



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

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

### **Name of Educational Programme, Level of Education**

**Water Resources Engineering, PHD**

### **Name of Higher Education Institution**

**LEPL Georgian Technical University**

### **Evaluation Date(s)**

**15.11.2023**

**Report Submission Date 07.03.2024**

**Tbilisi**

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

Name of Institution Indicating its Organizational Legal Form	Georgian Technical University
Identification Code of Institution	211 349 192
Type of the Institution	University

### Expert Panel Members

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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)	წყლის რესურსების ინჟინერია
Name of Higher Education Programme (in English)	Water Resources Engineering
Level of Higher Education	PhD
Qualification to be Awarded <sup>2</sup>	Doctor of Environmental Engineering
Name and Code of the Detailed Field	Environmental Protection Technology 0712
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	60
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)	-

<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

## II. Accreditation Report Executive Summary

### ▪ **General Information on Education Programme<sup>4</sup>**

The study programme is relevant, timely and essential to training doctoral students, equipped with the necessary skills required to water resource engineering.

### ▪ **Overview of the Accreditation Site Visit**

The university has good base, equipment and library sources that support students and staff. The teaching staff is qualified, appropriable and active in research. Students are generally satisfied about the quality of study programme, the environment, the opportunities and support provided. They like their studies and the possibility to be engaged in research. The established Quality assessment system is efficient. The employers recognise the need of good experienced researchers. There's a good recognition of the university at national level and a good research outcomes.

### • **Brief Overview of Education Programme Compliance with the Standards**

The study programme is relevant, up-to-date and well implemented. This clearly show the relevance and alignment to water resources protection.

### ▪ **Recommendations**

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### ▪ **Suggestions for Programme Development**

1.1 Take measures to achieve greater internationalization of the study program: mobility, publications, conferences, projects etc.

1.2 Develop learning outcomes related to the preparation of project applications and project implementation.

1.3 After starting the study program, conduct surveys of internal and external stakeholders (employers, alumni, professional associations, etc.) about program learning outcomes.

2.2 To involve doctoral students more widely in the implementation of scientific projects according to the topic of their dissertation.

- To provide an opportunity for doctoral students to participate with presentations in conferences abroad .
- For doctoral students to publish more articles in foreign scientific journals.

2.3 Pay more attention to innovative solutions in the field of water resources engineering.

2.4 Invite foreign scientists to give presentations to doctoral students about innovations in the field of environmental engineering.

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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.

- 3.1 To encourage doctoral students to participate more actively in international exchange programs.
- 3.2 To improve the individual workplan of the doctoral student Tasks must be planned for each study year separately.

- **Brief Overview of the Best Practices (if applicable)<sup>5</sup>**

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

Taking into account the detailed Argumentative position of the University previously formulated Recommendations regarding greater internalization of the study program and regarding surveys after starting the study program are presented as Suggestion. The university explained in detail the existing and future solutions after the start of the study program.

After these changes, the evaluations according to all standards I, II, III, IV and V are evaluated as "complies with requirements".

- **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.

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

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

##### 1.1 Programme Objectives

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

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

Program objectives are clearly defined, specific, measurable, achievable, realistic and timebound. A map of correspondence between program goals and program learning outcomes is established, which clarifies that each program goal is achieved through a combination of specific learning outcomes of the educational program. The main objectives of the doctoral educational program is to train: the specialist of water source sustainability, rationally utilize and operate the sources equipped with the latest innovative environmental methods and technologies; the specialist involved in the academic activity and thus having the skills to carry out and realize innovative research in the field of Water Resources Engineering and having the field's ever-evolving view, who will easily become integrated in the academic and scientific-research circles of the field; the specialist having the skills of analysis of global ecological challenges facing the sphere of environmental engineering and the skills of academic and professional leadership. Internationality is especially important in doctoral studies. Therefore, during the implementation of the studies, it is appropriate to encourage doctoral students' trips to foreign universities, publications in foreign scientific journals, etc.

#### Evidences/Indicators

- Prepared study program will enable to achieve the intended program objectives.
- Program objectives meet the demands of labor market and employers.
- Program objectives correspond to the mission, objectives and strategy of the HEI.
- Academic staff know program objectives and know how to implement them.
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#### Recommendations:

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#### Suggestions for the Programme Development

- Take measures to achieve greater internationalization of the study program: mobility, publications, conferences, projects etc.

## 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.

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

Compile learning outcomes of the doctoral educational program correspond to the determining element of the difficulty required for training doctoral students and meet the requirements of national legal documents. The main learning outcomes of the educational program are related to the help of the acquired knowledge based on the latest achievements in the sphere of environmental engineering and its system/critical judgement determines the rational utilization and management of water sources, applying the modern computer technologies and innovation methods; to the utilizing the new scientific or analytical approaches will work out/develop the strategy of water supply/wastewater innovative system planning, construction, and maintenance; to the utilizing the innovative methodological means, independently realizes the latest (green) technologies of water purification and water resources engineering management; to the demonstrating the innovations and independence, adhering to academic principles of good faith, realizes the modern research projects management based on the latest engineer-technological achievements in the sphere of environmental engineering and carries out the assessment of water facilities impact on the environment.

### Evidences/Indicators

- Well prepared map of program objectives and learning outcomes.
- Labor market needs and employer demands are taken into account.
- 

### Recommendations:

- -



## Suggestions for Programme Development

- Develop learning outcomes related to the preparation of project applications and project implementation.

## 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	X	<input 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

Evaluation mechanism of the program learning outcomes fully meets the requirements of national legislation. The learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner with the periodicity specific to the characteristics of the field. The assessment mechanism includes: a matrix of correspondence between the program learning outcomes and the learning outcomes of each course, which clearly defines that each learning outcome of the program is measurable and clarifies realistic ways of achieving each learning outcome, as well as the program learning outcomes assessment plan which reflects that the learning outcomes of the program are evaluated consistently and transparently. At the same time, in each syllabus appropriate evaluation forms, components, methods and criteria are written for the evaluation of each learning outcome of the study course. In order to optimize the learning results of the educational program, the analysis of the evaluation of the learning results of the training courses and comparison with the target marks is carried out periodically. Periodic assessment of the educational process and the teaching quality of the program is also carried out by the evaluation commission of the educational programs of the faculty, made up of the academic staff of Georgian TU. In order to improve the quality of teaching in educational programs, students are permanently surveyed and group meetings are organized together with the head of the program and the head of the quality assurance service. The meetings with employers and field specialists periodically are held at the faculty with the purpose to discuss educational programs, as well as to summarize the initiatives and requirements of employers and to plan relevant program changes.

### Evidences/Indicators

- A program learning outcomes assessment mechanism has been prepared in which all stakeholders are included.
- Learning outcomes evaluation was performed.

### Recommendations:

- -

### Suggestions for the Programme Development

- After starting the study program, conduct surveys of internal and external stakeholders (employers, alumni, professional associations, etc.) about program learning outcomes.

### 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	X	<input 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

The structure of the doctoral educational program is consistent and logical. The content and structure ensure that the learning outcomes of the program will be achieved. The qualification to be awarded is in accordance with the content of the program and the learning outcomes. The content, volume and complexity of the program correspond to the level of education. The learning components included in the program are sequentially and logically arranged. The program is built according to the rules established by Georgian legislation and in accordance with the ECTS. The study courses of the educational program take into account new research findings and modern scientific achievements.

### Evidences/Indicators

- A well-prepared educational program with the enclosed syllabi
- The stakeholders confirmed that they participated in the development of the program.
- The educational program structure is consistent, teaching and scientific research components of the program are logically organised.

### Recommendations:

- -

### Suggestions for the programme development

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### 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
1.4 Structure and Content of Educational Programme	X	<input 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.

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

The content of each study course is prepared well. Appropriate literature is used. All this will ensure the achievement of the learning outcomes of the program. The learning outcomes of each study course of the educational program are in accordance with the learning outcomes of the program and they correspond to the eighth level of qualifications ranked by the National Qualifications Framework. The content of each study course correspond to the learning outcomes. The study material specified in the syllabuses is based on the

current achievements in the field of environmental engineering, which ensures the achievement of the learning outcomes envisaged by the program.

#### Evidences/Indicators

- The learning outcomes of each study course are in accordance with the learning outcomes of the program. They correspond to the eighth level of qualifications ranked by the National Qualifications Framework.
- The appropriate number of credits for each study course has been selected.
- New sources of foreign literature are included in educational courses.
- Study courses are taught by experienced educational staff.

#### Recommendations:

- -

#### 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
1.5. Academic Course/Subject	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the Programme with the Standard

1. Educational programme objectives, learning and their compliance with the programme	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"/>

## 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 the admission to the program consider the specificity of the program, ensure the inclusion of persons possessing the mandatory knowledge, skills and competencies for completing the program for studying at the program; the prerequisites for the admission to the program are logically linked to the contents of the program, the learning outcomes and the qualification to be awarded.

Those wishing to enroll in the program must submit: a research project, where the purpose and direction of the applicant's research are outlined; It is mandatory to present a certificate/document confirming the knowledge of the English language at least B2 level. The applicant, who cannot present abovementioned certificate, is obliged to pass the test in the computer center of GTU in the English language. Applicants who have received one level of higher education in English are not required to pass an exam or present a certificate; In case of receiving a positive assessment in the English language, the applicant goes through an interview with the faculty temporary committee.

The rules and conditions for enrollment in the doctoral program are given in the regulations of the doctoral program of GTU (Article 3).

Enrollment in the educational program is also possible on a mobility basis, in accordance with the order of the Ministry of Education and Science of Georgia dated February 2, 2010 No. 10/N "Rule of transfer from a higher educational institution to another higher educational institution".

### **Evidences/Indicators**

- Clearly formulated requirements for applicants. I positively assess the requirements to prepare a research project and at least B2 level English language.
- Programme admission preconditions and procedures are consistent with the existing national legislation.
- Program admission preconditions are fair, they are publicly announced in advance.
  
- Order No. 133/N of the Minister of Education and Science of Georgia “Charter of the Legal Entity of Public Law – Georgian Technical University” 09.09.2013 Appendix 11.
- Programme admission preconditions and procedures are consistent with the existing national legislation.
- Websites of GTU <https://gtu.ge/>
- Interviews with administration of the University, self-evaluation group,

### **Recommendations:**

- -

### **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
2.1 Programme Admission Preconditions	X	<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 study program ensures the development of doctoral students' practical, scientific, creative and transferable skills by involving them in ongoing projects, participating in international conferences and publishing scientific articles. Most of them are in Georgia. So, it is desirable/recommended to make it mandatory having one publication in foreign scientific journal and participation in scientific conferences. The qualified persons (professors and teachers) involved in the doctoral program guides the participation of students in scientific conferences, their involvement in the implementation of scientific-practical projects, their involvement in the current researches of both the faculty and various scientific-research units of the Georgian Technical University, internationally and nationwide.

Visits by the Expert Group to the facilities of the Tsothe Mirtskhulava Water Management Institute of Georgian Technical University indicated that the practical components are of high quality, allowing the students to develop the acquired theoretical knowledge in a practical environment.

Scientific and practical conferences and field seminars are held every year at the Georgian Technical University, in which students participate. Students can also contribute to research projects, although the current participation of students Water Resources Engineering does not exist because of the program is new. During research, doctoral students are advised and supervised by qualified researchers, supervisors, and heads of laboratories. They evaluate the work of doctoral students.

#### Evidences/Indicators

- There are clear requirements for doctoral students regarding participation in conferences and publications
- Doctorate educational program "Water Resources Engineering".
- Order of the Ministry of Education and Science of Georgia dated September 9, 2013 No. 133/N.
- Instructions for the formation and mobility of the student contingent at the Georgian Technical University "- [https://gtu.ge/Study-Dep/Files/Pdf/mob\\_instr\\_14\\_07\\_22\\_SD.pdf](https://gtu.ge/Study-Dep/Files/Pdf/mob_instr_14_07_22_SD.pdf).

- Interview with administration of the Georgian Technical University and self-evaluation group .

**Recommendations:**

- -

**Suggestions for the programme development**

- To involve doctoral students more widely in the implementation of scientific projects according to the topic of their dissertation.
- To provide an opportunity for doctoral students to participate with presentations in conferences abroad.
- For doctoral students to publish more articles in foreign scientific journals.

**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
<b>2.2. The Development of practical, scientific/research/creative/performing and transferable skills</b>	X	<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**

Teaching and learning methods correspond to the level of education of doctoral students, the current content of study courses and their content ensure the achievement of learning outcomes.

Interviews and documentation provided to the Expert Group confirmed that the Water Resources Engineering Doctoral educational programme incorporates a variety of teaching methods, including lectures, seminars, practical classes, laboratory work, practice, independent work, consultation, and work on a doctoral thesis.

Depending on the specifics of a particular educational course, activities corresponding to teaching and learning methods are used, including: discussion/debate; collaborative work; case study; making demonstration; inductive; deductive; analysis; synthesis; verbal / oral; written method; explanatory method and presentation.

Teaching and learning methods of each academic subject correspond to the level of education, subject content, learning outcomes, sectoral benchmark requirements and ensure their achievement. Applied teaching methods ensure doctoral students' active engagement in the learning process, interaction both between doctoral students and staff and students themselves. It is especially important for doctoral students that teaching methods ensure student participation in the learning process with appropriate autonomy and responsibility, and are aimed at the development of various skills by the student, including critical and analytical skills. All students have their individual dissertation topics and there can be if necessary the individual programme created and utilized in accordance with the interest and academic readiness of the student. In case of necessity,

Georgian TU ensures distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the programme.

### Evidences/Indicators

- The study program (syllabus) include various teaching activities: discussions, cooperative learning, collaborative work, demonstration, explanation, verbal, deduction, analysis, synthesis, case study, problem-based learning etc.
- Educational methods in each study course are flexible and take into account the individual needs of the course and students.
- Doctoral educational program “Water Resource Engineering”;
- Educational course syllabi;
- Interviews with GTU administrative staff, Self-Evaluation team, Head of Program and employers.
- Teaching-learning methods and relevant activities

### Recommendations:

- -

### Suggestions for the programme development

- Pay more attention to innovative solutions in the field of water resources engineering.

### 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	X	<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.

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

The university operates an effective evaluation system of learning results, which is in accordance with the national legislation. Georgian Technical University has an adequate, transparent and fair evaluation system of study results in accordance with the legislation. The evaluation system is given in the study course - syllabi. The assessment criteria are transparent and accessible to students, as evidenced by the direct doctoral educational program “Water resource engineering”, as well as the syllabi of the study courses and the resolution of the Academic Council of GTU, which refers to "Instructions for managing the educational process".



GTU evaluates students' knowledge on a 100-point scale which is established by national legislation and is consistent with the Bologna process. Along with this, the programme part of the evaluation of the level of achievement of the student's learning results in each component consists of a mid-term evaluation and a final exam. Mid-term assessment in turn includes the ongoing activity and the mid-semester exam. It is important to note that each form of assessment includes an assessment component that include assessment method, and the assessment method are measured by assessment criteria.

Evaluation of students is carried out according to established procedures. Evaluation procedures are in accordance with the current legislation of Georgia and internal university regulations. Specific assessment components and methods take into account the specificity of the program component, correspond to the learning outcomes of this component and are defined by the relevant syllabus or regulatory document. Students are aware in advance of the evaluation system in effect at the university and the applicable regulations regarding evaluation, evaluation components and methods, as well as appropriate evaluation criteria. At the university, it is possible to appeal the results of student evaluation, which are known to students in advance. The assimilation of the issues provided by the programs (syllabi) of the training courses determined by the educational program is assessed with a 100-point system. The doctoral student is considered to have passed the study course if he/she gets 51 or more points as a result of the mid-term evaluations and the final exam. In case of receiving at least 30 points in the intermediate evaluations, the doctoral candidate will be allowed to take the final exam. The educational component of the doctoral educational program consists of mandatory and optional courses, which the doctoral student must take in the first and second semesters. The volume of mandatory training courses is 50 credits, and the volume of optional training courses is 10 credits. Mandatory elements/stages of the research component of the educational program are: colloquium 1; colloquium 2; colloquium 3; preliminary defense of the thesis; completion and defense of the thesis.

The staff implementing the program periodically participate in planned trainings on the use of modern teaching and assessment methods and receive appropriate support. There are regulatory rules for the preparation, defense and evaluation of doctoral theses, which provide for the procedure for taking theses into the anti-plagiarism program.

### **Evidences/Indicators**

- The education programme provides periodic assessment of the doctoral student's progress.
- The students know about the requirements for the academic style of the dissertation.
- Appealing of students' assessment results is ensured and students know about it.
- Dissertation thesis defense is conducted according to HEI's dissertation evaluation and defense procedures with the participation of defense commission.
- Assessment of the dissertation involves external evaluator.
- The defense of doctoral thesis is a public event.
- Doctorate educational program "Water Resources Engineering";
- Study course programs (syllabus).
- Interview with the staff of University and faculty Educational Quality Enhancement.

### **Recommendations:**

- -

### **Suggestions for the programme development**

- Invite foreign scientists to give presentations to doctoral students about innovations in the field of environmental engineering.

## 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	X	<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	X
	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

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.

### 3.1 Student Consulting and Support Services

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

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

The doctoral student receives all the necessary and detailed information from the university about the regulations, planning and self-administration of the educational process via the faculty staff and Board of Trustees. The student receives all the necessary information through website of the faculty.

There are such means of providing information and counseling to students as:

- 1) receiving information from administrative and academic staff; The Academic and Visiting Staff Agreement provides for student counseling;
- 2) University website, which contains the necessary information about the educational process, programs and activities;
- 3) information boards placed in a visible place;
- 4) Faculty Board of Trustees, one of the functions of which is to advise students so that they can better plan their learning process, correctly and purposefully choose elective courses, correctly define their profession, get high-quality education and become competitive in the modern local and international labor market. in the market.

Students have the opportunity to participate in the events organized by university: annual scientific-practical conferences, field seminars and others. If necessary, the university ensures the appointment of an individual teaching schedule for the student, as well as the preparation of individual study plans. In order to improve academic achievements, a survey of students is conducted, which is focused on the periodic evaluation of the structure, content of educational programs, their compliance with the established standards of providing them with appropriate human and material resources. Students have the opportunity to participate in international mobility, projects, events and conferences. Due to the specifics of the field, it is necessary for the Higher Education Institution to strengthen the level of internationalization and offer students more versatile and numerous projects.

### Evidences/Indicators

- Administrative, academic, research staff are involved in advising students on the learning process as well as in various activities planned in the framework of the programme.
- Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement.
- Doctoral students have good opportunities to participate in projects, events and conferences.

### Recommendations:

- -

### Suggestions for Programme Development

- To encourage doctoral students to participate more actively in international exchange programs.

### 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
3.1 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

Doctoral students are guided and consulted by highly qualified academic staff. The rights, duties and functions of the supervisors of the doctoral students are defined in the regulations of the doctoral program. The supervisors regularly advise doctoral students. Consultations will concern issues related to research processes, participation in conferences, preparation of scientific articles and other activities. The supervisors conduct scientific discussions with his doctoral students. Doctoral students participate in scientific conferences and colloquiums. In addition, the faculty finances their participation in international conferences. New study program. No doctoral theses were submitted for evaluation.

The rights, duties and functions of the supervisor of the doctoral student are defined in the regulations of the doctoral program approved by the Academic Council of the Technical University of Georgia, which ensures the supervision of doctoral theses and quality performance of theses. According to the doctoral regulations, the scientific supervisor can be a faculty professor or associate professor (including invited), emeritus, as well as the main or senior research associate of an independent scientific research unit (institute, center) of the university, who has scientific research experience in the direction of the doctoral student's research topic and provides: coordinating the performance of educational and scientific-research components; regular consultations with doctoral students on methodological, structural, conceptual and other issues of research, as well as research design, research methods, professional development, the process of writing a thesis/scientific research paper/dissertation, the process of integration into a local and international scientific network, participation in local and international scientific events and The process of submitting results, publishing scientific articles in peer-reviewed journals, and other relevant directions.

The co-supervisor can be: a university professor, an associate professor, a chief or senior scientist-collaborator of an independent scientific-research unit of the university, as well as a person with relevant scientific research experience, a doctor's academic degree, based on the relevant institutional agreement signed with the university. The co-supervisor provides support to the doctoral student in the process of implementing the scientific-research component based on mutual agreement with the supervisor and the doctoral student. No later than one month after the beginning of the semester, the doctoral student has the right, in agreement with the head of the academic department and the head of the program, to apply to the rector for the change or addition of the scientific supervisor. The experience and qualifications of the academic staff, as well as their number, allow doctoral students to have highly qualified supervisors

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

#### **Evidences/Indicators**

- The university has properly prepared the regulatory documents about the rights and duties of the supervisors of doctoral students.
- The supervisors conduct consultation with doctoral students on a regular basis.
- The university has developed mechanisms for evaluating the quality of the activities of the supervisors.

#### **Recommendations:**

- -

#### **Suggestions for the programme development**

- To improve the individual workplan of the doctoral student Tasks must be planned for each study year separately.

## 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	X	<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 qualification of invited staff or teachers is proved by relevant knowledge, experience and competencies necessary to help students achieve programme learning outcomes. 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. She is actively involved in programme assessment,

development and implementation activities. Doctoral students are provided with an adequate number of administrative and support staff with appropriate competence. A workload scheme for academic, scientific and invited staff of the program has been prepared. It is periodically updated. According to the workload of the staff, hours are allocated for student counseling. The number of staff provided for in the program is adequate for the number of students. A balance between academic and visiting staff ensures the sustainability of the program. The number of doctoral students corresponds to the workload of their supervisors.

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	11	11	11	11
- Professor	7	7	7	7
- Associate Professor	2	2	2	2
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Visiting Staff	-	-	-	-
Scientific Staff	2	2	2	2

#### Evidences/Indicators

- The qualified academic and scientific human capital demonstrated during the interviews, and proved by CVs and scientific achievements.
- The Head of the Programme possesses necessary knowledge and proven experience.
- Doctoral students are provided with an adequate administrative and support staff with appropriate competence (good practice well established at faculty/institution level) proved during the interviews of PhD students of similar programs.

#### Recommendations:

- -

#### Suggestions for Programme Development

- -

#### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with	Substantially	Partially complies	Does not comply
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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

	requirements	complies with requirements	with requirements	with requirements
4.1 Human Resources	X	<input type="checkbox"/>	<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/co-supervisors who have relevant scientific-research experience in the field of research.

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

Doctoral students have qualified supervisors who have relevant scientific-research experience in the field of water resources engineering.

Georgian Technical University has developed transparent qualification requirements for the supervisors and co-supervisors (scientific activity is evaluated: publications, participation in conferences and projects). They are in line with the requirements of the Doctor level supervision and respond to the specifics of the doctoral program and international best practice.

This is a new doctoral study program and there are no numbers provided in Self-Evaluation Report.

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
- University has developed transparent qualification requirements for the supervisors.
- The supervisors are active researchers, they publish their research results in scientific articles and present at conferences (CVs and interviews)

#### Recommendations:

- -

#### 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
4.2 Qualification of Supervisors of Master's and Doctoral Students	X	<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

The University conducts the evaluation of academic, scientific and invited staff and analyzes evaluation results on a regular basis. The University fosters professional development of the academic, scientific and invited staff and at the same time fosters their scientific and research work. In order to promote the development of academic, scientific and invited personnel, a professional development center has been created at Georgian Technical University, where academic personnel periodically undergo trainings in various directions, including career planning; modern learning and teaching methodologies; Learning outcomes and their assessment. The Self-Evaluation Report contains descriptions of various trainings attended by Georgian TU staff.

#### Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- University regularly conducts assessment and satisfaction survey of the academic staff.
- The strategic development plan of the university provides priorities for the development of quality-oriented educational and scientific-research activities and promoting internationalization.
- The head of the doctoral program and the academic staff are actively involved in research projects with the promotion and support of the university.
- The university annually conducts academic staff evaluation in academic, scientific-research and other activities.

#### Recommendations:

- -

#### 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
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

Programme is provided with necessary infrastructure (scientific laboratories with equipment), information resources (library and scientific databases) relevant to the field of study and technical equipment required for achieving programme learning outcomes. It can be seen from the discussions with the doctoral students that students are informed about the availability of the resources and know how to utilize them.

### Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- The university library is connected to many scientific databases.
- The program is provided with appropriate material and technical resources.
- The technical base consists of five scientific laboratories with equipment and Center for Construction and Building Studies.

### Recommendations:

- -

### 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
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4.4	Material Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### 4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The allocation of financial resources for the program is provided by the faculty budget. The submitted budget of the Faculty of Construction will allow financing of the doctoral study program and corresponds to programme needs.

#### Evidences/Indicators

- The state budget is the main doctoral study programme funding source.
- Every year, taking into account the estimated costs and revenues, the faculty independently develops an annual budget.

#### Recommendations:

- -

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

#### Compliance with the programme standard

4. 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.

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

Doctoral study program staff collaborates with internal quality assurance service, which works efficiently. Quality assurance results are analyzed and evaluated in the for doctoral study program improvement. Internal Quality Assurance mechanisms at GTU are defined by the regulation of the Quality Assurance Office. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring, identify objectives with strategic development and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, programme evaluation is consistent at university and assessment results are generally utilized for programme improvement.

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

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

The university has implemented a practice of the "Council of Advisors" and the Faculty of Building has also benefitted from the existing practice. Council members are participating in reviewing the educational programs, as well as evaluating their teaching outcomes and progress. They have also been actively participating in modification of the programme's goals and objectives.

## Evidences/Indicators

- The established Quality Assurance Service of the Faculty system is efficient.
- The doctoral study program is developed by a specially created group during a collaborative process involving academic staff, faculty, students, alumni, as well as invited staff.
- As part of their involvement in the implementation of the quality assurance policy, the head of the program and other persons participating in the training actively cooperate with the quality assurance services of the university and the faculty.
- Self-Evaluation Report
- Internal mechanisms for quality Assurance
- Survey reports and forms
- Rules for planning, elaboration, evaluation and developing educational programmes
- Protocols of the faculty commission for evaluation of educational programs
- Self-assessment group meeting minutes
- Interview results

## Recommendations:

- -

## 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
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

For the external quality evaluation the faculty and academic staff uses its own partner contacts, which are mainly represented by the foreign educational and scientific-research organizations.

External quality assurance at GTU is mainly carried out through Accreditation and Authorization processes, maintained by the National Center for Educational Quality Enhancement and the developmental peer review process. The University generally reviews recommendations and suggestions and the findings are introduced to the programme team for further consideration.

The educational programme was shared with local and/or foreign colleagues working at other HEIs in order to improve the programme content and research potential. Therefore, it has been evaluated by the Professor of Institute of Landscape Engineering at Slovak University of Agriculture in Nitra, Professor at Bialystok University of Technology, Professor at Cyprus International University, Director of Hydrotechnics and Hydroinformatics Department at National Research University of Tashkent (Uzbekistan), Professor at Kaunas University of Applied Sciences and Head of Technology and Engineering Management Department at Batumi Shota Rustaveli State University. The received feedbacks and evaluations highlighted the importance of the program, qualification of the involved professors and supervisors, research and the potential to implement the latest achievements in the field of environmental engineering within the programme.

**Evidences/Indicators**

- Five positive feedbacks from foreign universities about the doctoral study program.
- The Faculty has taken valuable steps toward achieving ABET accreditation for its educational programs.
- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- External evaluations
- Interview results

**Recommendations:**

- -

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

**5.3 Programme Monitoring and Periodic Review**

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

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

The program is regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations are systematically utilized as input for the program's continuous improvement actions. Other available information may also be used to assist in the continuous improvement of the program.

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

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. Programme benefits from the practice of "faculty commission for the evaluation of educational programmes", which periodically evaluates the structure and content of the educational programme, its provision with appropriate human and material resources, compliance with the established standards, and within the framework of the self-evaluation preparation process at the University, develops recommendations for the purpose of the programme advancement. The faculty commission is chaired by the head of the Quality Assurance Service of the faculty.

The HEI ensures benchmarking for the best available practices to develop a competitive and individual programme. The programme takes into consideration the experiences of other educational programmes, as well as leading engineers and foreign specialists in the field. Locally and internationally based professors who have been involved in peer review process were also able to observe the similarities and share their perceptions how these practices are applied.

#### **Evidences/Indicators**

- Quality Assurance Service of the Faculty examines the doctoral study program and gives recommendations for its improvement.
- The faculty commission actively participates in the process of quality assessment.
- The periodicity of evaluation is determined by the head of the quality assurance service of the university.
- The evaluation process is carried out both directly at the meetings and by the survey method. For the evaluation of the program, the received information was processed, analyzed and its strengths and weaknesses were determined.
- Self-Evaluation Report
- Quality Assurance Mechanisms

- Survey reports and forms
- Learning outcomes evaluation mechanism
- Benchmarking of analog programmes
- Interview results

**Recommendations:**

- -

**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
5.3. Programme monitoring and periodic review	X	<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:** Georgian Technical University

**Name of Higher Education Programme, Level:** Water Resources Engineering, Doctoral educational program

**Compliance with the Programme Standards**

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	<input type="checkbox"/>	<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

Saulius Vasarevicius



Accreditation Expert Panel Members

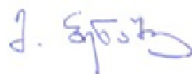
Full name, signature

Nino Inasaridze



Full name, signature

Mamuka Benashvili





Full name, signature

Akaki Chalatashvili 

Full name, signature

Tamta Tskhovrebadze 

Full name, signature

Giorgi Arkania 