



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

## Accreditation Expert Group Report on Higher Education Programme

Preschool Education, bachelor educational programme

LEPL – Akaki Tsereteli State University

Evaluation Date: June 6, 2023

Final Report Submission Date: July 24, 2023

Tbilisi

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### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	LEPL – Akaki Tsereteli State University
Identification Code of Institution	212693049
Type of the Institution	University

### Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Milan Pol, Masaryk University, Czech Republic
Member (Name, Surname, HEI/Organisation, Country)	Khatuna Dolidze, Ilia State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ketevan Todadze, Ilia State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ia Natsvlshvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Javakhishvili, Ivane Javakhishvili Tbilisi State University, Georgia

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<sup>1</sup> 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 recognised in accordance with the legislation of a foreign country.

## I. Information on the education programme

Name of Higher Education Programme (in Georgian)	Preschool Education
Name of Higher Education Programme (in English)	Preschool Education
Level of Higher Education	Bachelor
Qualification to be Awarded <sup>2</sup>	Sixth
Name and Code of the Detailed Field	Training of Preschool Teachers 0112
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
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)	

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<sup>2</sup> 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.

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

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## II. Accreditation Report Executive Summary

### ✦ General Information on Education Programme<sup>4</sup>

This newly proposed programme is a response to external developments, namely the professional standard of “Educator-Teacher” (resolution of the Government No. 478), according to which an educator-teacher must have a bachelor’s degree in the field of Preschool Education. Akaki Tsereteli State University (ATSU) has prepared the programme proposal which is based on the knowledge of similar programmes in Georgia and abroad. This 4-year programme (240 credits) consists of several main blocks: compulsory free component’s courses (40 credits), compulsory courses respective to the main field of study (100 credits), practices established by field characteristics (40 credits), elective courses respective to the main field of study (60 credits). Staffing of the programme is ensured well, the same can be said about other resources needed to realize the programme. If accredited, the programme is planned to be started in 2023.

### ✦ Overview of the Accreditation Site Visit

The site visit was held on June 6, 2023. Prior to the site visit, the panel and the NCEQE representatives communicated about the programme and also about the process of the joint work several times. The very coordination meeting was organized the day before the site visit. During the site visit, the panel had a chance to conduct interview sessions with the rector and his team, with the team that prepared the Self-evaluation Report (SER), with the head of the programme, with academic staff as well as invited staff, with students of a related programme, with alumni of a related programme, with employers, and with quality assurance (QA) representatives. Also, the panel had a chance to see the facility prepared for the programme realization. All of this enabled the panel to evaluate the programme. The panel benefited from a very effective support provided by the NCEQE representatives; the chair of the panel benefited from a very good interpretation provided to him.

- Brief Overview of Education Programme Compliance with the Standards

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<sup>4</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

The programme complies with requirements in case of standards 2-5; in case of standard 1 it substantially complies with requirements.

#### Recommendations

- ✦ Make sure the programme clearly reflects international experience of preschool education and provides available chances to students and the staff to gain relevant international experience via different possibilities of internationalization (incl. mobilities etc.).
  - ✦ Make sure there is an intensive collaboration of all relevant stakeholders in the development and further work with learning outcomes of the programme.
  - ✦ Make sure alumni will be involved in providing the data about the programme and its learning outcomes.
  - ✦ Make sure benchmarks for evaluation of learning outcomes are clearly defined and worked with in relation to all learning outcomes.
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- ✦ Make sure key stakeholders are sufficiently familiarized with the way learning outcomes are evaluated.
  - ✦ Make sure the content of the programme effectively considers the need for graduates to successfully act as professionals in a multilingual educational environment, being competent enough to use action research when appropriate.
  - ✦ Change the prerequisite for the „Child development“ course is „General psychology“, which is not a mandatory elective in this programme.
  - ✦ Make sure all syllabi of the proposed programme strengthen alignment with current research and best practices of preschool education, they are in all cases clearly focused on the theme of the courses, and their assessment methods are clear and adequate. Make necessary changes in syllabi of “Introduction to Modern Thinking”, “Inclusive Education”, “Family and Community Collaboration, Positive Parenting”, and review the other syllabi accordingly.
  - ✦ Make sure the practical component is an effective opportunity for student engagement and participation.
  - ✦ Make sure all syllabi clearly indicate the list of obligatory and of recommended literature (and other learning resources), and the enlisted of study resources are realistic as for the volume, and available to every student.
  - ✦ We recommend that the first instance for appellation is the teaching staff member whose grade is being appealed, and the teaching staff members themselves have a chance to change the grades via appellation.
  - Develop a comprehensive plan that focuses on enhancing the expertise of the academic staff involved in implementing the programme, with a specific emphasis on early education. This plan should encompass a range of strategies, including providing professional development opportunities, organizing workshops, and conducting training sessions.

- In order to ensure the programme's high quality, it is crucial to have dedicated personnel who specialize exclusively in early education. Additionally, inviting doctoral students and young professionals who are deeply committed to this field and can contribute to its advancement would be highly advantageous.

#### ✦ Suggestions for Programme Development

- Consider possibilities to clearly state the proportion between direct teaching and independent work of the students.
- Consider possibilities to clearly state the proportion between students' individual work and their chances to cooperate with other students.
- The university should choose qualified personnel as mentors in kindergartens. In case there is shortage of such people we suggest organizing trainings or workshops for prospective mentors, and also retraining the key personnel on practice sites.
- The practical component of the programme is quite large, but the bigger share of it is so-called passive practice, observation and reflection. It should be more beneficial for students if they had more hands-on practice with participation in actual activities.
- Make assessment system a bit more flexible. Give teaching staff members more independence when choosing evaluation methods for their courses.
- The ATSU should inform students more effectively about the services and opportunities available to them, including, but not limited to, consultation hours with academic staff and the student self-government.

#### ✦ Brief Overview of the Best Practices (if applicable)<sup>5</sup>

N/A

#### ✦ Information on Sharing or Not Sharing the Argumentative Position of the HEI

LEPL – Akaki Tsereteli State University informed that it presents argumentative position on "Preschool Education" BA, Educational Programme at the Accreditation Council meeting. In accordance with this letter, we present the final conclusion without changes.

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

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

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### III. Compliance of the Programme with Accreditation Standards

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#### 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.

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

Programme objectives, as formulated in the programme proposal, are clear, realistic and achievable. They are relevant for the preschool education field, and also for the bachelor level of the study programme. In concrete, the program intends “to train a competitive preschool education specialist with competence corresponding to the requirements of Georgian legislation and international standards, who is expected to know the specifics of the profession and duties to be performed; be

the carrier of civic consciousness and principles; be focused on the continuous professional growth; take care of the holistic development of the child; use child-oriented approaches, teaching theories, methods, and be able to make relevant and correct decisions within his/her competence, which will lead to eliminating the shortage of specialists in Preschool Education in the region.“ (SER, p. 7)

The program proposal concretely reflects what knowledge, skills and competences the graduate should obtain. These knowledge, skills and competences are concretely described and together they can be viewed as a relatively complex set of relevant qualities relevant for context of preschool education. Consequently, the programme has a potential to contribute to the development of preschool education and the society at large.

Programme objectives are in agreement with the mission of the ATSU in which the ambition to ensure high-quality education and research activities, to promote the personal development of students, and education of professionals and leaders is pointed out.

This can also be said the programme proposal (and its objectives) reflects the labor market needs, mainly pointing at the region and its needs.

The programme proposal claims three similar programmes serve as an inspiration (two from Australia, one from Philippines), more detailed elaboration about what concretely is interesting and stimulating in these programmes for the programme proposed, why, and how this was projected into the programme proposal is missing, though. Overall, this can be said that main issue of internationalization of the programme proposed should be paid more attention to.

The interviews during the site visit confirmed the programme objectives are shared by those who are planned to be involved in the programme.

Evidences/Indicators

- Self-evaluation report (SER) ○ Interviews
- Curriculum of the programme

Recommendations:

- Make sure the programme clearly reflects international experience of preschool education and provides available chances to students and the staff to gain relevant international experience via different possibilities of internationalization (incl. mobilities etc.).

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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.

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

The learning outcomes of the programme are elaborated in the structure “Knowledge and understanding”, “Skills”, and “Responsibility and autonomy”. Each of these blocks is then worked out in detail, covering main qualities/outcomes the graduate of the programme should have. In concrete, the “Knowledge and understanding” focuses especially of features of preschool education, child development, methods of working with the child, management strategies, and strategies of cooperation with colleagues and parents and other specialists/community. The “Skills” block then elaborates the above-mentioned knowledge and understanding to the practical level of the use by implementing the skills needed. The block called “Responsibility and autonomy” emphasizes the qualities of the graduate that relate to the community, establishing the educational environment, planning and realizing continuous professional development, ethical behavior conduct, creating inclusive educational practice based on equality and social justice. This way, this can be said, the learning outcomes logically relate to each other not only on the level of the three blocks (Knowledge and understanding – Skills – Autonomy and responsibility), but they are also logically inter-related within these individual blocks. As such, learning outcomes of the programme can be viewed as solidly elaborated, they have a potential to serve the programme realization. The learning outcomes correspond with the aims of the programme and cover main qualities the student/graduate should obtain.

The learning outcomes of the programme proposed seem to be achievable, realistic and in some extent measurable, too, they can be viewed as consistent with the chosen level of qualification (bachelor's degree), and the qualification to be awarded.

The learning outcomes are based on the descriptor of the sixth level of the sectoral benchmarks based on National Qualifications Framework and Study Field Classifier. Also, they are consistent with employment demands of programme graduates, and they should enable graduates to continue their education onto the next level of education, if available. It also appears the learning outcomes of the programme are consistent with the specifics of the field of study and labor market demands.

During the interviews it was proven the learning outcomes were in some extent developed as a collaborative process with a certain level of involvement of stakeholders' representatives. This collaborative dimension of the learning outcomes development has a potential for improvement, it seems (in the direction towards more intensive collaboration of key stakeholders).

Similarly, representatives of the stakeholders showed a different level of awareness about the learning outcomes of the programme proposed.

#### Evidences/Indicators

- Self-evaluation report ○ Interviews
- Curriculum of the programme

#### Recommendations:

- Make sure there is an intensive collaboration of all relevant stakeholders in the development and further work with learning outcomes of the programme.

#### Suggestions for Programme Development

- None

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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 ATSU informed about an evaluation mechanism of the programme learning outcomes. This mechanism can be assumed as a consistent and transparent evaluation with the required periodicity. It consists of collection and analysis of the programme-relevant data, attending lectures and practical classes (teaching observation), analysis of student satisfaction with the educational process, consideration of employers' expectations. This way, both direct, and indirect evaluation methods are considered for use. Based on these data, the programme providers intent to develop the programme further. Since the programme is submitted for accreditation (new programme), all the evaluation is on the level of planning at the moment, though. This is expected that this evaluation mechanism will be more concretely specified in the course of programme realization (if accredited), namely in relation to the ways of working with the student feedback, and in some extent perhaps also to the ways of assessing the staff performance.

This can be assumed the evaluation mechanism reflects specifics of the field of study and the level of education.

The way of collecting of and further work with the data from employers is also planned in some extent; alumni's engagement was not indicated.

The programme benchmarks for each learning outcome are indicated in some extent, including the learning outcomes evaluation.

The interviews conducted during the site visit showed that the teaching staff are familiar with the methods of evaluation of learning outcomes. The staff implementing the programme has proven they are getting some assistance in the development of skills that are necessary for the work with learning outcomes.

Stakeholders seem to be familiarized with the evaluation of learning outcomes in some extent, it appeared at the interviews conducted during the site visit.

Evidences/Indicators

- Self-evaluation report ○ Interviews
- Curriculum of the programme

Recommendations:

- Make sure alumni will be involved in providing the data about the programme and its learning outcomes.
- Make sure benchmarks for evaluation of learning outcomes are clearly defined and worked with in relation to all learning outcomes.
- Make sure key stakeholders are sufficiently familiarized with the way learning outcomes are evaluated.

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

This can be confirmed that the programme proposed is designed in accordance with the ATSU's methodology for planning, designing and developing of educational programs. In concrete, the development of the programme was done with regard to Quality Assurance Policy – EP – QA that has been in force at the ATSU since several years. And this includes planning, designing, and developing of educational programmes.

In principle, the content, volume and complexity of the programme proposed are corresponding to the learning cycle. Also, the programme is designed in accordance with the legislation of Georgia, and ECTS (European Credit Transfer and Accumulation System).

The content and structure of the programme can be viewed as ensuring the individuality of the programme; they seem to be consistent with the qualification to be awarded and they seem to have a potential to ensure the achievement of programme learning outcomes.

The programme structure is in principle clear, and it is logically built, on the level of subjects/courses and the semesters, one can see the internal gradation within the curriculum of the programme. The links between individual courses/elements of the curriculum and individual learning outcomes are clearly stated in the curriculum map. The practical components are spread across the whole programme (five courses), and they also provide a certain gradation in the course of time. At the same time, there is a potential for improvement. According to the BA Benchmarks on early education, it is essential for students to develop specific competences in action research and multilingual teaching methods within the early childhood education setting. The proposed curriculum would deserve addressing these issues more explicitly.

Also, it is not fully clear how the equilibrium between direct teaching and independent work of the students is ensured. And this is not explicitly described where are the student possibilities to cooperate on the one hand, and to work individually, on the other hand.

Admission preconditions to the next component are mostly adequate. Yet, the prerequisite for the „Child development“ course is „General psychology“, which is not a mandatory elective in this programme. This needs to be changed.

The teaching methods mostly seem to be planned adequately, the same can be said about the assessment arrangements.

The programme considers new research findings in the field. Content of the programme is also – in some extent – envisaging key issues of internationalization. Here as well, improvements are possible, similarly to what was already mentioned in the section 1.1 of this report.

The programme development appears to be a collaborative process in some extent with key role of insiders (staff of the ATSU) and some participation of other stakeholders.

ATSU ensures the information about all its programmes is publicized and available, and this will concern this programme too, if accredited.

#### Evidences/Indicators

- Self-evaluation report
- Interviews
- Curriculum of the programme

#### Recommendations:

- Make sure the content of the programme effectively considers the need for graduates to successfully act as professionals in a multilingual educational environment, being competent enough to use action research when appropriate.
- Change the prerequisite for the „Child development“ course is „General psychology“, which is not a mandatory elective in this programme.

#### Suggestions for the programme development

- Consider possibilities to clearly state the proportion between direct teaching and independent work of the students.
- Consider possibilities to clearly state the proportion between students' individual work and their chances to cooperate with other students.

#### 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

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

Overall, the content of individual courses/subjects is in line with the learning outcomes of the whole programme. The ECTS allocation for individual courses seems to be well thought over. Except of internships (practice), they have the allocation of five credits, and assumed workload of the students seems to be adequate. Also, the learning outcomes of individual courses/subjects mostly seem to be in a positive relation with the learning outcomes of the whole programme, as stated in the programme proposal.

Some syllabi should strengthen alignment with early education and related issues, though. This includes adjustment of the study literature and assessment methods in some cases, too. For instance, in the syllabus "Introduction to Modern Thinking," one of the student activity assessments is a role play. However, it is unclear how this assessment method relates to the topic. In the „Inclusive Education“ syllabus, the skills that students are expected to develop are solely related to parenting, rather than inclusive education. The goals of the "Family and Community Collaboration, Positive Parenting" syllabus do not mention family and community involvement and collaboration at all.

The literature provided in the „Coaching“ needs to be more relevant to the topic.

As for the practical component, this could perhaps give students more opportunities for engagement and participation in practice, as in current proposal a significant amount of time is spent on activities such as familiarizing with documentation and observing the environment.

As concerns the study materials, the basis resources are in place. Yet some of them are in Georgian language, some in English which raises a question of viability. The panel is aware of objective difficulties in obtaining some study resources in Georgian language, and it acknowledges the efforts of the institution to prepare a sufficient number of study materials in Georgian language to support students' learning.

Also, in some cases there is a high number of items (study literature) stated in the syllabi – a clearer message to the students would be beneficial.

### Evidences/Indicators

○ Component evidences/indicators, including the relevant documents and interview results  
Recommendations:

- Make sure all syllabi of the proposed programme strengthen alignment with current research and best practices of preschool education, are in all cases clearly focused on the theme of the courses, and their assessment methods are clear and adequate. Make necessary changes in syllabi of “Introduction to Modern Thinking”, “Inclusive Education”, “Family

and Community Collaboration, Positive Parenting”, and review the other syllabi accordingly.

- Make sure the practical component is an effective opportunity for student engagement and participation.
- Make sure all syllabi clearly indicate the list of obligatory and of recommended literature (and other learning resources), and the enlisted of study resources are realistic as for the volume, and available to every student.

Suggestions for the programme development

None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational learning programme objectives, compliance and their outcomes with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 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.

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

The prerequisites for admission to the programme are set according to the legislation of Georgia. To be granted student status, the applicant must present a certificate of completion of secondary education as well as proof of passing the Unified National Examinations. Akaki Tsereteli State University has established the Procedure for Initiating, Planning and Approving Educational Programmes.

The university maintains a Catalogue of Educational Programmes, which is available online at the university website [www.atsu.edu.ge](http://www.atsu.edu.ge). It offers information on the admission requirements. Because the program is new, information on the Preschool Education Bachelor Educational programme is not currently available in the catalogue. It will be listed in the catalogue and on the website of the Faculty of Education. The National Assessment and Examination Center (NAEC) also publishes the programme's admission requirements in its yearly updated "Applicant Guide" information.

The study process is governed by regulations, which also outline the requirements for admission to Akaki Tsereteli State University for both Georgian and non-Georgian citizens, as well as guidelines for student mobility. Foreign citizens who have finished full general education or an education equivalent in a foreign country are allowed to earn student status without taking the unified national exams, according to the guidelines established by Georgia's Ministry of Education and Science. Students from other higher education institutions may be admitted to the programme based on the University's student mobility policies and mobility rules, which are in accordance with Georgian legislation.

In order to inform potential applicants, the institution hosts informational meetings in educational resource centers as well as public and private schools. Every year, the ATSU organizes an "Open Day" to disseminate information. Representatives from the Faculty of Education meet with interested parties and provide them with essential information during this period.

Evidences/Indicators

- Preschool Education, Bachelor Educational Programme ○ EP-QA 1.1 Procedure for Initiating, Planning and Approving Educational Programs (Resolution #49 (17/18)) ○ Student

mobility rules and procedures ○ University website [www.atsu.edu.ge](http://www.atsu.edu.ge) ○ Programme self-evaluation document Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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 development of students' research and practical skills is crucial to the programme curriculum. There are several courses in the programme contributing to achieving these skills. In order to build research abilities students of the educational programme will be involved in the research projects developed by the academic staff implementing the programme in accordance with their areas of interest.

Each syllabus includes 1-2 lecture hours and 1-2 practical work hours every week. These practical work hours require students to complete projects and activities in groups or individually.

The practice component aids in the development of practical skills. The practice component will assist students in developing practical abilities that correlate to a theoretical understanding of

preschool education. Along with the development of practical abilities, the practice component will allow the student to explore the difficulties confronting preschool education, as well as plan and carry out relevant activities.

The university and the Kutaisi Kindergarten-Nursery Union have signed a memorandum and are ready to collaborate and provide the students research projects and practical activities. As evidenced by the interviews, the stakeholders are actively engaged in considering prospective practical activities. The Kutaisi Kindergarten-Nursery Union actively participated in planning the student practice. They slightly changed the proposed topics for practice (for example, they added the parent involvement topic), and they also had some suggestions regarding practice structure (namely, they suggested including practice activities for all age groups of children). This was confirmed throughout the stakeholder interviews. The faculty members mentioned during the interviews that they already cooperate with kindergartens in the framework of the caregivers' vocational education programme, but they plan to expand cooperation with kindergartens for this programme. Currently, the vocational education programme students have a good choice for a field practice in the whole Imereti region because Kutaisi Kindergarten-Nursery Union covers the whole region of West Georgia. It includes 40 public kindergartens, and there are also several private kindergartens available for student practice. The students from different regions of west Georgia will be given the opportunity to have field practice in their regions. The students will have mentors in kindergarten sites, and the university plans to reimburse these mentors, and also ensure their participation in university conferences.

The real challenge is the readiness in kindergartens, though. At present, they do not have mentors, and it won't be easy to find so many qualified personnel for mentor positions. They will have to agree on the criteria first. The Kindergarten-Nursery Union offers help in defining the criteria and choosing the right people. Also, it is necessary to have good communication with the directors and ensure their engagement. During the interviews, one of the kindergarten directors mentioned that she is interested in cooperation with the university, and even plans to become a PhD student here.

The practical component of the programme is quite broad. It is made up of the following courses: "Introductory practical training – 1", 5 credits, "Introductory practical training – 2", 4 credits, "Professional practice – 1", 10 credits, "Professional practice – 2", 10 credits, and "Professional

practice – 1”, 10 credits. The majority of the practical tasks in these syllabi consist of observing, planning, and participating in kindergarten celebration preparations.

Students must actually accomplish the activities, make detailed plans, and gather resources for their activities from weeks 9 through 16 of the course “Professional Practice - 3.” As a result, they will have personal experience working in actual circumstances. The recommendation for possible improvement is stated in the chapter 1.5 of this report.

Evidences/Indicators

- Preschool Education, Bachelor Educational Programme ○ Programme self-evaluation document ○ Interview with people involved in the development and implementation of the programme
- Interview with stakeholders. Recommendations:
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Suggestions for the programme development

- The university should choose qualified personnel as mentors in kindergartens. In case there is shortage of such people we suggest organizing trainings or workshops for prospective mentors, and also retraining the key personnel on practice sites.
- The practical component of the programme is quite large, but the bigger share of it is so-called passive practice, observation and reflection. It should be more beneficial for students if they had more handson practice with participation in actual activities.

Evaluation

Please, evaluate the compliance of the programme with the component

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 programme is implemented using student-centered teaching and learning methods. The majority of syllabi include interactive teaching methods that ensure student participation. Different

syllabi do not usually employ the same teaching and learning techniques. When selecting the teaching methods, course learning outcomes and material are taken into consideration. The lecturer has the academic freedom to select the methods and activities necessary to achieve the learning outcomes.

The syllabi provide opportunities to students for critical thinking, problem-solving, and analytical skill development. The teaching methods align with these objectives and encourage students to think critically and analyze information. Each course uses a variety of teaching methods and activities, including projects, situational task/case analyses, role-playing and simulation games, presentations, brainstorming, discussions/debates, jigsaw, group and individual work, observation, a reflection of practice, and other activities. These methods promote students to ask questions, engage in discussions, collaborate with their peers. They require that students apply their knowledge, think critically, or analyze information rather than rely solely on memorization of facts. During the interviews, students told us they have control over their learning, and they feel responsible for their progress. The students gave feedback that they find projects and group presentations most effective for their active involvement and skill development. The academic staff interviews confirmed students are given autonomy to make decisions. The professors said they encourage and facilitate student participation, autonomy, and responsibility in the learning process.

The methods described above are mostly student-centered and correspond to the course content and learning outcomes. They foster student participation, autonomy and responsibility while targeting the development of various skills, including critical and analytical skills.

Evidences/Indicators

- Preschool Education, Bachelor Educational Programme
- Syllabi
- Programme self-evaluation document
- Interviews with academic staff, students, graduates

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 2.4. Student Evaluation

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

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

Each syllabus for the programme provides a description of the evaluation system and form that will be used; the teaching methods are made explicit and are suited to the course learning outcomes. The learning outcomes and accomplishments of students are evaluated in line with the evaluation system approved by Order No. 3 of the Minister of Education and Science of Georgia dated January 5, 2007, Order No. 102/N of August 18, 2016, and Order No. 105/N of December 29, 2021.

The selection of student evaluation methods within the educational programme is based on the capacity to measure the student's knowledge and skills. The educational programme comprises two types of assessments: ongoing and final, the sum of which represents the final assessment (100 points). The assessment component includes a variety of assessment methods including tests, essays, presentations, discussions, and the completion of practical and theoretical assignments.

The assessment system at Akaki Tsereteli State University consists of the following components: The midterm evaluation accounts for 60 points of the total evaluation score (100 points). Midterm Evaluation includes student activity during the semester (which in turn includes several assessment components) - not more than 30 points, and the midterm exam - not more than 30 points. The Final exam is 40 points.

Each professor selects how to allocate the points according to the components, based on the different activities and the specifics of the subject, but only within the aforementioned limits. Even if the

professor feels that their course needs a different type of assessment, they cannot change the assessment system. One of the professors said during the interviews that they wanted to incorporate student projects in the assessment, but they could not fit it in. Therefore, we think assessment system should be made more flexible, and more adapted to individual courses' needs.

The evaluation system allows for five different positive evaluations:

- a) (A) Excellent - 91-100 evaluation points;
- b) (B) Very good - 81-90 points;
- c) (C) Good - 71-80 points;
- d) (D) Satisfactory - 61-70 points;
- e) (E) Acceptable - 51-60 points. There are two types of failing grades:
- f) (FX) Student could not pass the examination - maximum grade 41-50 - student is entitled to one retake of the exam;
- g) (F) Failed - maximum grade of 40 points or less - student must retake the course.

For knowledge assessment, transparent procedures, criteria, and forms are employed. They are presented to the students at the information session and the first lecture. After this presentation, the students are given both hard copies and electronic versions of the syllabi which include detailed information on the assessment.

Although attendance is not graded in the syllabi, activity evaluation was a component of the assessment. This element assesses how engaged the students are in class and how frequently they contribute to discussions.

Akaki Tsereteli State University has a procedure for appealing an assessment. If a student disagrees with the grade they received on the semester final exam, they have the right, under Academic Council Resolution No. 9 (17/18) of November 10, 2017, to appeal to the deputy rector and the dean of the relevant faculty within one week of the official publication of the results and request a revision of the results. The appeal committee will consider the student's appeal. The appeals committee has the authority to either keep or change the student's grade (but not for the worse). Students actively use their chances to appeal. However, the number of student appeals is very large. Only last year there were more than 1000 student appeals. This number is so large due to the fact that the lecturers cannot change the grades they already assigned. Even if they agree with the student that the grade should be changed, they can't make changes themselves. If the teaching staff

members themselves could change the grade the total number of formal appeals would be less, and the whole procedure would be less time-consuming.

#### Evidences/Indicators

- Interview with the students
- Syllabi
- Educational Programme
- Resolution No. 9 (17/18) of the Academic Council of ATSU dated November 10, 2017 on the procedure for appealing exams.

#### Recommendations:

- We recommend that the first instance for appellation is the teaching staff member whose grade is being appealed, and the teaching staff members themselves have a chance to change the grades via appellation.

#### Suggestions for the programme development

- Make assessment system a bit more flexible. Give teaching staff members more independence when choosing evaluation methods for their courses.

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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### 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 master's and doctoral students.

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#### 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.

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

Based on the self-evaluation report of the educational programme submitted for accreditation of the Bachelor Programme of Preschool Education of Akaki Tsereteli State University (hereinafter - the programme), other documents and information obtained as a result of the accreditation visit, it is determined that students receive appropriate support for planning the educational process, improving academic achievements and career development from the staff and by structural units of the institution.

The Akaki Tsereteli State University has a supporting structural subdivision Student Support and Development Service, the purpose of which is to provide student services in different directions and to contribute to the formation/development of a comfortable student environment at the university and the improvement of the student-centered learning/teaching process.

The Student Support and Development Service includes directions such as: an electronic system of document circulation of student statements; promotion of career development of students; ombudsman; student psychotherapist; network of the ATSU graduates, whose functions are written in the regulations of the Service.

At Akaki Tsereteli State University, there are support services for students, such as administrative registration, registration for comprehensive study courses, provision of social advice and assistance (benefits for large families, disabled persons), and recreation services (sports, arts, etc.).

For the first and second years, students of the educational programmes operating at the faculty, group curators (from the academic staff implementing the program) are elected, whose main task is to correctly orient the student to the educational process, the educational programme, and promote the intellectual development of the student. Also, The Student Support and Development Service selects tutors (students) through a competition, who are competent in issues of educational process management and have the ability to work with students.

Within the framework of student services (both academic and extracurricular), all interested persons are provided with information and are pointed in the direction of the necessary issues surrounding

student life activities. Students have an orientation meeting before the start of their studies, where they are provided with basic information about study programs. Faculty administration and quality assurance services permanently provide necessary information to students, which allows them to plan the learning process and achieve appropriate learning outcomes.

Informing students about international projects, events, exchange programmes, summer schools, conferences, and mobility, together with the administration of the faculty and the head of the program, is led by the Foreign Relations and Development Service, which searches for and processes information from higher education institutions, scientific-research institutions of different countries, About the proposals of various organizations interested in cooperation to involve students, academic, scientific and administrative personnel in short-term and long-term projects. Based on the obtained information, memorandums of cooperation are prepared and the participation of students, academic, scientific, and administrative personnel in various international activities is planned. To involve students in international exchange programmes, the Foreign Relations and Development Service conducts periodic information meetings, and individual consultations are held with students interested in mobility.

According to the consultation timetable with the academic, and invited staff, the student can talk to the teaching staff about interesting, and problematic issues. Interviews with academic and invited staff confirmed their willingness to respond to students' needs outside of contact hours and to provide mentorship in both academic work and participation in extracurricular projects.

Constant communication between the lecturer and the student is ensured through corporate mail. A special internal university electronic portal is used to reflect the evaluations and to inform students from the side of professors and administration.

The student self-government of Akaki Tsereteli State University protects the rights of students and represents their interests in the university management bodies, as well as promotes the rapprochement of students of different nationalities, and the presentation of their cultures within the university.

Interviews with students and graduates during the accreditation visit revealed that students are well aware of the opportunities available in terms of curriculum planning, academic achievement improvement, and employment opportunities. However, some of the students wish the university to be more active in providing information about the role and functions of student self-government. In addition, it was noted that although consultation with lecturers is freely available to students, some of them do not have information on a specifically defined schedule and use the possibility of consultation based on personal agreement. Thus, although students are still able to use these services, it would be better for the university to find more effective ways to inform students about these issues.

The library of ATSU is responsible for the student's awareness of the library's resources (how to use the library, working with catalogs, electronic services, and international scientific databases).

If necessary, an individual work schedule is created for the student. The head of the programme and the specialist of the field department help students in planning and organizing individual consultations.

The university has developed a social assistance system, which provides for a certain reduction of tuition fees for socially vulnerable students. Various sports and cultural events are held under the auspices of the ATSU, where every student is entitled to participate. It is possible to draw up individual study schedules for students with different special needs, which ensures the integration of these students into the educational process and university activities.

#### Evidences/Indicators

- BA programme;
- Self-evaluation report;
- Interview with the self-evaluation team;
- Interview with quality assurance service;
- Interview with the head of the programme;
- Interview with students and graduates of the related programme;
- Interview with the academic and invited staff of the programmes;
- Interview with employers and internship providers;
- Student survey results;
- Memorandum with employers;
- Workload, functions and duties of academic/guest/administrative/support staff, program specialist, persons involved in the program, regulatory act of their job description;
- Resolution of the Academic Council Resolution No. 67 (21/22) 23/07/2022 - on approval of the procedure for obtaining, suspending, terminating, restoring, mobility, qualification and recognition of received education status;
- Resolution No. 61 (21/22) of the Academic Council of June 6, 2022: "Norms of the annual educational and scientific methodical workload of academic staff, emeritus, teachers and specialists invited by contract;
- Student Support and Development Service <https://atsu.edu.ge/index.php/students-serviceinfo>;
- ATSU Tutor <https://atsu.edu.ge/index.php/tutoring-info>;
- Promotion of career development and employment of students and graduates <https://atsu.edu.ge/index.php/carrier-development-info>;
- Resolution of the Academic Council No. 39 (13/14) "On Approval of the Curator's Rights and Duties"
- Resolution of the Academic Council No. 30(17/18) "On the approval of the rules for the development of the student's individual curriculum at the university".
- ATSU website: [www.atsu.edu.ge](http://www.atsu.edu.ge).

#### Recommendations:

- None

#### Suggestions for Programme Development

- The ATSU should inform students more effectively about the services and opportunities available to them, including, but not limited to, consultation hours with academic staff and the student self-government.

#### 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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctoral students to perform the scientific research component successfully.
- Within master's 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

Was not evaluated

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

#### Evidences/Indicators

- None

#### Recommendations:

- None

#### Suggestions for the programme development

- None

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 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

The undergraduate programme in preschool education at ATSU is delivered by academic staff, including 2 professors, 21 associate professors, and 2 assistant professors, along with 29 invited staff members from the Pedagogics Faculty and various other faculties. The selection and appointment of academic and invited staff follow the ATSU rule of selection (Resolution No. 173 of the Representative Council of ATSU, dated February 28, 2018), which outlines the methodology for determining the number of personnel required for ATSU programs. The annual educational and scientific methodological workloads of the academic staff align with the norms approved by the Academic Council (Resolution No. 61 [21/22], dated June 6, 2022) on the annual workload of academic staff, emeritus, teachers, and specialists invited by contract.

There are 25 personnel directly involved in implementing preschool education courses. After analyzing their CVs, personal files, and conducting interviews, it was observed that most of the staff possess expertise in their respective fields that contributes to the relevant components of the main field of study. However, it was noted that their expertise and doctoral degrees (such as in mathematics or arts) were not specifically focused on early education and guiding young children in exploring these subjects. This situation is understandable given that early education has been outside the scope of university education. Some staff members have attended teacher professional development center trainings on methodological issues of early education, as well as UNICEF-supported seminars related to the creation of bachelor's programmes in preschool education. They have also participated in seasonal schools in Batumi on early childhood education. In some cases, these staff members also implement vocational caregiver programs or provide training for preschool teachers. Although these efforts have been made, further strengthening of academic staff in terms of sectoral competencies related to early education is important, especially for courses that cover methodological issues in early education.

It is important to note that courses on early education topics or specific methodological issues are sometimes led by personnel whose qualifications, work experience, or scientific activities are not directly related to early education. While it is positive to have relevant specialists leading courses in various disciplines, it is crucial that these mandatory courses teach approaches and methods in early education related to those specific disciplines. Therefore, it is important to strengthen the academic staff responsible for teaching these courses.

Considering all the aforementioned factors, it is crucial for the university to take critical steps in strengthening the sectoral competencies of the academic staff. The BA Early Education Program plays a vital role in shaping the future of early childhood education and promoting sustainable development in the field. To ensure the programme's high quality and establish a solid foundation for early education, it is important to have dedicated personnel specializing solely in early education. Additionally, inviting doctoral students and young professionals who are committed to this field and can contribute to its advancement would be highly beneficial. This recommendation emphasizes the significance of dedicated personnel and the inclusion of doctoral students and young professionals to enhance the sustainable development of the BA Preschool Education Programme.

It is essential to have core personnel who are exclusively responsible for early education and not involved in other disciplines.

Regarding the academic staff's scientific activities, it was evident from their CVs and interviews that they actively participate in international scientific forums, conferences, and grant projects. Some of the presented topics are related to early education issues, which is encouraging. The university should encourage academic staff to connect their scientific activities with early education.

The program is led by Iagor Balanchivadze, a Doctor of Education and Associate Professor. The qualifications and experience of the programme head meet the requirements for the Bachelor's educational programme in Preschool Education.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>6</sup>	Including the staff holding PhD degree in the sectoral direction <sup>7</sup>	Among them, the affiliated staff
Total number of academic staff	25	20	14	25
- Professor	2	1	1	2
- Associate Professor	21	16	13	21

- Assistant-Professor	2	2	2	2
- Assistant	0	0	0	0
Visiting Staff	29	5	2	–
Scientific Staff	0	0	0	–

#### Evidences/Indicators

- Personal data (CVs) of academic staff implementing educational programmes
- Self-evaluation report
- The list of personnel implementing the educational program with reference to the subject/subjects
- Functions and duties of the head of the program
- Resolution No. 173 of the Representative Council of the ATSU. 28.02.2018. On the methodology of determining the number of academic and guest personnel according to the programs of ATSU

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<sup>6</sup> Staff implementing the relevant components of the main field of study

<sup>7</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Resolution No. 61 (21/22) of the Academic Council of June 6, 2022: "Norms of the annual educational and scientific methodical workload of academic staff, emeritus, teachers and specialists invited by contract"
- Individual workload form.
- Regulations of the Pedagogics Faculty (official instructions)
- Interview results

Recommendations:

- Develop a comprehensive plan that focuses on enhancing the expertise of the academic staff involved in implementing the programme, with a specific emphasis on early education. This plan should encompass a range of strategies, including providing professional development opportunities, organizing workshops, and conducting training sessions.
- In order to ensure the programme's high quality, it is crucial to have dedicated personnel who specialize exclusively in early education. Additionally, inviting doctoral students and young professionals who are deeply committed to this field and can contribute to its advancement would be highly advantageous.

Suggestions for Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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/cosupervisors 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

Was not evaluated.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

#### Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results  
Recommendations:
- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

#### Suggestions for the programme development

- Non-binding suggestions for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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

Staff evaluation is an essential and integral component of ATSU's personnel policy, aiming to facilitate the effective performance of each employee's responsibilities and foster their professional development, which holds particular significance for the academic provision of the programme.

The evaluation of academic staff and teachers is conducted based on the assessment of their educational and scientific-methodical activities, as defined by their individual workload for the academic year. The teaching and methodical work of the academic staff is reviewed by the dean's office of the faculty, the department head, the educational process management service, and the deputy rector. Initially, the head of the department assesses the educational and scientific-methodical activities and records an annual report for each staff member.

The faculty consistently evaluates the staff involved in the programme through a collegial mutual attendance policy, which has been in place since 2017. This evaluation process involves the department head, the program head, and the quality assurance service of the faculty periodically analysing the outcomes of mutual attendance, highlighting strengths and weaknesses in the teaching process. The practice of observing the teaching process through mutual attendance is an integral part of the educational program evaluation procedure. It is employed to improve the educational process, update and enhance existing programs, and ensure their alignment with the evolving educational landscape. The mutual attendance of the academic staff has facilitated the sharing of experiences and their professional development.

Both the academic and visiting staff undergo evaluation through annual workload performance assessments conducted by the department head and faculty dean, as well as through student surveys. The university places significant importance on the professional development of its academic staff, as outlined in its strategy and action plan. Based on the analysis of the information obtained through the aforementioned personnel evaluation mechanisms, the necessary measures for staff development are planned and executed within the university, involving the relevant administrative units.

Since 2011, the Faculty of Education has organized an international scientific methodological conference titled "Actual problems of teaching and upbringing," which brings together active teachers from the city and region in addition to the academic staff. The conference proceedings, containing the reports presented at the conference, are published and accessible in scientific libraries.

The Ministry of Education and Science of Georgia, along with the support of the United Nations Children's Fund, has assisted nine state universities, including Akaki Tsereteli State University, in enhancing staff capacities and providing educational resources for the development of the Bachelor's educational program in Preschool Education.

The Self-Evaluation Report indicates that the university periodically offers various training and retraining courses to the teaching staff to effectively implement educational programmes.

## Evidences/Indicators

- Self-Evaluation Report
- Personal data (CV) of academic staff implementing educational programs
- Educational program evaluation procedure EP-QA 1.2
- Mutual attendance and auditorium performance evaluation policy. Appendix 4- EP-QA 1.2
- Policy and procedures of human resources management at ATSU
- Resolution No. 12(22/23), 29.09.2022 of the Academic Council of the ATSU on encouraging the publication of articles in highly rated scientific journals by the academic staff of the university
- Interview results

## Recommendations:

- None

## Suggestions for the programme development

- Nonet

## Evaluation

Please, evaluate the compliance of the programme with the component

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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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

The university's infrastructure and technical equipment greatly facilitate the attainment of the learning outcomes outlined in the educational program. The 1st, 2nd, 3rd, and 4th educational buildings of ATSU, along with the laboratory of teaching methods of information and communication technologies and the laboratory established through the Tempus grant project, contribute to this. Furthermore, the university library and reading hall, university computer center

auditoriums, ATSU medical post, firefighting facilities, ramps for inclusive students, and the new library are available resources.

The compulsory literature listed in the syllabi and accessible in the ATSU library mainly ensures the fulfillment of the educational programme's learning outcomes. Material, laboratory, information and digital resources are freely available to students and staff. Students are informed about the availability of the resources and know how to utilize them. The staff and students engaged in the programme are provided with appropriate resources when using teaching/learning/assessment methods in the electronic /distance methods in the educational process.

For the Preschool Education BA programme the university has established a practice base through a memorandum of cooperation signed with the Kutaisi City Nursery-Kindergarten Union.

Systematic data collection, processing, and analysis are conducted to evaluate the educational resources and services provided by the university. Surveys of students and teaching staff serve as vital sources of information gathering.

Overall, the university's infrastructure, technical resources, and collaborative partnerships contribute to the effective implementation of the educational program and support the achievement of its learning outcomes.

Evidences/Indicators

- Library, material and technical resources.
- Access to international electronic library databases.
- Correspondence of the book fund in the library with the basic literature specified in the educational programmes.

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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

In order to ensure the programme's material resources and functional infrastructure, a document was developed using an appropriate tool, specifically an Excel file. This file combines and connects various indicators, and guidelines were established for its completion.

The cost of the programme is calculated based on its structure, with separate considerations for the teaching and research components, as well as the practical component. The calculation of the hourly workload of the program follows the principle that 1 credit equals 25 hours.

The workload for the academic year is determined by considering the salaries of the teaching staff and expenses related to practice. Administrative and support staff salaries, utility costs, ATSU stipends, and fees are calculated on a per academic group basis, using the ratio of actual spending volume from previous years to the total number of academic groups.

Infrastructure expenses, laboratory equipment costs, and other expenditures are also calculated per academic group. The specific volumes of these expenses are determined by the faculties based on their respective needs, as reflected in the budget applications submitted by the faculties.

The total cost of the programme includes activities carried out by the faculties using external resources. However, these costs do not affect the determination of the student quota, unless there is a need to finance similar costs from the university budget. It is important to consider additional resources and benefits obtained by the faculties through their own economic activities or commercialization of human and material resources.

To mitigate unforeseen circumstances and minimize their negative impact, a component known as "Risk insurance" is included in the total cost of the program. Currently, this insurance constitutes 10% of the total cost.

These measures help to ensure adequate material provision and infrastructure for the program while accounting for potential risks and uncertainties.

#### Evidences/Indicators

- Resolution No. 175 of the Representative Council of ATSU (principles of justification of financial support of programs)
- Resolution No. 82, 21.12.2021, of the Representative Council of the ATSU, On approval of the budget form of the educational program of the ATSU.
- Educational program budget.

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School and Programme Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

3. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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.

### 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.

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

Processes and mechanisms for quality assurance at ATSU are coordinated by the quality assurance service of the university. The university has developed a number of regulations and frameworks related to the elaboration and development of educational programmes, as well as the procedure for the peer review of educational programmes. The quality assurance system of the ATSU operates with internal and external evaluation tools and uses a cyclical process that includes four main interrelated elements: planning, implementation, evaluation and improvement (PDCA cycle). The internal quality system at the university is based on three main policies: Quality assurance policy of educational programs; Research development policy; Management efficiency improvement policy. The University uses these policies, procedures and regulatory documents for internal quality assurance and monitoring and management of current processes.

The proposals of educational programs were approved and initiated by the Council of Pedagogics Faculty. After that Decision was made on creating a programme self-evaluation team by the Faculty Council. The self-evaluation group consisted of heads of programs, academic and invited personnel, representatives of university/faculty administration and quality assurance office. Programme was developed with engagement of implementing staff. Self-evaluation team discussed activities of standard requirements and recommendations made by the quality assurance office. Internal and external assessment recommendations were introduced and discussed. The self-evaluation group explored the international experience in the field, the requirements of employers, which contributed to the development of program.

The head of the program, the head of the quality assurance service of the Pedagogics Faculty and the head of the quality assurance service of the ATSU held meetings with the responsible persons. Self-evaluation report was prepared with annexes including all activities and collected information in preparation for the accreditation process.

For monitoring and evaluation of the electronic/distance learning process ATSU ensures the adaptation of internal quality assurance mechanisms by integrating questions about the quality of distance learning in the questionnaire of students' satisfaction survey.

### Evidences/Indicators

- Policy of the Quality Assurance Service: Resolution of the Academic Council No. 49 (17/18), 9.02.2018.
- Changes in the policy of the Resolutions of the Academic Council No. 39 (20/21), 15.07.2021 and No. 8 (21/22), 9.11 .2021);
- Programs evaluation report from Quality assurance service of Faculty of Education; ○ Programs evaluations from another faculty of the university; ○ Internal quality assessment

- results and implemented changes;
- External experts' evaluations from other Georgian Institutions of Higher Education;
- External experts' evaluations from foreign Institutions of Higher Education;
- Interviews with the university/faculty administration, heads of programmes, academic and invited personnel and employers;
- Interviews with students and graduates (from related programs);
- Templates of surveys of students, graduates, academic and invited personnel, Survey of employers;
- Results of surveys of students, graduates, personal from related programs;
- Academic/scientific and invited staff teaching evaluation results/course evaluations at the end of the semester (from the related programs);
- Labor market analyses;
- Annual Plan of Quality Assurance Office;
- Annual Reports of Quality Assurance Office;
- Analysis of academic staff performance;
- Minutes of meeting of Department's Staff and Faculty Council;
- Analyses of students' academic performance (from related programs);
- Self-evaluation report of the university.

Recommendations:

None

Suggestions for the programme development

None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2 External Quality Evaluation

Programme utilises 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

In general, accreditation and authorization processes are used by the University for External Selfevaluation: each educational program implemented by the university and program’s self-evaluation report are submitted to the Georgian National Center for Education Quality Enhancement. Besides this Information about the educational programs implemented by the university is also reflected in the authorization self- assessment report. The educational program used the results of surveys of interested parties, external expertise of educational programs, etc. as an external quality assessment.

Undergraduate program has undergone external collegial evaluation in accordance with the quality assurance policies and procedures in effect at ATSU. The comments made by the external experts from other Georgian and foreign Institutions of Higher Education during the external assessment were taken into consideration in the presented programs.

Evidences/Indicators

- Policy of the Quality Assurance Service: Resolution of the Academic Council No. 49 (17/18), 9.02.2018.
- Changes in the policy of the Resolutions of the Academic Council No. 39 (20/21), 15.07.2021 and No. 8 (21/22), 9.11 .2021);
- External experts’ evaluations from other Georgian Institutions of Higher Education; ○ External experts’ evaluations from foreign Institutions of Higher Education; ○ Programs evaluations from another faculty of the university; ○ Interviews with the university/faculty administration, heads of programmes, academic and invited personnel and employers;
- Interviews with students and graduates (from related programs); ○ Labor market analyses; ○ Self-evaluation report of the university.

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
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5.2. Quality Evaluation	External	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### 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.

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

Monitoring and evaluation of the educational programs of the ATSU includes systematic collection of information, processing, analysis and formulation of appropriate recommendations based on the results. The educational program monitoring and evaluation process is carried out according to the applicable educational program development procedure.

ATSU undertakes the following activities to monitor the quality of educational process and educational programmes: Surveys of key stakeholders (student, teacher, employer, graduate); Analysis of students' academic performance; Graduate employment analysis; Analysis of the development of persons involved in the programme (academic, invited); Analysis of the integration of research results into the educational process; Analysis of the improvement of the material and technical base; Analysis of the mutual participation process. The results of the analysis are sent to the head of the program and the relevant department, who provide information to the staff involved in the implementation of the programs. The results of the surveys and the conclusions made based on the analysis serve for the development of educational programs.

The university has in place an internal assessment system according to which the internal examination of the presented program was carried out. Besides above-mentioned activities the quality assurance service of another faculty from ATSU made an evaluation and gave feedback on the program. The heads of the programmes and the working group took into consideration the received comments.

The working group of the educational program compared the structure of programme with similar programs of foreign universities. The experience of foreign universities was studied and shared.

Evidences/Indicators

- Policy of the Quality Assurance Service: Resolution of the Academic Council No. 49 (17/18), 9.02.2018.
- Changes in the policy of the Resolutions of the Academic Council No. 39 (20/21), 15.07.2021 and No. 8 (21/22), 9.11.2021);
- External experts evaluations from other Georgian Institutions of Higher Education; ○ External experts evaluations from foreign Institutions of Higher Education; ○ Programs evaluations from another faculty of the university; ○ Interviews with the university/faculty administration, heads of programmes, academic and invited personnel and employers;
- Interviews with students and graduates (from related programs); ○ Templates of surveys of students, graduates, academic and invited personnel, Survey of employers;
- Results of surveys of students, graduates, personal from related programs;
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- Labor market analyses; ○ Annual Plan of Quality Assurance Office; ○ Annual Reports of Quality Assurance Office; ○ Analysis of academic staff performance; ○ Minutes of meeting of Department’s Staff and Faculty Council; ○ Analyses of students’ academic performance (from related programs); ○ Self-evaluation report of the university.

Recommendations:

None

Suggestions for the programme development

None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

#### 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	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Full name, signature Milan Pol

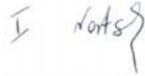
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