews, more discussion opportunities and integration of modern teaching methodologies were stated as the key aspects of the program.

In this program practices or internship are nor obligatory neither optional component nor has no ECTS. Instead of internships daily field trips are incorporated in courses. Though there are separate cases of internships, mostly it is conducted based on personal attempts of the students or is related to the BA thesis writing process (only one such case was observed). For such exceptional cases there is evaluation component by the internship organization supervisor and faculty supervisor.

Although field trips can be considered as a positive aspect of the learning process, it is not sufficient to replace the practical experience gained during internships or practice. Considering the existing model of internship/practice, it is important to strengthen this component and provide students possibility of internships and gain practical experience more effectively

Evidence/Indicators

- The self-evolution report
- Program description
- Program syllabi
- Instructions for the bachelor's thesis preparation, defense and evaluation
- Bachelor Thesis
- Interviews with the university staff
- Interviews with the Employers, as well as with students and alumni;
- Interview with the faculty administration, head of the program, quality assurance department
- Students' Evaluation Document
- Employers' Evaluation Documents
- Practice/ Internship Guidelines
- Memorandum
- Syllabi
- Interview with teaching staff

Recommendations:

- It is recommended to strengthen research component in the program by detailed guides for the Bachelor thesis research, which clarifies the components of the research (a research question/hypothesis/key statement, methodology, literature review etc.).
- It is recommended to establish formal Internship/Practice component and awarding ECTS (preferably 5 to 6) as well as its evaluation mechanism.

Suggestions for the programme development:

- It is suggested to strengthen the teaching of Economic component/issues to give students the skills in this field.
- The HEI is suggested to sign more sectoral memorandum and establish partnerships with relevant non-governmental organizations operating in Georgia in the field, research centers and international organizations

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	☐	☒	☐	☐

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Bachelor's degree program in International Relations is based on properly selected teaching and learning methodology such as reading methods, group work, discussions, verbal method, case study, brainstorming, demonstration method, explanatory method, e-learning method, analyze and collaborative methods, debates etc. The above-mentioned methods are used during the lectures, seminars, homework, midterm, final exams, presentations, essays, and bachelor's thesis. During the selection of teaching-learning methods, the following factors were taken into consideration: the specifics of the bachelor's degree and the level descript established by National Qualification Frameworks.

Teaching-learning methods ensure students' active engagement in the learning process, interaction both between students and staff and students themselves; ensure student participation in the learning process with appropriate autonomy and responsibility, and are aimed at the development of various skills by the student, including critical and analytical skills; Teaching and learning methods of each academic course correspond to the level of education, course/subject content, learning outcomes. If necessary, individual program is created and utilized in accordance with the interest and academic readiness of the student. Though the methods of the student's evaluation are the same in courses (seminars, presentation, paper/essay) and the specifics of the subject are not taken into consideration.

The student's individual study plan is oriented on students needs and includes information about learning components within the program, academic semester, relevant credits, teaching-learning and assessment conditions adapted to the needs and requirements of students' academic preparation. The student's individual study plan is developed in cooperation of the faculty and administrative staff of the HEI.

The student-centered learning is provided by HEI uses several approaches: involvement of students in the process of developing and updated the program, flexible curriculum, efficient use of information technologies, designing individual curriculum for students etc. The student's individual study plan is developed in cooperation with the school and administrative staff of the HEI.

Evidence/Indicators

- Self-Evaluation Report
- Program Description
- Program syllabi
- Bachelor's Thesis's
- Interviews with the heads of the program
- Interviews with academic staff
- Interviews with students and alumni

Recommendations:

- none

Suggestions for the programme development

- It is suggested to diverse the evaluation methods in accordance with the course specifics.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	☒	☐	☐	☐

2.4. Student Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

At the Saint Andrew Georgian University student evaluation is conducted in accordance with established procedures, which is based on order of Minister of Education and Science of Georgia N3, 05. 01.07. It is transparent and complies with existing legislation and expands on each student equally.

For the Bachelor's program of International Relations students evaluation methods and approaches are determined by the level of academic study (Bachelor's degree) and intended learning outcomes of each course. Before the academic semester starts students are introduced with the evaluation system and methods of confirmation knowledge for each academic course, which is introduced by particular lecturer based on the course syllabus. During the academic semesters students regularly get feedback and information about evaluation. For this, the program uses several methods:

1. In classes through oral forms after assignments and abstract presentation discussions.

2. Through Google classroom, Moodle and UMS, written forms.

Students' achievements are assessed by 100-point evaluation system. 100 points include midterm and final evaluation components and final exam is mandatory for each academic course.

The assessment system, according to current law, includes 5 positive evaluations:

- Excellent 91-100 points

- Very Good 81-90 points

- Good 71-80 points

- Satisfactory 61-70 points

- Sufficient 51-60 points

And two types of negative evaluation:

- (FX) Did not pass – 41-50 points, which means that the student needs more work to pass the exam and is given additional examination once with independent work.

- (F) Failed – 40 points or less, means that the work done by student is not enough and the student needs to re-take the course.

The assessment points for minimal knowledge threshold are in accordance to the current law and are 51% out of 100%. Observing each academic course syllabus 40% points are for final exam and 60% of points are for midterm exams.

The points gained at additional examination are final and are reflected in final evaluation of the course. If students at the additional examination accumulated 0-50 point, the student assessment will be (F) Failed.

Final examinations are conducted between 16-19 academic weeks. Additional examination will be held in 5 days after final examination results are known.

The evaluation criteria and assessment system are detailed in each academic course syllabus. Midterm and final exams are held at the examination center, which guarantees transparency and fairness of the evaluation assessments, which equally spreads on every student. For fairness the university guarantees appealing pf the exam evaluations. For this student should appeal to the administration, which creates appealing commission. Appealing system and commission functions according to the procedures which are laid down by Rector's Act.

According to the IR Bachelor's program Bachelor's thesis is one of the learning components and process assessment of the thesis includes types of assessment: 1. Supervisor assessment, 2. Reviewer assessment, 3. Commission assessment. The student can appeal to any type of assessment regarding the grades. The assessment and procedures of the bachelor's thesis defense is represented in the instruction of bachelor's research and defense. The supervisor gives maximum 30 points, the reviewer gives 30 points as well and at the public defense the commission gives maximum 40 points, the points are distributed for particular criteria of thesis for each evaluation parts. The threshold for the master's thesis is 51% of total 100 points. The students' evaluation results and application are analyzed by the university internal assurance systems in order to improve teaching and evaluation process.

Evidence/Indicators

- Self-assessment report
- Program description
- Program syllabi
- University Electronic system UMS
- University webpage (www.sangu.edu.ge)
- Regulation of the Education system
- Statute of examination center
- Instruction of bachelor's thesis research and defense
- Rector's act about evaluation appealing system
- Interviews
- Examination center

Recommendations:

- none

Suggestions for the programme development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☒	☐	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for masters and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant

information and recommendations from those involved in the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Bachelor's program of International Relations at Saint Andrew Georgian University has student support services at various structural units of the University. Students support services are guaranteed by university administration as well as school administration. Students are consulted and guided by both administrational units for following issues: Academic achievements, career development and employment. Students' consultation hours are included in workload of staff involved in implementation of the program.

For students' career and professional development, at the university functions employment and career development division, which is responsible for introducing opportunities like internships, vacancies, different international and local projects. As it was mentioned in self-assessment report, the division is cooperating with Civil Service Bureau and ensures SANGU students at internship streams. As one student mentioned during interview, the division helped to start internship at Jefferson Research Institute.

The basic advantage of the program is the small number of students, which allows the administration, academic staff and invited lecturers to work and consult with individual students, which was proved during the interviews. As students and alumni mentioned they were always able to approach administration, academic staff and invited lecturers for any concern or question and they were ready to help students. SANGU and the School administration takes care of individual students, which was outlined during the interviews with students and the mechanisms of implementing exams: 1. Students mentioned that the academic staff and invited lecturers conducted additional sessions and consultations for those students who missed the classes. 2. The exam implementation system is designed in a way that every student is able to choose individual time for each course exams, which gives students flexibility in time. The support from the administration was outlined during the Covid-19 pandemic, when the classes and exams were done online. Administration was involved in the process of scheduling classes online and for its technical assistance. For students who had technical issues, the online classes were recorded and uploaded on Moodle electronic system.

Since students are enrolled for the bachelor's program, University administration and school administration conducts workshops and seminars to introduce University rules and life to students on following topics: University Electronic Management System, educational programs and syllabus, information about the structure of the program, compulsory and elective subjects. From the beginning students are involved in planning their educational process. But during the interviews, students had the concern about elective courses, because in terms of the program they do not have diversity of choice between learning courses. Additionally, students can get useful and necessary information via university webpage (www.Sangu.edu.ge), university electronic system (UMC). Lecturers for each course introduce to students the information of evaluation system, criteria and course syllabuses as soon as the learning semester starts.

Students get academic feedback on confirmation of knowledge after exams through various platforms: Moodle system, Google Classrooms, UMS in written forms. But students get evaluation orally as well.

Students get information about various international and local projects and programs via UMS University electronic system, university corporate unified emails, SMS messages, social networks as well as personal communications. It seems that students' services are guaranteed in terms of general university administration level, during the visit and based on the presented documents, it is not outlined what specific and special the International Relations bachelor's program is offering to students in terms of students' projects and programs. The connections that University has with some local NGO or Research Institutes institutionalized via memorandums or other formal connections. For instance, with NATO-EU learning center and YATA Georgia, but the projects they offer are local ones. During the interviews students outlined, that they are involved in the local projects, but not in the international academic exchanges or projects.

As for International Relations program, internationalization of the program is necessary, which is main challenge of this program. In past the bachelor's International Relations program of SANGU had only one exchange opportunity in China, but doe to challenges of the pandemic this is posed as well. In general, there is no memorandum with any international University, Institution or organization, which would strengthen the International Relations' program students ties with international community and with peers abroad. For improving and making the program stronger, it is necessary for the program to strengthen international ties with different institutions and organizations, to offer the program students various exchange opportunities.

Evidence/Indicators

- Interviews
- University webpage (www.Sangu.edu.ge)
- Staff workload regulation document
- Memorandums
- Statute of School Humanitarian Sciences and law.
- Statute of the Employment and Career Development division.

Recommendations:

- The program needs to enhance internationalization aspect and give more international experience and opportunities to students, like various exchange programs, conferences and projects.
- The program needs to connect with diverse stakeholders (Institutions, organizations) at the local level in order to give students different opportunities at the local level as well.

Suggestions for Programme Development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student	☐	☒	☐	☐

Consulting and Support Services	

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to masters and doctoral students to perform the scientific-research component successfully.

➢ Within masters and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The standard is not applicable.

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	☐
	Substantially complies with requirements	☒
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➢ Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the 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. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

International Relations BA program staff consists of qualified academic and invited academic personnel, in particular - 1 professor in the field of history, 4 associate professors (1 professor - in the field of Georgian language and literature, 1 associate professor in the field of history, 1 associate

professor in the field of political science, 1 associate professor in the field of psychology). Academic staff members are actively involved in the program both through teaching and as thesis supervisors. They are competent in their respective fields and, as a rule, possess a doctoral degree and/or professional experience in the course(s) they teach. The documents submitted by SANGU contain the sufficient evidence of staff qualifications.

At the same time, we should stress that the International Relations BA program should prioritize increasing the number of academic staff with the academic degree and relevant research interests in the field of political science and its subfields, international relations in particular. This step will contribute in turn to the educational program's sustainability and enhance the achievement of learning outcomes.

Secondly, the teaching load of the academic personnel should be distributed more evenly among the academic staff, as 2-3 professors and associate professors teach multiple courses (5-6) whereas the rest is involved in teaching of rather few courses.

A positive development is that the educational program was updated by two co-heads of the program who have been occupying this position throughout one year. The changes were introduced in accordance with the recommendations from the previous accreditation experts' team. Both co-heads of the program possess the relevant expertise in the field and are qualified to run the educational program smoothly and effectively.

The ratio of the academic and invited staff is adequate to the number of the students being part of the program as well as the number of the administrative and supporting staff which ensure respective services provision. At the same time, while the invited staff comprises 13 members, the accreditation experts' team considers it viable to ensure a proper balance of the academic and invited personnel. The administrative and support staff have appropriate competence, and their number is adequate to the students' needs.

Based on the interviews carried out throughout the accreditation visit and documentation examination, we consider it beneficial for the academic personnel to prioritize publishing in international peer-reviewed journals, which also requires the advanced English language knowledge. The latter turned out to be a considerable issue for most of the academic staff, whereas invited lecturers demonstrated a far more advanced command of English throughout the interviews.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	4	2	2	1
- Professor	1	1	1	1
- Associate Professor	3	1	1	0

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[6] Staff implementing the relevant components of the main field of study
[7] Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Visiting Staff	13	-	8	_
Scientific Staff	-	-	-	_

Evidence/Indicators

- Current semester load of the academic and invited staff;
- List of program staff;
- Lectures and courses distribution;
- International Relations BA program;
- Interviews in the framework of the accreditation visit;
- Responsibilities of program staff.

Recommendations:

- The International Relations BA program should prioritize increasing the number of academic staff with the academic degree and relevant research interests in the field of political science and its subfields, international relations in particular.
- The teaching load of the academic personnel should be distributed more evenly among the academic staff.
- The balance should be ensured of academic and invited staff, which would in turn contribute to the quality of educational program.

Suggestions for Programme Development

- The academic personnel should prioritize publishing in international peer-reviewed journals and advancing English language knowledge skills;

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	☐	☒	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The standard is not applicable.

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

SANGU conducts the evaluation of its academic staff on a regular basis. This also applies to invited lecturers involved in the program. The evaluation of the staff is based on their teaching and research activities. BA students also evaluate them at the end of semester according to special questionnaires developed by the Quality Assurance Office. The Human Resource Department is also involved in systematic evaluation of the employees, while scientific activity of academic staff is performed by the Scientific Research and Development Department. The workload sheet has been used for evaluation of staff performance.

While academic personnel of the University and program in particular participates in local and international events (workshops, conferences etc.), it is suggested for the academic personnel to be actively involved in conferences abroad and other activities to make sure that International Relations BA program has been constantly involved in exchange of experience and best practices with the colleagues abroad.

As for improving skills for administrative and other staff, the workshops were held on Development of the Syllabi and Curriculum, internationalization of higher education etc. The international conferences are held at the university on a regular basis, such as Democracy and modern International Challenges. Overall, the academic and administrative staff development has been one of the key priorities at SANGU, although the experts' team considers that the number of international events participation and advanced international profile of the staff is highly recommended taking into account that SANGU has the budget share that covers participation in relevant research activities.

Evidence/Indicators

- Staff questionnaires and survey outcomes;
- Interviews with the university representatives;
- List of professional development activities;
- Workload scheme;
- Self-assessment report.

Recommendations:

- none

Suggestions for the programme development

- The experts' team considers that enhancing international profile of the academic staff would contribute to the program sustainability and implementing best practices gained from other universities.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	☒	☐	☐	☐

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the self-assessment, as well as the submitted documents and interviews with students, alumni and library stuff, adequate university infrastructure and material-technical resources are available to the students of the program without any impediments to comply with the envisaged learning outcomes.

Mandatory literature and other resources electronic or hard copies are available at the library. We should emphasize impressive cybersecurity infrastructure that ensures timely students' and staff communication regarding the educational process, financial issues etc. The library offers individual and group training session to equip students with necessary skills to navigate in an electronic scientific database; Electronic databases can be accessed from the library of the University: JSTOR; Scopus; ScienceDirect; Clarivate Analytics; SAGE; etc. At the same time, students and graduates mentioned that they do not have access to the databases beyond the university, although they can submit the list of requested sources to the respective library staff and get them to their emails.

During the accreditation visit, experts' team checked the availability of books and other materials through a random selection of readings in the syllabi. All the requested literature was available at the library. We should stress though, that the library electronic system (KOHA) update should be completed, as search for academic sources (books, book chapters, academic papers) has been complicated due to the undergoing installation process.

SANGU is part of the Universities' Consortium which ensures continuous access to the electronic databases. This is confirmed by the agreement with the Consortium submitted in the framework of the accreditation process. Overall, the information about the program's technical and material resources acquired before and throughout the accreditation visit demonstrates full compliance with the designated standard.

Evidence/Indicators

- University Tour;
- Library resources check;
- Self-assessment report;
- Interviews with the administration and program staff representatives.

Recommendations:

- none

Suggestions for the programme development

- The library electronic system (KOHA) update should be completed, as search for academic sources (books, book chapters, academic papers) has been complicated due to the undergoing installation process.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☒	☐	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The International Relations BA program has its own financial plan, which mainly covers the costs for the lecturers' salaries and other issues. According to the 166.425 GEL comprises the program income, whereas the expenses constitute 126.547 GEL (according to the 2023 Budget of the program).

According to the data available in the documentation submitted to the accreditation experts, the largest part of the expenses (roughly 60%) are designated for goods and services such as visiting academic staff, freelancers' reimbursement, thesis supervision-related payments, the university also provides financial support in strengthening its research output and through funding the research visits of the staff (7.263 GEL).

Around 45.806 GEL are designated for other goods and services such as university internal grants for students.

Up to 10% of the expenses are envisaged for purchase of study materials necessary for the educational process.

Overall, the distribution of funds in the program budget ensures its functioning and sustainability.

During the interviews funding for students' projects was not mentioned and based on the program budget it is not considered as well. The program should take care of developing students project management skills and should offer them financial support for student managed projects.

Evidence/Indicators

- Program budget
- Interviews with the university representatives
- IR BA Program
- Self-assessment report

Recommendations:

- none

Suggestions for the programme development

- The current budget is only for student self-governance projects and does not include funding students' independent projects. It would be better if the University will have financial support for students' independent projects and activities.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	☒	☐	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with 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, analyzed and utilized for informed decision making and programme development.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Internal Quality Assurance mechanisms at SANGU are defined by the regulation of the Quality Assurance Office. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring, identify objectives with strategic development and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, programme evaluation is consistent at university and assessment results are generally utilized for programme improvement.

Programme quality assurance is based on the PDCA - "plan –do – check - act" principle. Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of the programme staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is prepared with the involvement of academic and administrative staff. The self-assessment process and relevant task distribution among the working group has ensured to identify the weaknesses and relevant possibilities for future development.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services.

Evidence/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Programme development group working minutes
- Interview results

Recommendations:

- none

Suggestions for the programme development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	☒	☐	☐	☐

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

External quality assurance at SANGU is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews recommendations and suggestions and the findings are introduced to the heads of the programs for further consideration. The QA office ensures compliance of the developments with the received recommendations. Expert panel has been convinced during the site visit, that all previous recommendations concerning the programme has been taken into consideration that significantly has increased the perspectives for the further developments, as well as compliance for the local and international field related tendencies. The programme has been evaluated by the local IR professionals, whose recommendations and evaluation have been considered by the sectoral council of the institution. HEI identifies developmental peer review as priority for further development, therefore, from 2023-2024 academic year piloting a peer review system has been planned.

Evidence/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Program development group working minutes
- Accreditation Council of Higher Educational Institutions, minute N726261, 20.07.2021.
- Interview results

Recommendations:

- none

Suggestions for the programme development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	☒	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

For programme development and service improvement, the QA Office at SANGU ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing strategic visions of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organized. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. Program benefits from the practice of sectoral council, consisting of program heads, representatives of the academic staff implementing the program, students and graduates of the related field, employers, and quality assurance Department representatives. Sectoral council also ensures that the best international practices are considered in the program development process.

The HEI ensures benchmarking for the best available practices to develop a competitive and individual programme. The programme takes into consideration the experiences of the leading universities in the field from US, from the region and from Georgia. Many common courses and features have been observed that affected the elaboration process of the program, but also considers local Georgian programs, thus, incorporates both, local and international practices and requirements.

Evidence/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Program development group working minutes
- Benchmarking document
- Interview results

Recommendations:

- none

Suggestions for the programme development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	☒	☐	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution: N(N)LE - St. Andrew the First-Called Georgian University of the Patriarchate of Georgia

Name of Higher Education Programme, Level: International Relations, Bachelor

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	☐	☒	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	☒	☐	☐	☐
3. Student Achievements, Individual Work with them	☐	☒	☐	☐
4. Providing Teaching Resources	☒	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	☒	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel
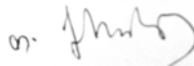
Handke, Stefan

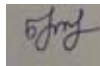Accreditation Expert Panel Members

Alania, Salome

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