



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Journalism, Bachelor

LEPL - Georgia Technical University

Evaluation Date: 27th November 2023

Report Submission Date: 15 December 2023

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL - Georgian Technical University
Identification Code of Institution	211349192
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Professor Richard Haynes, University of Stirling, Scotland, UK.
Member (Name, Surname, HEI/Organisation, Country)	Magda Memanishvili, Associate Professor, International Black Sea University, Georgia.
Member (Name, Surname, HEI/Organisation, Country)	Natalia Tvalchrelidze, Ilia State University, Georgia.
Member (Name, Surname, HEI/Organisation, Country)	Sopio Ugrehelidze, Education Management Information System LEPL, Georgia.
Member (Name, Surname, HEI/Organisation, Country)	Ia Butskhrikidze, International Black Sea University, Georgia.

¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ჟურნალისტიკა
Name of Higher Education Programme (in English)	Journalism
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Journalism
Name and Code of the Detailed Field	Journalism and Reporting 0321
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Conditional Accreditation, MES 38067 18.01.2022
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)	

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

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

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

The Bachelor of Journalism in the Faculty of Engineering Economics, Media Technologies and Social Science, at Georgian Technical University, Tbilisi, Georgia, has been operating since 2012, although teaching in this field goes back to 1992. The previous conditional accreditation of the programme was granted in 2022 (decision No. MES 38067). The programme is delivered by 33 staff comprising 13 Professors, 12 Associate Professors, 2 Assistant Professors, 1 Visiting Professor, 2 Visiting Associate Professors and 3 Senior Teachers. The purpose of the programme is to prepare students with the knowledge and skills to work as journalists across print, radio, television and multimedia/digital formats. This includes preparing students with knowledge of the principles, and values of contemporary journalism, with the abilities to evaluate and comment on international and Georgian current affairs using skills across different media platforms. The purpose of the program corresponds to the mission, goals and strategy of the Technical University of Georgia.

The previous conditional accreditation panel in 2022 had made a number of specific recommendations for GTU to consider, and it was clear to the panel that a lot of progress has been made as regard to implementing the changes over the past two years, with considerable effort from the Head of the Programme and staff. A change in the title of the Bachelor programme from 'Mass Communications' to 'Journalism' has been adhered to, along with a pedagogical move to focus the objectives and delivery of the programme to the professional needs of journalism and the contemporary media industries. This has included the introduction of 10 new courses more focused on practice-based skills in journalism, the withdrawal of 6 courses, wide-ranging changes in the credit level and pre-requisites for particular courses, and changes in the syllabus to ensure students experience both practice-based and research methods courses at appropriate stages of the curriculum. Based on the evidence submitted and the site visit the panel viewed implementation of the previous recommendations to be compliant and successful.

In this First Level of Higher Education programme (Level 6), students accumulate 240 credits according to the European Credit Transfer and Accumulation System (ECTS), which includes compulsory and elective courses (225 credits) and free components (15 credits) from other accredited programmes in the social sciences. The programme has built strong ties with local and national media organisations with regular visits from media practitioners delivering journalism 'Masterclasses'. Students also have opportunities to gain internships with a number of local businesses with whom GTU have signed Memoranda of Understanding (MoU's) including with Telemedi LLC, TV Company Tbilisi LLC, Media-Union Oktiv and Radio Holding Fortuna LLC. Advice was sought from media employers regarding the changes made to the programme. The Bachelor's programme was also modified following consultation on similar programmes delivered in Spain (University of Carlos III of Madrid); the Czech Republic (Anglo-American University, Prague) and Latvia (Riga University). These comparator programmes in journalism were selected to provide various kinds of information of relevance to journalism standards and Georgia's democratic needs as modern independent nation having transitioned from a former occupied territory.

The Journalism programme therefore aims to provide relevant education and skills necessary in an increasingly global and fast-changing media environment. It's main objectives of the programme were clearly identified and linked to its learning outcomes. Having completed the programme students would expect to have attributes which extended their theoretical knowledge of journalism and the media, enabled them to analyse and interpret current events and effectively communicate them through written, verbal and visual communications across different media platforms. Students would also be able to develop independent research projects and critically process information from both academic and non-academic sources. They would also understand and develop professional standards of journalism, including ethical and objective practices relevant to socially responsible journalism.

The evaluation panel is in agreement that the objectives and learning outcomes are clearly established and logically connected to each other. From the documents provided and from information gathered during the site visit on 28 November 2023, the programme objectives are consistent with the mission, objectives and strategic plan of GTU.

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

- **Overview of the Accreditation Site Visit**

The accreditation panel's visited GTU on 27th November 2023 at the university's campus in Tbilisi, Georgia. In the weeks leading up to the visit, the panel received access to a wide range of documents, including the Self-Evaluation Report, the Journalism programme syllabus and planning documents, individual course documentation, staff lists pertaining to course teaching and CV's detailing subject expertise, programme learning outcomes and evaluations by staff, students and alumni, and the programme budget. Links to the University's strategic plan were provided, although only in the Georgian language. A translator was helpfully provided by the Higher Education Quality Assurance department of the National Center for Educational Quality Enhancement (NCEQE) for the site visit to ensure all those giving evidence to the panel could do so in their own language and that the chair could follow proceedings.

The panel had a full day of interviews and information gathering beginning with the university's senior management team and including the Self-Evaluation Report team, head of department, the Quality Assurance service, core academic staff, invited staff with journalism expertise, media employers, journalism students from across different year groups and alumni. The panel were taken on a tour of the university's facilities, including recently refurbished multimedia computer labs, a well-resourced television studio where demonstrations of student work were provided and the library where the panel were able to check access to key sources on the library system. The overall impression was a well-resourced programme, especially the television studio which had the capability to enable students to learn in a professional environment delivered by knowledgeable and supportive teaching staff.

The panel were impressed by the knowledgeable and enthusiastic staff, particularly those delivering professional skills in journalism, many of whom had long-standing careers in the media. That students have access to invited staff with such professional knowledge and skills of the industry adds a genuinely unique dynamic to the programme. Many of the academic staff have many years experience in delivering media and communications courses, have published extensively in Georgian journals or produced important study guides for students, and had welcomed the shift towards more practice-based learning within the bachelor programme. The panel were also impressed by the enthusiasm received from industry experts and alumni who had nothing but praise for the programme and the quality of learning and teaching experienced by graduates. Employers also remarked on the quality of graduates they had invited on work placements or subsequently employed.

On the whole the panel found the university's members to be open and transparent about their work, helpful in providing any information the panel requested. There was, at times, a tendency to over-elaborate answers without answering direct questions, but overall the panel were satisfied they received the information they were seeking. The panel were well looked after in terms of refreshments, lunch and the general atmosphere of how they were received by the University.

The team of from the NCEQE were also very helpful in supplying documentation, advising on travel arrangements of the international chair and providing advice on the Georgian quality assurance processes.

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

1 Standard: Complies with requirements

2 Standard: Complies with requirements

3 Standard: Complies with requirements

4 Standard: Complies with requirements

5 Standard: Substantially complies with requirements

- **Recommendations**

- It is recommended to change the way of the evaluation fulfillment and make it more flexible for the main goals of the program improvement.

- It is recommended to change the methodology of external evaluation and if proceeded by the University, not just formally but get the relevant feedback.
- It is recommended to change the methods of alumni and employer involvement in program development and to make the collaboration process flexible without bureaucratic paper-based work for accepting relevant effective feedback that would be productive for curricula modification or development.
- **Suggestions for Programme Development**
 - We would encourage the program to expand the opportunities for international students and staff exchanges.
 - We would encourage the Faculty to broaden the methods used for evaluation of the programme to include focus groups with employers and alumni rather than narrow surveys. This will help provide richer feedback on the learning outcomes and programme structure.
 - It is suggested to reopen student media outlets at the earliest convenience. The online TV and online newspaper and/or magazine are important contexts for students to develop their journalism practice.
 - It is suggested to encourage students to participate in the exchange programmes as well as student conferences both in Georgia and abroad.
 - The Higher Education Institution should increase the support measures that will promote the internationalization of academic staff.
- **Brief Overview of the Best Practices (if applicable)⁵**

As a leading technical university GTU focuses its programmes on meeting the professional needs of industry. In the field of journalism the programme has consistently delivered high quality learning and teaching, producing graduates who have gone on to have leading careers across print and broadcasting sectors. The combination of academic and professional skills-based learning and teaching is a genuine strength of the programme. The panel found both current students and alumni benefit from this mixed approach to learning, giving them confidence to enter the journalism profession. In this sense GTU provides high benchmark of success at the bachelor level of journalism education.

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

The institution fully shares the assessment presented in the report.

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

The panel found that the head of the programme and staff had worked hard to meet the recommendations of the conditional accreditation from 2022. Significant time and energy had clearly been put into modifying the programme to address and implementing the six main recommendations. This included renaming the bachelor programme, revising the purpose of the programme and learning outcomes, addressing the subject load of the curriculum, moving to a heuristic approach to learning, revising the pre-requisite admission criteria and enrolment in line with Georgian legislation.

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

III. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

1.1 Programme Objectives

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

The Bachelor in Journalism falls under the specific field of Journalism and Reporting (0321) defined by UNESCO's Classifier of Fields of Study (2013) as "the study of the theory and practices of journalism/reporting as part of the field of mass communication. Journalism and reporting is about the wording and content of messages". It is located in the general scientific field of the Social Sciences.

The Self-Evaluation Report (SER) outlines the purpose of the programme to prepare graduates with specialist knowledge, principles and values of journalism across a range of media including print, radio, TV, online and other forms of digital media. The intention is to educate graduates with the capacity to research, evaluate and report on both Georgian and international current affairs, events and issues. The programme aims to do this through the delivery of courses that develop the skills in planning, preparation and presentation (both oral and written) to professional standards for print, broadcast media and digital media platforms. In its focus on the technical aspects of journalism, and meeting a need of the Georgian economy and society, the programme corresponds with the mission, goals and strategy of GTU.

It was evident from the Site Visit and conversations with media employers that the skills of writing and presenting reports to professional standards are in demand in the local employment market and meet the needs of the modern challenges of journalism both nationally and globally. The programme also aims to provide its graduates with knowledge of journalism theories and principles across, written media, radio, television and multimedia in combination with broader social science education and modern languages. The programme also aims to provide theoretical knowledge of the commercial aspects of the media, especially media marketing and advertising. This latter aspect sits a little incongruently with journalism, although a focus on public relations is certainly relevant to contemporary journalism practice.

The programme team emphasised how important it has been to introduce ten new courses which recognise the needs of industry in a rapidly changing media environment. The emphasis on practice-based learning has clearly informed the design of the revised curriculum, and several team members believed this was long-overdue. As well as developing the knowledge and skills of journalism, the revised programme also aims to develop the research methods training of students to enable them to successfully complete the bachelor thesis. This had been lacking in the previous accreditation exercise and is a welcome addition to the new programme. New literature to support students has been developed by the course team, which could have wider use in other similar programmes in Georgia.

The benchmarking of the curriculum with other similar programmes at international universities in Spain, Latvia and the Czech Republic has proven a valuable exercise. This has enabled the programme team to evaluate where the journalism programme meets international standards of respected programmes in other parts of Europe (Madrid), and compare experiences and successful outcomes of programmes based in former socialist countries (Prague) and those based in new sovereign democracies (Riga). The resulting curriculum is consistent with the described aims and outcomes.

Evidences/Indicators

- Self-Evaluation Report
- Interviews with media employers
- Interviews with program managers
- Interviews with students and alumni
- Program syllabi

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

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

1.2 Programme Learning Outcomes

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

The Learning Outcomes of the programme correspond to the purpose of the programme and cover main knowledge, skills and responsibilities associated with the knowledge and practice of journalism. The ten Learning Outcomes for the programme clearly identify and express the contemporary knowledge requirements of graduates in this field. They achieve this by placing an emphasis on the need for knowledge of contemporary issues in journalism, the technical and transferable skills required in a changing media environment, the importance of written and verbal communication skills, the requirement for journalists to have practical skills in production across different media forms, the necessary knowledge for independent research and the wider social responsibilities of journalists in contemporary society.

The programme therefore meets sectoral benchmarks for journalism and reporting, is consistent with employment demands of the industry and also opens opportunities for further study at higher levels. The SER and site visit provided evidence of consultation with various stakeholders in the programme (staff, students, employers).

Evidences/Indicators

- Self-evaluation Report
- Appendices with programme syllabus and course description
- Interviews with staff, Head of Programme, media employers and students/alumni

Recommendations:

- None

Suggestions for Programme Development

- None

Evaluation

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes**Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

GTU has met the internal regulation on educational programme planning, elaborating, evaluating and improving, which was approved by the Academic Board Decree, on 23rd September 2019. According to this regulation, educational programmes are evaluated by the special commission for further improvement. GTU has the programme learning outcome, evaluation mechanisms approved for the Journalism BA programme, where the rules for the evaluation, curriculum map and benchmarks are well defined. According to the internal regulations, the programme learning outcomes should be evaluated by summative and formative assessment. Students, personnel, alumni and employers should be involved in the process. Relevant data is collected from the focus-groups which is analyzed by the Quality Assurance office and program coordinators. The data is partially collected via the special internal platform, whilst alumni and employers are communicated via e-mails. A questionnaire was circulated to evaluate the learning outcomes. The results of alumni survey are attached to the accreditation self-assessment as well as labour market information and the employers' survey. The alumni survey is not unanimous. The Quality Assurance Office explained to the panel that the alumni survey should not be unanimous as the exact answers from the relevant graduates are needed for program improvement. GTU Quality Assurance Office explained they needed to know where graduates employed, what kind of success they have and what they consider to be the strength or weakness of the programme based on their individual professional experience. It is a mandatory requirement that alumni involved in the survey should not have any kind of legal relationship with the University. The alumni survey that is submitted within the SER attachments proceeded in accordance to the internal regulations of GTU, but lacked detailed analysis. It is therefore ambiguous how the results of the survey were analysed and whether or not any recommendations were accepted and implemented in the programme outcomes. During the accreditation interviews the panel were informed the practice components of the programme were added based on the main recommendations of the alumni.

GTU submitted the labour market and employer survey based on the focus-groups of 1st TV of Georgia, LEPL – Batumi Shota Rustaveli State University, broadcasting company – Tv pirveli and Ajara Education Fund. The programme coordinator explained they decided to survey Batumi State University because those who implemented the journalism programme at the University were GTU alumni. The panel agreed it was relevant for GTU programme to survey BSU in order to receive useful feedback. Nevertheless, the panel still felt the evaluation could have been improved with the relevant focus-group information from potential employers such as the written press, radio and tv broadcasting companies, internet-journalism portals, information agencies, public relations departments and press-centers. The panel believe it would be reasonable to survey the broad circle of potential employers to get the complete data on employer requirements and recommendations. The SER documents lacked deeper analysis to inform how relevant results from the survey had a direct influence on learning outcomes. The panel also felt it unhelpful that the answers to the staff survey contained diagrams with 100% approval of the programme, with no room for constructive criticism or feedback. This gave the impression that there were no improvements to be made to the programme, however minor, which the panel felt was counter-productive to future development of the programme in a rapidly changing media environment.

The panel heard how learning outcomes of programme components are evaluated at the end of each semester and analysed in accordance to the benchmarks, whilst the final outcomes of the programme are evaluated in the end of each cycle. For example, once in four years.

The documents about the results or analysis of other types of evaluation were not presented.

To summarize the documentation submitted by the University and the accreditation interview results of different panels, several points might be underlined:

1. GTU has the internal regulations related to the evaluation of learning outcomes;
2. The regulations envisage the cycle of evaluation;
3. GTU lacked analysis of the evidence as to how evaluations informed teaching practice, partly because the procedure is too bureaucratic or paper-based;
4. Accreditation interviews showed that the QA office and programme coordinator do considerably more work to maintain programme improvement than is described in the documentation, which should have been recognised in the paperwork.

The expert panel members agreed that in future it should be reasonable to improve the methodology of the evaluation fulfillment to make it more flexible, and richer in data and analysis, to support programme improvement. For example, rather than just share the written questionnaires with various focus-groups, structured interviews might be organized with alumni and employers, presenting the relevant topics for discussion and receiving the necessary advice and recommendations which can be subsequently documented by the University. It should be reasonable to proceed the survey with relevant methodology in a correct way, to collect and analyse data in accordance to the relevant rules.

Evidences/Indicators

- Self-assessment document;

- GTU internal regulation on program planning, creating, evaluating and improving
- Program outcomes evaluation mechanism
- Alumni survey
- Labor market and employer survey
- Interview Results

Recommendations:

- It is recommended to change the way of the evaluation fulfillment and make it more flexible for the main goals of the program improvement.

Suggestions for the Programme Development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

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

The curriculum design of the Bachelors in Journalism was in direct response to the recommendations from the 2022 accreditation process. GTU created a self-evaluation group for the programme which included academics and visiting staff, students, graduates, industry specialists/potential employers. The SER and additional documents provided details of the process of evaluation for establishing the learning outcomes, although the outcomes of these processes were not fully given in the main document. The additional documentation provides a mapping of learning outcomes to each course/module on the programme and these are consistent with the overarching objectives of the programme.

This process was discussed in the site visit and further evidence of how feedback from staff, students, alumni and employers informed change were given. Alumni and employers gave the clearest evidence of a need to increase the practice-based elements of the programme. New courses were introduced based on this advice including: specific use of the television studio for television journalism (presentation and editing skills); subject specific courses on news journalism related to social issue, terrorism, conflict and children; combining theory and practice of radio journalism; the introduction of a course on social media; and a specific course on research methods to support students in their final year dissertation. Most of this advice was acquired via questionnaires, although the SER mentions interviewing employers in focus groups for evaluative data. There doesn't appear to be any evidence of this taking place.

The resulting curriculum is consistent with the described aims and outcomes, including recognition of the changing demands of knowledge and skills contemporary journalists require in a complex media environment and for development of democratic processes. Because a considerable number of new courses have been introduced to the programme, the syllabus has been overhauled to ensure the content, volume and complexity of the programme delivers a consistent and logical learning cycle for students. The programme team gave an adequate explanation as to how these changes were discussed and made during the site visit. The programme now provides a distinctive education in journalism theory and practice, and current students reaffirmed their happiness with the revised structure. The program complies with Georgian legal and HEI frameworks for a degree of this kind and appears logical, consistent and in line with projected learning outcomes.

In terms of internationalization, the curriculum ensures students have an opportunity to explore the global media environment and the skills required of contemporary journalism to analyse and communicate the social, economic and political issues of the modern world. The panel heard from invited staff that they had been supported by the Faculty to participate in international Erasmus exchange programme. Invited staff also emphasised the importance of ensuring journalism teaching adhered to international standards of both knowledge and skills, and this was evidenced during the site visit to the TV studio and multimedia computer labs which use globally standard software for media production. Courses on ecological journalism, social media, new media, multimedia, immigrant journalism and terrorism are all aligned with broadening a student's awareness of global issues and mass communications. More opportunities to participate in international exchanges or to connect with academic research from other parts of the world would further enhance the internationalisation of the programme.

The Journalism programme offers a range of foreign languages for students to learn including English, French, Russian and German, These opportunities also give an international dimension to the program and strengthen its learning outcomes.

In the panel's view, and based on the content and learning outcomes of the program, the structure and content of the Bachelors in Journalism at GTU is in line with the requirements defined by the first level of academic higher education in Georgia. The course also complies with the European Credit Transfer and Accumulation System (ECTS). The Learning Outcomes elaborated in the documents are realistically being delivered.

Evidences/Indicators

- SER
- Programme Learning Outcomes
- Journalism Programme
- Programme Planning and Elaboration
- Evaluation/Questionnaire Report
- Interview results

Recommendations:

- None

Suggestions for the programme development

- We would encourage the program to expand the opportunities for international student and staff exchanges;
- We would encourage the Faculty to broaden the methods used for evaluation of the programme to include focus groups with employers and alumni rather than narrow surveys. This will help provide richer feedback on the learning outcomes and programme structure.

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

1.5. Academic Course/Subject

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

The educational program of the Technical University of Georgia - Journalism - underwent significant positive changes in the number of training courses during the conditional accreditation period. According to the program's self-evaluation report, the head and academic staff have added ten subjects to the curriculum over two years that align with the core curriculum and contribute significantly to achieving the program's learning outcomes. Namely, the following subjects were added to the program: "Media Theories," "Theory and Practice of Radio Journalism," "Explore Social Issues," "Social Media," "Explore Terrorism," "Introduction to Media Research Methods," "Explore children's issues," "Verbal communication technologies," "Fundamentals of TV journalism," "Skills of a TV journalist."

The total number of obligatory subject credits in the educational program is 176 ECTS. According to the program's structure, the amount of compulsory credits in the first academic year is -50, in the second academic year -55, in the third academic year -49, and in the fourth academic year -20, added professional practice (12 credits) and a bachelor's thesis (10 credits).

Sixty-nine training courses' syllabi are presented in the program. After reviewing the course syllabi, the experts concluded that the number of credits distributed in the teaching courses corresponds to the aims and objectives of the training course. Experts noted that ESTC credits for training courses vary from 4 to 6 credits. The only exception is the bachelor's thesis, which is ten credits, as it should be.

The number of hours for contact and independent work written in the syllabi is adequate and reflects the characteristics of each study course. In addition, the goals and objectives of each training course logically relate to the program goals and learning outcomes.

The syllabi describe not only the teaching topics planned during the semester but also the teaching-learning methods and activities that the author of each course will use. The assessment rubrics for each component are clearly described in the syllabus assessment section. Finally, the authors of the syllabi have indicated both compulsory study literature and supporting books and sources. A group of experts randomly studied literature, selected several syllabi, and made sure that the library of the higher education institution possessed the mandatory reference literature.

Evidences/Indicators

- Self-evaluation report

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

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

Compliance of the Programme with the Standard

1. Educational objectives, and their compliance with the programme learning outcomes with the	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	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

2.1 Programme Admission Preconditions

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

GTU has defined admission preconditions for Journalism BA program. In the preconditions there is mentioned the general rule of admission in accordance to the Georgian legislation which means that applicants might be enrolled in accordance to the results of unified national exams, or without national exams based on the recognition of foreign education with the agreement of Ministry of Education and Science of Georgia. Additionally, there is mentioned that students who apply to the program without unified national exams should approve Georgian language knowledge B2 with relevant certificate. They have the interview with special committee or might pass the test in the University. GTU provides the special program of Georgian language preparation (60 ECTS) for those who has no relevant competence. Applicants enrolled in this program has an intensive language course during first year and only after completing it they can continue learning at BA level.

Admission preconditions are defined in accordance to the legislation, they are relevant, transparent, fair and public. The admission preconditions of the programs are published on the official web-site of GTU. The new program of

Journalism with all relevant information, admission preconditions among them, will be published/updated, if accreditation is granted.

Evidences/Indicators

- SER;
- BA program;
- GTU official web-site: <https://gtu.ge/GTU/About/programs/bachelor/social/geo.php>
- Interview results

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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

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

The programme ensures the development of practical, scientific/research/creative/performing and transferable skills through various components of the curriculum and extra-curricular activities: the availability of practical and theoretical courses; the internship possibilities in various media outlets; the close relationship in the academic community; the fact that the members of the teaching staff are also practitioners in the field.

The HEI has memoranda with various media outlets in Georgia to provide internship possibilities for students. During the visit, the stakeholders of the programme spoke about the way they organise internships as well as provide other possibilities for students to master their practical skills. The active participation of the students in the TELEDOK programme of the Georgian Public Broadcaster was mentioned as an example.

The University is also involved in Erasmus+ programme through which the students have a possibility to receive travel grants as well as participate in the exchange programmes. However, during the site visit, none of students or alumni mentioned to the Panel of Experts that they had at last tried to use the mentioned opportunity. Hence, the university has to encourage their students even more to use participate in the mentioned programme.

The university has fully equipped TV studio and several computer classrooms with a possibility to do video and audio editing. The university also provides the possibility of student participation in the student conferences and organises a photo exhibition of student works. During the visit the Panel of Experts had a possibility to review student work – photo reportages as well as short films shot and edited during the classwork.

The Panel of Experts also learned that the University used to run various student media outlets – online TV and newspaper. However, they are no longer available for current students. During the interviews with the teaching staff the Panel of Experts were informed that there are plans to reopen the online student TV station once the shift from the analogue to digital carrier is undertaken. The discussion also focused on the possibilities of opening an online newspaper or magazine run by students.

The Panel of Experts would like to underline the importance of having student media outlets for the programme and encourage the HEI to allocate resources for the prompt reopening of TV and newspaper for the students to have even more opportunities to have a practical training in the field.

The Bachelor's Thesis is the main course for ensuring that the students have developed scientific/research skills pertinent to their level of studies. The syllabus for the thesis is organised in a way that the students get a possibility to independently work on their research as well as use the library and international scientific bases that are available for them. The work process involves regular meetings with scientific supervisor allowing students to master their research skills and get feedback on the work done.

Overall, the efforts that are undertaken by the programme to develop practical, scientific/research and transferable skills are adequate and in accordance with programme's learning outcomes.

Evidences/Indicators

- SEI
- Curriculum and syllabi
- Meeting with stakeholders
- Meeting with Academic and teaching staff
- Meeting with students and alumni
- Student works
- Library resources
- Review of TV studio and computer classrooms
- Memoranda with various media outlets

Recommendations:

- None

Suggestions for the programme development

- It is suggested to reopen student media outlets – online TV and online newspaper and/or magazine -in the shortest delay.

- It is suggested to encourage students to participate in the exchange programmes as well as student conferences both in Georgia and abroad.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Teaching and learning methods are provided in each syllabus of the programme and are as follows:

- Lectures,
- Seminars,
- Discussions/debates;
- Problem-based learning (PBL);
- Case studies;
- Brain storming;
- Demonstration;
- Induction/Deduction;
- Analysis and Synthesis;
- Verbal and Oral method and so on

After reviewing the curriculum and syllabi the Panel of Experts also learned that the programme uses the modern teaching methods such as flipped classroom, VAK learning and think-based learning. The programme being oriented on development of practical skills for the future journalists, the practice-based learning, cooperative and collaborative learning and role-playing seem also extremely important.

Course teacher/supervisor is free in the choice of teaching and learning methods that are pertinent to the course. Overall, the teaching and learning methods used in the programme are adequate and serve the purpose of achieving the learning outcomes of the programme.

Evidences/Indicators

- SER
- Curriculum and syllabi
- Meeting with Academic staff and teaching personnel
- Meetings with student and alumni

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

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

2.4. Student Evaluation

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

After visit in the GTU it can be said that student evaluation is done in accordance with existing criteria and standards. Generally, students are evaluated by 100-point-scale. There are two types of evaluation: positive and negative. Positive evaluation includes the following: (A) Excellent point-91-100; (B) Very good points 81-90; (C) Good points 71-80; (D)Satisfactory points 61-70; (E) Enough points 51-60. Negative evaluation includes the following: (FX) Not passed points 41-50; (F) Failed 40 points or less than 40 points.

The evaluation system is transparent for every student. Students are introduced the syllabi of each subject at the very first lecture by their lecturers. They get information about the course details and assessment criteria. Students can see their exam results on their online platform. In case of dissatisfaction students can appeal the exam results.

Evidences/Indicators

- Self-evaluation document
- Syllabi
- Interview with students
- Interview with lecturers

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

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

3. Student Achievements, Individual Work with Them

3.1 Student Consulting and Support Services

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

During the interview with students of GTU it can be said that students have active communication with lecturers and programme coordinator. They have an opportunity to use consultancy hours whenever they need. However, it should be mentioned that lecturers have not included exact consultancy hours in their syllabi. Students highlighted that they have a great chance to have active practice of their theoretical knowledge. They can also choose a guest they wish to conduct a masterclass and agree this issue with their lecturers and a programme coordinator, and they are satisfied with this process, since invited people (people who work in the same field) share useful and interesting experience with GTU students.

GTU students have multiple activities and conferences where they participate. Students are offered different internship opportunities too. Some alumni mentioned that they received some internship information even after they had graduated from GTU. Alumni also mentioned that when they started working or internship, they felt confident since they had received great practice at university.

Employers highlighted that students of GTU are definitely well-prepared for the internship. They are aware of different programmes and equipment that they use at the workplace. They mentioned that practices that students have at the university is helpful for them to gain the experience and appropriate knowledge.

Students are able to assess programme and lecturers during the semester. They are sent questionnaires which are anonymous.

GTU students have access to the university library. They can use any necessary material when they are at the university library or they can also have distant access to them using their specific code to access online materials.

Evidences/Indicators

- Interview with students
- Interview with lecturers
- Interview with program coordinator
- Interview with Alumni
- Interview with employers
- Sight visit

Recommendations:

- None

Suggestions for Programme Development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

Not applicable

Evidences/Indicators

Recommendations:

Suggestions for the programme development

Evaluation

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

	Complies with requirements	<input checked="" type="checkbox"/>
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3. Students Achievements, Individual Work with them	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

4.1 Human Resources

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

Academic staff involved in the program (affiliated professors and visiting professors) possess relevant research and teaching competencies.

The panel of experts studied the professional CV's of the programme staff, the scientific activities they carried out, and the evidence confirming their participation in practical projects. The HEI provided quantitative data for the last ten years (although only five years were required). Nevertheless, the activities of the last five years also show that the academic staff involved in the program carried out relevant scientific, practical, and other activities.

The statute of the Technical University of Georgia complies with Georgia's Law of Higher Education, which refers to the competitive selection of academic staff. In all programs, including the bachelor's program in journalism presented for accreditation, staff are engaged after the announcement of an open competition. That is after the competition commission confirms the winner's compliance with the university's requirements and the law.

The quality service of the higher education institution periodically (every semester) surveys students to evaluate the academic and visiting staff involved in the programme. The results of the studies included in the accreditation package confirm that students are mostly satisfied with the competence of teachers.

During the interviews with students and graduates, they noted that professors are experienced professionals in their field. The respondents also confirmed that teachers had a particular schedule for consulting; however, according to them, they often receive consulting communication from teachers unplanned.

The university administration collects data on the hourly workload of academic and visiting staff every semester. After analyzing the mentioned data, it became clear to the experts that the teachers in the programme have enough time to fulfill the duties assigned to them with quality.

The strength of the programme is the number of affiliated staff. Out of 33 lecturers involved, only six are invited, and 27 are affiliated with higher educational institutions (13 full professors, 12 associate professors, and two assistant professors).

A qualified professor of the field manages the educational program. She is directly involved not only in the development and accreditation process of the program but also in the implementation process. Her scientific and pedagogical activities are in the field of study and meet the accreditation standards of higher education programmes. The function of the head of the programme is in full compliance with the regulations - namely, the resolution "Educational program on the status of the head," which the academic council approved on November 8, 2021 (#01-05-04/163).

The number of academic and visiting staff involved in the programme and the amount of administrative staff working at the faculty is sufficient to ensure quality services for the students involved.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	30			
- Professor	14	3	1	13
- Associate Professor	14	8	3	12
- Assistant-Professor	2	2	2	2
- Assistant	-	-	-	-
Visiting Staff	6	6	3	-
Scientific Staff	-	-	-	-

Evidences/Indicators

- Personal files of the staff;
- Information on publications, creative /performing projects;
- The academic council's resolution, "Educational program on the status of the head," November 8, 2021 (#01-05-04/163);
- Number of administrative and support personnel;
- Interview results.

Recommendations:

- None

Suggestions for Programme Development

- None

Evaluation

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

⁶ Staff implementing the relevant components of the main field of study

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

Not applicable

Evidences/Indicators

Recommendations:

Suggestions for the programme development

Evaluation

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

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

According to a self-assessment report submitted by The HEI, "*Development of quality educational and research activities*" and "*promotion of internationalization*" are identified as priority areas of the strategic development plan of the Georgian Technical University, the successful implementation of which is mainly based on the improvement of the qualifications of academic, scientific, visiting, administrative, support staff working at the university, as well as the "*Policy and Strategy of Human Resources Management of the Georgian Technical University,*" focused on the development of personnel designed to contribute to the effective conduct of the scientific process."

The evidence materials of the self-evaluation report include analytical documents prepared by the quality service, which confirm that the university annually analyses the scientific-pedagogical activities of academic and visiting staff. As the Self-evaluation report concludes: "*Evaluation of the results achieved by the teaching staff of GTU (professor, associate professor, assistant professor, assistant, senior lecturer, lecturer) in educational, scientific and other activities important for GTU is carried out according to the following criteria:*

- *Academic activities;*
- *Activities in the direction of science;*
- *Other activities important to GTU.*

In GTU and at the faculties there are editorial and publishing councils for educational and scientific literature. The educational material to be presented at these councils is transferred to the quality assurance service of the faculties for the preparation of a report. Accordingly, a conclusion is made about the preparation of teaching materials prepared by the teaching staff and their compatibility with educational programs, which is reported to the author and which at the same time serves to assess the teaching staff for their future development."

The accreditation package includes a document prepared by the head of the programme under the title "Bachelor's Programme in Journalism - Measures Implemented for the Development of Academic, Scientific, and Guest Personnel." This document contains information about the scientific activity carried out by each staff member (participation in scientific conferences, workshops, and training). After carefully studying the paper, it became clear to the experts that the Technical University of Georgia organizes scientific meetings, activities, and workshops. However, this document includes conferences, workshops, and trainings that other higher education institutions and international and local research organizations carry out. It would be better if the head of the programme described events conducted by the Technical University of Georgia.

According to experts, although GTU has developed a policy of staff development activities, academic staff need more support in the internationalization of research, including setting work with international scientific bases. During the interviews, the affiliated academic staff confirmed that the administration of the faculty renews scientific activities every year in the budget. It provides funding both for textbooks and for scientific research projects.

Experts were pleased that the staff of the mentioned program published several Georgian-language textbooks in the communications field in recent years. However, at the same time, it is necessary to initiate international scientific and other projects and, for this purpose, organize pieces of training and workshops for academic staff.

Evidences/Indicators

- The results of the staff evaluation (including staff satisfaction surveys);
- "Bachelor's Program in Journalism - Measures Implemented for the Development of Academic, Scientific, and Guest Personnel" (Prepared by the head of the Bachelor program)
- The HEI's Events for Professional development of Academic, Scientific, and invited staff
- Interview Results

Recommendations:

- None

Suggestions for the programme development

- The Higher Education Institution should increase the support measures that will promote the internationalization of academic staff.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

The HEI has all material resources needed for successful implementation of the programme. The number of classrooms, computer classrooms, library, learning spaces are adequate for achieving the learning outcomes of the programme.

The University operates a TV studio for the students to practice television journalism, prepare news programmes, edit news bits, etc. The studio possesses cameras, microphones, editing software and sufficient number of computers to meet the need of the students. The University currently does not operate any student media. However, the administration of the University spoke about the future plans to re-open once popular internet student-operated TV channel. For a suggestion on this matter, please, refer to substandard 2.2.

During the visit, the Panel of Experts had a chance to randomly check the availability of the core literature in the library and found out that the textbooks necessary for the programme are easily found in the library, in some cases in both electronic and physical form.

The University library is one of the largest in the country and has a book fund of several million copies including rarities that can only be found here. The library, apart from having a rich collection of scientific as well as fiction literature, provides access to the international scientific bases, such as: Science Direct and Scopus, Cambridge University Press, Royal Society Publishing - journals, BioOne, IMF Electronic Library, SAGE Journals, Edward Elgar Publishing, Duke University Press, Massachusetts Medical Society, Polpred.com Mass Media Review. Students have access to four halls of the library: newspaper hall, computer hall, technical science hall and humanities hall. The HEI library is a part of the project 'Electronic Information for Libraries' providing access to additional information resources: Cambridge Journals Online, BioOne Complete, e-Duke Journals Scholarly Collection, Edward Elgar Publishing Journals and Developments Studies e-books, IMechE Journals, New England Journals of Medicine, Royal Society Journals Collection, SAGE Premier.

Students are well informed about the resources the University possesses as well as about the possibilities of using the existing resources for their study purposes.

Evidences/Indicators

- SER
- Site visit to the library, TV studio, computer classrooms and other premises of the University
- Meeting with students and alumni
- Meetings with Academic personnel and teaching staff
- Meeting with HEI administration

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
4.4 Material Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

The University budget and the Budget of Faculty of Faculty of Engineering Economics, Media Technology and Social Sciences include financial components that ensure the financial stability of the educational programs. Budgets of the University for the last three years are stable and balanced. The programme has also a separate budget which consists of the remuneration of the academic staff and invited teaching personnel as well as operational expenses (i.e. heating, maintenance, technical support) calculated per 1 student. Other needs of the programme are funded through the University budget.

During the meeting with the academic and invited teaching staff, the Panel of Experts was informed that the University is always ready to purchase new books, cover expenses of the staff mobility as well as provide any additional funding needed for the successful implementation of the programme.

Evidences/Indicators

- SER
- Programme Budget
- University Budget

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
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	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"/>

5. Teaching Quality Enhancement Opportunities

5.1 Internal Quality Evaluation

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

Internal quality assurance processes at GTU are administered by the central Quality Assurance Office that have the faculty quality assurance managers as well. Relevant quality assurance mechanisms are defined in the internal regulation approved by the Academic Board of GTU, whilst the functions and obligations of QA office is envisaged in the QA office regulation approved by the Senate of GTU.

QA processes are managed based on PDCA cycle. QA office provides evaluation, monitoring and relevant data collection during teaching/learning and research for further analysis and development. Relevant data is collected from the surveys of students, academic and invited personnel, administration, alumni, employers.

As accreditation interview results with different focus groups showed GTU academic and invited staff collaborates with QA office. They permanently have the meeting with them discussing programme curricula and evaluations of students, alumni or employers. Programme staff changes the syllabi or teaching-learning process if necessary based on the results of the above-mentioned evaluations. QA Office regularly provides the students' academic monitoring, analysis and comparison to the relevant benchmark as well as surveys their satisfaction in various directions. Students' survey is proceeded via special internal platform, which is still in the process of development. QA Office plans to develop the personnel module of the platform to proceed relevant administrative activities and gather data electronically from them as well.

Survey and evaluation results are presented to other relevant officials at GTU for their further activities to provide improvement of faculty administration activities or program personnel.

While working on the self-assessment of Journalism BA programme, the Programme coordinator and faculty QA manager have discussed the above-mentioned surveys. They have explored similar programmes of European universities for comparison. Three university programmes were discussed: Madrid University of Carlos III, Spain, Anglo-American University of Prague and Turiba University of Riga. As the programme coordinator explained there were several arguments those three HEIs were chosen: Madrid University experience was interesting as journalism

development has passed almost the same way in Spain as it has in Georgia gaining independence from Soviet Union. Journalism is developing in a parallel of political activities in the country which has an important impact on its quality. The same history had it in Spain. Czech Republic and Latvia had almost the same past related to the Soviet Union as Georgia. Thus their experience was helpful as well.

While exploring the programs of those HEIs, the programme coordinator discussed and compared their curricula to GTU BA programme. Relevant analytical document is submitted by the University.

GTU does not permit online learning methods and lectures are not delivered remotely. As QA office explained the decision was made based on the students' survey after the pandemic.

To generate the accreditation interview results and submitted information it might be underlined that University QA office collaborates with the programme coordinator and personnel much more than it is proved by the evidences. QA Office permanently tries to support programme personnel and coordinator with relevant services, training, information and data.

Evidences/Indicators

- Self-Assessment document;
- Internal regulation of GTU on QA office, QA mechanisms and program planning, creation and development;
- Relevant survey results;
- Interview Results

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

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

5.2 External Quality Evaluation

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

External quality evaluation is proceeded in accordance to the Georgian legislation according to which accreditation is mandatory for all higher educational programs (Decree N65 of Minister of Education and Science as dated 15,09,2011). Journalism BA programme was granted conditional accreditation in 18,01,2022. Relevant recommendations and advices were given by the experts that were agreed by the Accreditation Board. Most of them were fulfilled by the University.

BA program was evaluated by the external professionals as well. External experts' evaluation is not mandatory requirement of accreditation standards. As a result, GTU has no obligation to provide it. But once evaluation is done, it would be reasonable those evaluations were not only a formality but used for the development of the programme. The documents submitted by GTU are very general and lacks the content oriented to the critical analysis of the programme. There are tables with several questions, only two of them are just ticked by the authors. One of them has not been ticked with any answers. On the other hand, it is ambiguous how the expert from Spain evaluated the infrastructure of the University to the programme goals and outcomes. It should be very helpful to be described and analysed in those documents namely what kind of recommendations and advice were given by the external professionals. Hereby it is necessary to change the methodology of external evaluation and if proceeded by the University, not just formally but get the relevant feedback. For example, to present not the whole programme to all experts but some components of them for real evaluation, indicate the questions related to the curricula and content in the way that experts should answer them.

Evidences/Indicators

- SER

Recommendations:

- It is recommended to change the methodology of external evaluation and if proceeded by the University, not just formally but get the relevant feedback.

Suggestions for the programme development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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

GTU has the rules according to which higher educational programmes are evaluated from time to time by various stakeholders. Those stakeholders are students, alumni, academic and invited personnel, employers. Students evaluate programme personnel in the end of each semester. They also evaluate faculty and University administration. Students' satisfaction survey is conducted as well. Relevant surveys are attached to the self-assessment document. According to the students' survey on different issues the necessity of fundamental changes in program was not raised.

The Programme is also evaluated by the alumni and employers. Relevant survey was submitted by the University. Information about labor market survey and alumni survey is partially described in 1.3 standard. For the goals of quality assurance it should be mentioned that both focus-groups collaborate with the university and they are involved in programme development, but because of their time-deficit and process-bureaucracy their involvement is not presented in that level as they showed during accreditation interviews. The panel agreed it is necessary to change the methods of their involvement and to make the collaboration process flexible. The programme is presented to them for evaluation once a year and the employers collaborate with the University. They accept the students of Journalism BA programme for internship and mentor them during this period of time. However, as they mentioned in the panel interviews it is impossible for them to be involved in every detail of programme development. Hereby it would be reasonable to get the evaluation of the programme components from the sectoral employers, to get the feedback from them in accordance their competence regarding the component syllabi, and learning-teaching methodology. The university should meet them instead of sending questionnaires and discuss relevant issues which might be recorded by the University representatives to create evidence for further administrative procedures. The employers explained this kind of meeting would be more effective and productive.

Evidences/Indicators

- Self-assessment document
- Focus-Group Surveys
- Interview Results.

Recommendations:

- It is recommended to change the methods of alumni and employer involvement in programme development and to make the collaboration process flexible without bureaucratic paper-based work for accepting relevant effective feedback that would be productive for curricula modification or development.

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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5.3. Programme monitoring and periodic review

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: Georgia Technical University

Name of Higher Education Programme, Level: Bachelor of Journalism

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

Signatures:

Chair of Accreditation Expert Panel

Professor Richard Haynes

Run

Accreditation Expert Panel Members

Magda Memanishvili,

მ. მემანიშვილი

Natalia Tvalchrelidze

ნ. ტვალჩელიძე

Sopio Ugrekhelidze,

ს. უგრეხელიძე

Ia Butskhrikidze,

ი. ბუტსხრიკიძე