



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education

"Energy and Electrical Engineering" BA

**Name of Higher Education Institution
LLC Caucasus University**

Evaluation Date(s) 12 February, 2024

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Caucasus University LLC
Identification Code of Institution	205050567
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Saulius Vasarevicius, Vilnius Gediminas Technical University, Lithuania
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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ენერგეტიკა და ელექტროინჟინერია
Name of Higher Education Programme (in English)	Energy and Electrical Engineering
Level of Higher Education	Bachelor
Qualification to be Awarded ²	VI
Name and Code of the Detailed Field	0713 Electricity and Energy
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)	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)	-

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 study programme is relevant, timely and essential to training bachelor students, equipped with the necessary skills required to Energy and electrical engineering. But additional development of laboratory equipment.

▪ Overview of the Accreditation Site Visit

The bachelor study program provides quality education in the Energy and electrical engineering, well-grounded in the fundamental principles and the study courses required for this. The study program is relevant, timely and essential to educate bachelor students, equipped with the necessary skills required to Energy and electrical engineering. There a good recognition of the university at good educational level and efficient collaboration with industrial partners.

The study program is relevant, up-to-date and well implemented. This clearly show the relevance and alignment to Energy and electrical engineering. Laboratory equipment base need additional development. The university has good library sources that supports students and staff. The program is provided with highly qualified human resources, but academic staff must pay more attention to scientific publications.

• 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: Complies with requirements

▪ Recommendations

- The laboratory work performed by the students should be indicated in the syllabus.

- Laboratory equipment base need additional development especially in the fields of Electrical Machines Lab; Wind and Solar Energy Lab.

▪ Suggestions for Programme Development

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

- All study courses have 5-6 ECTS. In the future, we suggest that it is appropriate to allocate 9 ECTS for more important study courses (which are related to the practical application of knowledge and which include exercises and/or laboratory work and/or course work), while 3 ECTS may be enough for less important ones (for example, if they do not have a high correlation between the learning outcomes of the given course with the program learning outcomes).
 - After starting the study program, conduct surveys of internal and external stakeholders (employers, alumni, professional associations, etc.) about program learning outcomes.
 - Constantly update literature sources used for technical/engineering study courses.
 - The university has wide Erasmus relations with foreign universities. Erasmus cooperation needs to be developed for Energy and electrical engineering study programs as well.
 - We suggest to sign memorandums of understanding (or agreements) with energy industry institutions willing to receive students of this particular program.
 - The university should increase the awareness of student self-government.
 - To teach “academic writing” course, lecturer experienced in energy and electrical engineering terminology and also in corresponding English technical terminology is necessary.
 - Academic staff must pay more attention to scientific publications. It is important for program head and academic staff to publish in research journals which are indexed in international databases.
 - It is suggested to expand the involvement of students/alumni in the process of program developments.
- **Brief Overview of the Best Practices (if applicable)⁵**
 -
 - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The university presented an argumentative position on the five recommendations provided in the expert draft report. The experts have analyzed the position of the University and agree that three recommendations (regarding study course credits; regarding the "academic writing" course; regarding academic staff publications) can be presented as Suggestions. The other two recommendations (regarding laboratory works in the syllabus; regarding

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

laboratory equipment base) remain unchanged. In principle, the university did not object to them in its position.

- **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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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. Three main goals have been formed:

- provide students with the opportunity to gain a wide breadth of knowledge of power and electrical engineering which, prepares the individual to continue their studies in Master's programs and/or occupational work in their respective field;
- give the students education based on the fundamental theories and principles of mathematics, electrical, and power engineering, which will give them the opportunity to develop professionally and make their own contribution to the development of the field;
- prepare a high-level, competitive specialist equipped with wide range of knowledge and practice-oriented transferrable skills which are necessary for the modern energy sector.

The connection 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.

A map of correspondence between study courses and program learning outcomes is established. The educational goals of the study program are fully consistent with the mission of the University. Based on the self-evaluation report of the educational program, accompanying documentation, and information obtained during the accreditation visit, it is evident that the development of the study program incorporated evaluation, feedback, and recommendations from various stakeholders. Additionally, the employer's demand was conducted, and its findings were considered in the program development.

According to experts, the goals of the study program carefully consider the unique characteristics of the field of study, the academic level, and the educational program. They reflect the knowledge, skills, and competencies that the program aims to impart to

graduates, as well as the program's intended contribution to the development of the field and society at large.

Evidences/Indicators

- Mission of the University;
- Bachelor’s Program of Energy and electrical engineering;
- Comparative analysis with similar programs;
- Results of interviews;
- 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.

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
1.1 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

The learning outcomes of the undergraduate educational program “Energy and electrical engineering” have been developed taking into account the requirements of the local and

international standards in force in the field, including the accreditation standards. This, in turn, ensures the compliance of the learning outcomes of the program with the specifics of the field and the requirements of the labor market. The learning outcomes of the program are consistent with the program objectives.

The study program envisages that the graduate should have:

- Describes the basic concepts of power and electrical engineering. Based on the theoretical knowledge in mathematics, physics, and engineering defines the theoretical aspects of the field.
- Describes power grid and power system design and operational principles.
- Selects optimal methods and uses them for complex engineering and power engineering problem solving.
- Uses modern power system multi-domain modeling and simulation methods and instrumentations effectively.
- Defines basic configurations for relay protection devices and develops basic operational logic for various types of relays.
- Utilizes power plant and substation control and monitoring systems, also uses central SCADA/EMS basic functions and relevant operational algorithms.
- Evaluates development-oriented learning process, constant professional learning and the importance of gathering new knowledge, performs oral and written communication effectively.
- Evaluates and shares the values, ethical and moral responsibilities associated with power and electrical engineering.

According to experts assessment, the learning outcomes of the program exhibit a logical connection with the program's goals and the specific characteristics of the field of study. These outcomes comprehensively describe the knowledge, skills, and, where applicable, the responsibilities and autonomy that students acquire upon successfully completing the program.

Evidences/Indicators

- Bachelor's Program of Energy and electrical engineering;
- Comparative analysis of similar programs;
- Analysis of employer's demand;
- Self-assessment report submitted by the institution;
- Syllabus of training courses;
- Map of Program Competencies;
- Results of the interview.

Recommendations:

- -

Suggestions for Programme Development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

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

The monitoring of the implementation of the undergraduate educational program and the assessment of learning outcomes are based on both the method of evaluating the implementation of educational programs of the Caucasus University and the mechanism of evaluating the learning outcomes of the program developed within the framework of the undergraduate program of Energy and electrical engineering. During the semester, the student's knowledge is assessed step by step, which includes midterm and final assessment.

In each component of the educational program, depending on the specifics of it, the evaluation forms and points are different and written in it. Due to the specifics of the Program different evaluation forms may exist and they are determined by the respect program.

With the purpose of supporting the quality of education and constant improvement, the cycle of continuous quality enhancement is operated in the university. The goal of the (PDCA) cycle is to improve the activities in the process of education program

implementation and to facilitate the elimination of deficiencies by responding in a timely manner.

Based on the analysis of the data listed above and interviews conducted with the key personnel (with the head of the quality service, quality service specialists, program managers), it was revealed that the self-evaluation process aims to identify both the strengths and areas for improvement within the programs. Furthermore, this process helps determine the primary needs for development and plan interventions accordingly. According to experts' assessment, the University has defined mechanisms for evaluating the learning outcomes of the program. The process encompasses the identification, collection, and analysis of the necessary data to measure these learning outcomes. The analysis of program learning outcomes evaluation is utilized as a tool for enhancing and refining the program.

Evidences/Indicators

- Bachelor’s Program of Energy and electrical engineering;
- Programme learning outcomes assessment mechanism;
- Interview results;
- Self-assessment report submitted by the institution.

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	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 content and structure of the Bachelor of Energy and electrical engineering program is consistent with the qualifications awarded and ensures that the learning outcomes of the program are achieved. The curriculum consists of mandatory and optional learning components that reflect the current trends in the field and use the latest learning materials and resources.

Accordingly, 240 credits are considered by the program including

- 1) Learning courses of narrow sphere (199 ECTS credits):
 - Mandatory learning courses -170 ECTS;
 - Optional learning courses - 29 ECTS.
- 2) Learning courses of free component (41 ECTS credits):
 - Mandatory learning courses of university - 20 ECTS;
 - Optional learning courses of university - 15 ECTS;
 - Free credits – 6 ECTS.

The educational objectives of the undergraduate program in Energy and electrical engineering are to provide a high-standard education and training to its students so that they have the knowledge and skills to enter future careers. Guided by the Mission of the University, the Energy and electrical engineering program is committed to preparing students who will be thoughtful, responsible, and successful citizens.

In the final semester, the student will work on a Bachelor's Thesis that aims to prepare students for real-world challenges in the field of Energy and electrical engineering. Within the scope of the final thesis, the student must apply the acquired theoretical knowledge and

skills, as well as demonstrate effective work skills in solving the engineering task set before them.

According to expert assessment, the program was developed using the planning, development, and educational program methodologies employed by Caucasus University. The program's structure is coherent and logical, ensuring the achievement of learning outcomes. The content and structure are aligned with the qualification to be awarded. The academic and guest staff bring practical experience to the program, facilitating exposure to the latest advancements in Energy and electrical engineering.

Evidences/Indicators

- Bachelor’s Program of Energy and electrical engineering;
- Syllabuses of Relevant Components;
- Matrix of Program Competencies;
- Comparative analysis with similar programs.

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
1.4 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

A planning stage precedes the development of the program in the Caucasus University, just like the preparation of a new program, which includes the survey of the market, meetings with potential employers and probable or existing personnel implementing the program, analysis of the resources and consultations with the representatives of the University Administration. The program that has been developed or edited is reviewed by the Faculty representatives and goes through a university expertise conducted by the Quality Assurance Service. After approving the new program if considers the following facts are approved: the program outcomes ensure the competitiveness of the graduates at the educational and employment market; the unity of the components of the program ensures the achievement of the goals and learning outcomes set by the program; the contents of all the components of the program, considering the teaching methods and credit capacity, ensure the achievement of the learning outcomes and goals set by the mentioned component, which will be relevantly reflected in the syllabus of the relevant component; the program is provided with human and material resources. The procedure for the approval and renewal of the Bachelor's program in Energy and electrical engineering includes all of the mentioned-above steps.

The content of the course/subject and the number of credits ensure the achievement of the learning outcomes defined by this course/subject. The course/subject content and learning outcomes of the core area ensure that the learning outcomes of the program are achieved. It can be seen from 15 syllabus of study courses presented in English and the Map of the learning outcomes that every learning outcome of each academic course/subject is assessed. The study material specified in the syllabus largely ensures the achievement of the learning outcomes of the program. Compulsory literature and other teaching and learning resources listed in the syllabus correspond to the achievements in the field of study as shown in the Map of the learning outcomes and also consider the latest research in the relevant field taking into account the specifics of the academic course. But the amount of credits for the study courses is not optimal. The amount of all of them does not differ much: 5-6 ECTS credits. Larger differences are needed. We believe that it is appropriate to allocate 9 ECTS

for more important study courses (which are related to the practical application of knowledge and which include exercises and/or laboratory work and/or course work), while 3 ECTS may be enough for less important ones (for example, if they do not have a high correlation between the learning outcomes of the given course with the program learning outcomes). The disadvantage is that laboratory works in syllabuses are not indicated.

In the field of technological sciences, which include Energy and Electrical Engineering, it is especially important to present the latest teaching material/references. Therefore, it is important to constantly update literature sources used for technical/engineering study courses.

Evidences/Indicators

- Mission of the University;
- Bachelor’s Program of Energy and electrical engineering;
- Programme learning outcomes assessment mechanism;
- Syllabuses of relevant components;
- Study literature, textbooks.

Recommendations:

- The laboratory work performed by the students should be indicated in the syllabus.

Suggestions for the programme development

- All study courses have 5-6 ECTS. In the future, we suggest that it is appropriate to allocate 9 ECTS for more important study courses (which are related to the practical application of knowledge and which include exercises and/or laboratory work and/or course work), while 3 ECTS may be enough for less important ones (for example, if they do not have a high correlation between the learning outcomes of the given course with the program learning outcomes).
- Constantly update literature sources used for technical/engineering study courses.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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.

The enrollment of the students to the program is performed in accordance with the regulation stipulated by the legislation, as below:

- * Any person having a secondary education is entitled to enroll in the Undergraduate Program in Energy and electrical engineering;
- * The precondition for admission to the program is to pass the Unified National Examination;
- * Any exceptions to the Law on Enrolment at Higher Education Institutions are allowed only in the cases prescribed by Law;
- * At the national exams, it is mandatory to pass the mathematics or physics exam from the optional subjects;

* A person authorized to enroll in the program without passing the unified national exams passes an internal exam in mathematics or physics established by the university;

* Mobility to the program is allowed in accordance with the procedures set by the relevant law.

According to the experts' assessment, the University has defined appropriate, transparent, fair, public and accessible prerequisites and procedures for admission of individuals to the program. These measures ensure the inclusion of individuals with relevant knowledge and skills, aligning with the program's learning outcomes.

Evidences/Indicators

- Bachelor’s Program of Civil Engineering;
- The University website;
- 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
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 program includes educational objectives incorporating research techniques and opportunities that are consistent with the mission of the University, the needs of the program's various constituencies, and these criteria. Accordingly, a documented, systematically utilized, and effective process is taken into account involving program constituencies for the periodic review of these program educational objectives as well as research skills in all technical areas of the program that ensures they remain consistent with the University mission, the program's constituents' needs, and these criteria.

University will try to cooperate with several institution and organizations regarding the Energy and electrical engineering field of study with the purpose of developing research and practical skills of students. The cooperation considers the joint establishment of scientific connections with other institutions to implement joint research works. Employers' representatives said during the meeting that there is a great need for specialists in this field and they are ready to accept students for internships/practice. The students will be supervised by a qualified/experienced persons and their will evaluate the student's activity.

Regular seminars will be conducted at the university with the purpose of delivering the newest ideas and existing problems in the Energy and electrical engineering field of study, deepening knowledge, familiarization with the vision, popularization of the associated research areas, formation of an opinion and sharing experiences. Attending and participating in these seminars for students leads to make an additional opportunity to establish the culture of debates, and to present evidences for the development and strengthening of skills to defend their positions.

The University facilitates including Energy and electrical engineering laboratories may utilize to enhance the research skills of students. With this purpose, the main subject in the program is: a research thesis, within the frames of which students develop their skills of searching for information, its analysis and processing; implementing practical research, analyzing outcomes and forming conclusions. Additionally, students often work on such topics that represent the subjects of research scopes considered by the academic personnel of the program.

In addition to the theoretical knowledge required for the field, the bachelor's program focuses on the development of practical skills. The development of practical skills is provided in individual courses by performing projects/assignments of a practical nature based on the principle of individual or group work, by participating in laboratory work. Also, with a final Bachelor's thesis focused on the development of practical skills.

According to experts, the program guarantees, in alignment with the learning outcomes the development of students', practical, scientific / research / creative / performing and transfer skills and/or their engagement in research projects.

The university has signed many Erasmus cooperation agreements. However, there are still no agreements with them regarding cooperation in the field of Energy and electrical engineering. Therefore, Erasmus cooperation will need to be expanded in this area as well.

However, there are no memorandums of understanding or agreements with energy companies. Employees from such companies are ready to sign memorandums as the informed us during the interview.

Evidences/Indicators

- Journal publications;
- Bachelor's Program of Civil Engineering;
- The University website;
- Interview results.

Recommendations:

- -

Suggestions for the programme development

- The university has wide Erasmus relations with foreign universities. Erasmus cooperation needs to be developed for Energy and electrical engineering study programs as well.
- We suggest to sign memorandums of understanding (or agreements) with energy industry institutions willing to receive students of this particular program.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	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 in the bachelor's program of Energy and electrical engineering is carried out using a variety of teaching-learning methods. The teaching methods used in the program correspond to the undergraduate level of education, the content of the course/component and serve to achieve the goals and learning outcomes of the course/component. Their use ensures the active participation of students in the learning process, their interaction both with each other and with the instructor, and the development of such competencies as autonomy, critical reasoning and analytical skills.

Various modern teaching methods are used in the program, namely: verbal/oral, book work, written work, demonstration, practical case analysis (Case study), problem-based learning (PBL), inductive, deductive, analysis, synthesis, group work, collaborative, heuristic, brainstorming, action-oriented, historical, comparative, and others.

Evidences/Indicators

- Bachelor’s Program of Energy and electrical engineering;
- Syllabuses of relevant components;
- 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
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

Evaluation of students in the university is carried out according to established procedures and is in line with both external and internal university legislation. The students' knowledge is evaluated using a 100-point system, which includes both current and midterm and final evaluations. In each training course, the student must score at least 51 points from the maximum evaluation in order to be considered as having passed the training course, and all of the above is written in detail in the syllabus of each training course. It is worth noting that the students are familiar with the evaluation scheme and components, which is confirmed by interviewing the students, while visiting and academic staff ensure that they are familiar with the evaluation criteria.

The electronic educational platform functions in the university, through which students receive various information on a permanent basis. It is important to note that the university has acquired a plagiarism detection program, through which papers created within the university are checked.

Evidences/Indicators

- Site visit;
- Electronic system of educational process management;
- Educational program;
- Syllabus of training courses provided by the program.

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
2.4. 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

In the university, there is an educational process management and student registration service, whose function is to provide information services to students; Issuance of various notices to the student; counseling for him; Receiving student statements and responding to them; Solving the problems created in the educational process for students in the relevant services of the school and university administration.

The student can receive the necessary information, consultation and assistance to plan the educational process and improve the achievements from the academic head of the educational program and the director of undergraduate programs, and in the necessary case, from the dean.

It's important to note as soon as the student is enrolled in the program, he is included in the internal information networks. At the orientation training, they will be given a university e-mail, which gives them the opportunity to be fully integrated in the internal university information space and to provide unhindered all the information that is distributed through internal networks. This is confirmed by both interviews with students and the information presented.

In addition to the above, it is important that the student self-government, their role and mission must be clearly presented in the university, which should be the link between the university administration and the students themselves as well as Caucasus University must ensure the effective and intensive involvement of the student in the process of preparing the self-evaluation of the program. It is also very important for the university to increase the involvement of students in exchange projects with different countries as well as in international scientific events.

Based on the studied documentation and interview results, the expert panel finds that the Energy and electrical engineering bachelor educational programme has the necessary mechanisms for planning the learning process for students, improving academic achievements, providing appropriate counseling on employment, and supporting career development.

Evidences/Indicators

- Site visit;
- Regulation of the Department of International Relations and Projects;
- Provision of career development and employment promotion service;
- Regulation of the educational process management and student registration service;
- Regulation of the Department of Study Monitoring and Student Services;
- Students' ombudsman provision.

Recommendations:

- -

Suggestions for Programme Development

- The university should increase the awareness of student self-government.

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

The study program does not include master's and doctoral students.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for 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
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Academic staff data such as number of affiliated and visiting professors is given for other program (computer science) in the self-evaluation report. It is unacceptable to present data of another program in SER. However, real data is presented in attached documentation. Program staff numbers are presented in the following table:

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	48	36	36	12
- Professor	10	7	10	10
- Associate Professor	3	2	3	1
- Assistant-Professor	1	0		1
- Assistant				

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

Visiting Staff	35	25	25	0
Scientific Staff				-

The number and workload of the academic/visiting staff implementing the program ensures the conduct of the educational process.

The head of program is characterized in SER as a professor which effectively guided a lot of master's and doctoral students during his 12 years of work with of the University in Georgia. However, he has no record in “Scopus” and “Google scholar” databases. Further search shows that his profile on “ResearchGate” shows 0 citations to his works. It is unclear how the researcher with such a profile has supervised many master and doctoral students in the past.

The rights and duties of the elected academic staff are determined by the employment contract concluded with the academic staff.

The development and implementation of the program involves people who participate in various public discussions and scientific conferences, implement local projects in this direction, therefore, the program has a set of academic and guest personnel, which creates a prerequisite for achieving the learning outcomes defined by the program.

Academic writing is taught by the study course teacher whose education and experience in the field of Georgian literature. However, energy and electrical engineering students need lecturer experienced in field terminology and also in English Technical terminology.

After reviewing the CVs of academic staff, it can be said that their qualification is proven by scientific papers written during the past 5 years. It basically meets the requirements. But large part of the publications are published in national journals. Meanwhile, the internationalization of science needs to be developed, especially in the field of technical sciences. So it's important to note that as many publications as possible should be published in research journals which are indexed in international databases. After reviewing the CVs of the invited staff, it can be said that their qualification is proven by relevant knowledge, experience and competencies necessary to help students achieve program learning outcomes.

Hours allocated for student consultation are envisaged by the workload of academic and invited staff. The number of academic and invited staff at the study programme is adequate with regard to the number of planned students.

Evidences/Indicators

- The undergraduate Program;

- Personal affairs of academic and invited staff;
- Agreements signed with academic and invited staff;
- Academic and invited staff CVs;
- Academic and invited staff workload rules;
- School regulations.

Recommendations:

Suggestions for Programme Development

- To teach “academic writing” course, lecturer experienced in energy and electrical engineering terminology and also in corresponding English technical terminology is necessary.
- Academic staff must pay more attention to scientific publications. It is important for program head and academic staff to publish in research journals which are indexed in international databases.

Evaluation

Please, evaluate the compliance of the programme with the component

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

The study program does not include master's and doctoral students.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

Caucasus University, has a Research Support Department. It collects and updates the information on scientific papers published with reference to the institutional affiliation of Caucasus University. Also collects information research projects submitted on behalf of the University to local donor organizations (mainly LEPL Shota Rustaveli Georgian National Science Foundation). Since January 2019, Caucasus University, together with authorized HEIs in Georgia and LEPLs under the Ministry of Education, Science and Youth, Culture and Sports of Georgia, is participating in a two-year project funded under Erasmus + - „Raising Research Capacity of Georgian HEIs through Developing R&D Units/HERD“, within the framework of which the University has software for analysis of research activities performed by academic, scientific and invited staff.

The university budget includes directions for development and research. Support for research activities is one of the main functions of the Research Support Department.

University Governing Council has approved the rules for internal funding for research activities, according to which, twice a year - in December and June - there is a call for projects for research activities to obtain internal university funding. Academic program participants have obtained such funding.

Since 2019, information meetings and trainings have also been established for the academic, scientific and invited staff of Caucasus University, with the aim of providing detailed information on the formal side of obtaining grant funding for research and disseminating research results.

The academic staff of the school regularly participates in Erasmus + mobility Programs.

Evidences/Indicators

- Questionnaire for academic personnel;
- International mobility statistics;
- Memorandums, agreements.
- Reports on the work done by the Research Support Department;
- Participation in the two-year Erasmus + funded project "Raising Research Capacity of Georgian HEIs through Developing R&D Units / HERD";
- Rules and procedure for internal university funding of research activities.
- Information posted on the University website about meetings / events held within the framework of international projects: <https://www.cu.edu.ge/ka/news-page>

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

University has computers with appropriate software for educational programs and Internet access are available for students and academic staff. Auditoriums are equipped with appropriate devices (multimedia projector, computer, audio-video equipment, etc.) and educational equipment (white board, desk, chair).

The books and electronic resources at the disposal of the university ensures the achievement of the results envisaged by the program. Any university student and academic staff can use the library's electronic and printed resources.

The university library maintains a printed and electronic materials corresponding to the undergraduate educational program. The library has a reading hall. In the reading room, students have the opportunity to use the Internet and international electronic resources, like: EBSCO HOST; ScienceDirect; Scopus; Sci-val Funding (Funding Institutional); HeinOnline; Taylor and Francis; Math Scientific Publishing (MSP)-Journals.

Despite the presence of University engineering laboratories, experts note that the laboratory equipment is not deemed appropriate. University does not have laboratories related to power systems and power electronics. Existing laboratory is only equipped with computers and few devices like conventional power sources and multimeters. There no laboratory work descriptions which students can follow.

Evidences/Indicators

- Material and technical resources of the university;
- Access to international and academic libraries;
- The library's book fund;
- Laboratory visit;
- Interview results.

Recommendations:

- Laboratory equipment base need additional development especially in the fields of Electrical Machines Lab; Wind and Solar Energy Lab.

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The budget includes income and expenses of the program. The budget of the program takes into account the income received from students and all expenses necessary for full functioning. Also, the "University reserve fund" is provided in the budget of the program, which serves to cover all costs for the full functioning of the program in case of a minimum number of students. In case of making a change in the program, the program budget is adjusted according to the change. The program budget is approved by the president of the university, which is confirmed by the order to which the program budget calculation is attached.

Evidences/Indicators

- Budget;
- 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
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

Issues related to internal quality assurance are coordinated by the Quality Assurance Department of the University. The goals of internal quality assurance are to continuously improve educational activities and strengthen the culture of quality. With this focus, the university has developed several regulations and frameworks related to the elaboration and development of educational programmes, as well as the procedure for review of educational programmes and the mechanisms for ensuring programme quality. Along with this, the

Quality Assurance Department deals with the issue of scientific research productivity, teaching and learning, and evaluating the efficiency of existing mechanisms.

Quality assurance operates in accordance with the “plan–do–check–act” (PDCA) cycle and is used as follows: (1) programme development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation, and analysis (survey of students and academic staff, analysis of the results of student’s academic performance, etc.); (4) considering the results and modifying the programme.

The quality assurance department and the schools are involved in the process of continuous monitoring of the educational process. Monitoring is mainly carried out through surveys of target groups and systematic observation of sessions.

Survey forms include the assessment of such issues as - satisfaction with educational programmes, learning outcomes, assessment of management processes, infrastructure, needs for development, assessment of academic staff, etc. Considering the results of the obtained information, data is processed, strengths and weaknesses are revealed, problems are identified, and ways to solve them are selected. The University has presented analysis of the regular surveys conducted with the stakeholders, as well as the reports of regular meetings of the program development teams.

The quality assurance department provides regular consultations to academic, scientific, invited, administrative, and support staff on issues related to internal and external quality assurance, authorization, and accreditation.

From the self-evaluation report and the interviews conducted by the accreditation experts’ panel, the involvement of the academic/invited staff in the programme development is observed.

The involvement of employers was confirmed during the interviews, as the direct and main employer of the programmes is the Georgian State Electro system, as well as the Georgian Energy Development Fund, along with other private organizations who are also engaged in the program as academic/invited personnel. Their contribution is a valuable asset for the programmes’ development. The contribution and engagement of administrative staff in this process were obvious.

Various events and training are conducted by the quality assurance department to improve the development of programmes and the teaching process at the university.

In addition to this, the University has adopted regulations for monitoring distance learning processes in case of necessity.

To summarize, the internal quality assurance mechanisms are well established in the University and the overall quality culture is an integral part of the University's working process.

Evidences/Indicators

- Educational programme and Syllabi;
- Self-Evaluation Report;
- Internal Quality Assurance Mechanisms;
- Survey Results;
- Interview Results.

Recommendations:

- -

Suggestions for the programme development

- It is suggested to expand the involvement of students/alumni in the process of program developments.

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

The University regularly uses external assessment tools for programme accreditation in the process of developing higher educational programmes. The University closely cooperates with the National Centre for Educational Quality Enhancement of Georgia. In addition to the external evaluation carried out during authorization/accreditation, the university collaborates with local and international stakeholders and experts in the field to evaluate the programmes. In particular, the Bachelor's programme in Energy and Electrical Engineering has been evaluated by two external experts. The review is comprehensive and the overall evaluation of the programme is positive.

Additionally, in the frame of the programme, the university has carried out the benchmarking analysis to find the best practices and to identify the similarities and differences between their program and existing programs internationally. Based on this analysis several improvements (including/excluding some modules) have been applied to the program content and the structure.

It is worth mentioning that the university has an independent unit, the International Accreditation Office, which actively supports educational programs in adhering to international standards of quality education. This effort aims to internationalize and enhance the recognition of these programs.

Evidences/Indicators

- Self-Evaluation Report;
- Educational Programmes and Syllabi;
- External Evaluations – reports of the field experts;
- Interview Results;
- The university web page: <https://www.cu.edu.ge/en>

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

Information and rules on monitoring and periodic evaluation of the educational program are placed in the programme's regulations, in particular, according to the mentioned document, the procedures for initiating, approving, modifying and periodic evaluations of the programme are defined.

For each programme, quality assurance department, along with the school coordinators and the program leader/s is responsible for evaluating/analysing the achievement of the outcomes defined by the program. Accordingly, the assessment of programme outcomes is carried out periodically by direct and indirect methods.

The direct methods of evaluating the results involve the assessment of student's academic performance.

The indirect method of evaluating the results involves studying the attitude of all stakeholders of the programme: a) students, b) academic/invited staff involved in the implementation of the program c) employers d) graduates of the program. The programme learning outcomes are assessed using questionnaires to: a) evaluate the educational courses and/or processes by the students in an electronic database, b) assess students' satisfaction.

The process of synthesizing this feedback is led by the University's Quality Assurance Department, which formulates conclusions and recommendations. These findings are subsequently discussed with the relevant structural units. Following established practice, programme modifications are implemented, with ongoing monitoring overseen by the Quality Assurance Department.

Accreditation experts' panel considers this practice useful for the achievement of the learning outcomes.

Evidences/Indicators

- Self-Evaluation Report;
- Educational Programmes and syllabi;
- Regulations of Quality Assurance;
- Survey results and reports;
- 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: LLC Caucasus University

Name of Higher Education Programme, Level: BA

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	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

Full name, signature

Saulius Vasarevicius

Accreditation Expert Panel Members

Full name, signature

Avtandil Tavkheldidze

Full name, signature

Tamta Lekishvili

Full name, signature

Vazha Kelikhashvili