



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

MA Economics, Faculty of Business and Social Science

LEPL - Sokhumi State University

Evaluation Date(s)- Dec 13-14, 2023

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL- Sokhumi State University Legal entity under public Law
Identification Code of Institution	205224700
Type of the Institution	University

Expert Panel Members

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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)	ეკონომიკა
Name of Higher Education Programme (in English)	Economics
Level of Higher Education	Level 7 (Master's Degree)
Qualification to be Awarded ²	Master of Economics
Name and Code of the Detailed Field	0311- Economics
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	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New Programme
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 Master's Program in Economics offered by Sukhumi State University approved by the Academic Council, aims for competitive and highly skilled specialists post graduate students equipped with knowledge in modern Economic Theory, Economic Policy, and Economic Diplomacy. The program lasts 2 years (4 semesters) and provides credits for both compulsory and optional courses. The curriculum, comprising 120 credits encompassing 16 mandatory and 12 elective courses, emphasizes on theoretical understanding, practical prowess in economic research and activities with 30 ECTS of scientific research component (Master thesis). Compulsory courses of the program - 105 credits, including: professional practice - 5; Master's thesis - 30. Elective courses of the program - 15 credits. One study semester consists of 19 weeks, which are: 16 weeks - teaching, VIII week is devoted to the midterm exam, XVII week is the final exam, and XVIII-XIX weeks are devoted to additional exams if necessary. The program, planned to be launched by 2024 has a defined teaching faculty and infrastructure and is financed from the university's unified budget. The programme aims at preparing students for diverse employment avenues spanning governmental bodies, international organizations, consulting firms, exchanges, NGOs, analytical centers, educational institutions, and even further academic pursuits.

▪ **Overview of the Accreditation Site Visit**

The accreditation panel, dedicated to the evaluation of this program, meticulously reviewed the self-evaluation report along with the accompanying documents, extensively analyzing the supporting evidence and documentations. Subsequently, two comprehensive online meetings were convened on December 5 and 11, 2023 for deliberating the primary issues identified during this evaluation process in preparation for the site visit. The site visit happened on Dec 13 & 14, 2023 at the premises of Sukhumi State University, Tbilisi. During the site visit, a detailed schedule was meticulously followed to assess the master's Program in Economics at Sukhumi State University. The day commenced with a preparatory meeting, followed by a session with the university administration including the Rector and Head of Administration. Subsequently, meetings with the Self-Evaluation Team, representatives of the Quality Assurance Office, academic staff, invited staff, and heads of the program were conducted, each session dedicated to different facets and responsibilities within the program. The sessions with the academic and invited staff included Dean, Deputy Dean, Head of Programme among others. The meeting with the employers/stakeholders Deputy Head of the Supreme Council of the Autonomous Republic of Abkhazia, Deputy Minister of the Ministry of Finance and Economy of the Autonomous Republic of Abkhazia, highlighting a broad spectrum of involvement from the employer side of the programme. The second day's agenda included interactions with students, alumni, and further deliberations on key findings, culminating in a review panel meeting and a short feedback session with the short feedback session to the university team.

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

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

The education program outlined demonstrates a strong commitment to providing a comprehensive and high-quality learning experience. The program's objectives focus on training competitive specialists in economics with deep knowledge in modern economic theory, economic policy, economic diplomacy, and practical research skills. The inclusion of mandatory and elective courses, professional practice, and a master's thesis adds depth and practicality to the curriculum, contributing to a well-rounded education. The evaluation of the educational program indicates a generally positive assessment across various criteria. In terms of educational programme objectives and learning outcomes, the program substantially complies with requirements, with specific commendation for meeting the standards in program objectives and evaluation mechanism of learning outcomes. The structure and content of the education programme, as well as academic course/subject, also comply with the established requirements. Methodology and organization of teaching show overall compliance, with noteworthy strengths in program admission preconditions and teaching and learning methods. Student evaluation is highlighted as substantially complying with requirements. Student achievements and individual work with them meet the stipulated requirements. Providing teaching resources is a strong point, with substantial compliance in human resources, material resources, and budget/financial sustainability. Teaching quality enhancement opportunities exhibit compliance in both internal and external quality evaluation. In summary, the educational program demonstrates a solid adherence to established standards, with areas of substantial compliance contributing to its overall positive evaluation.

- **Recommendations**

Standard 1.3.

- The master's thesis syllabus requires modification to incorporate more robust evaluation criteria for assessing the master's theses effectively.

Standard 2.3

- There's a need for clearer details on the processes used for surveys, data analysis, quality assurance, and benchmarking. Demonstrating how these results inform teaching method improvements and involving stakeholders in assessments would enhance the program's effectiveness. Implementing a structured quality assurance framework, formalizing course evaluation mechanisms, and improving feedback surveys would enhance the efficiency and reliability of feedback systems.

Standard 2.4

- It is necessary to provide students with more information on how they can appeal an assessment, and also information about plagiarism and the university's regulations regarding plagiarism.

Standard 4.5

- University should purchase timely the right software in time for the econometric course or select other free soft for Econometric teaching, and accordingly prepare computers for teaching process and modify syllabus.

Standard 5.3

- Ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.

▪ **Suggestions for Programme Development**

Standard 1.1

- Expand the scope of market research to delve deeper into the specific demands and trends within the economics field. Move beyond general inquiries to gather detailed insights into the intricacies of market demands and program popularity, enabling a more targeted curriculum development.
- Enhance the program's documentation to clearly illustrate its contributions to the field of economics and society. Explicitly outline how the program addresses present and future challenges while capitalizing on emerging opportunities within the economic landscape.
- Align the program furthermore with the university's mission by emphasizing its role in fostering cross-disciplinary and cross-cultural collaboration among students and faculty. Showcase instances where the program encourages innovation, internationalization, and diversity within the institution.
- Facilitate a formal and inclusive engagement with stakeholders from the labor market. Solicit their feedback and insights to refine and revise program objectives and learning outcomes. By actively involving industry stakeholders, the program can better align itself with current market needs and industry expectations.

Standard 1.2

- Assessment findings highlighted the need for more practical application of economic theories, leading to the incorporation of case studies and simulations to enhance real-world application.

Standard 1.3

- Including contemporary Econometric models or software for economic modeling workshops is highly recommended. This approach demonstrates a responsive curriculum that evolves with the field's changes, ensuring better learning outcomes and practical applicability for students.
- Utilizing anonymous online surveys to assess student satisfaction and comprehension post-teaching method implementation is a valuable practice. These surveys effectively gauge the effectiveness of teaching methods in achieving predefined learning objectives, offering valuable feedback for continuous improvement.

Standard 1.4

- While the university offers extracurricular activities, the absence of industry-related visits might hinder comprehensive exposure for economic students.
- Incorporating a regular seminar series featuring professionals from the economic field is highly beneficial. This practice ensures that graduates are exposed to and well-versed in current economic trends, practices, and real-world insights, enhancing their preparedness for the industry.

Standard 1.5

- The study materials provided to the students of the program should be appropriate to their language skills.
- Make sure that in the curriculum use Master level literature
- it will be good for the program if university start support preparing Georgian language literature for the program courses.

Standard 2.1

- To ensure clarity regarding the requirements for future students, we will provide a sample specialty test and make it visible on the website.

Standard 2.2

- There are room for improvement in scientific/research direction which is also essential for Master education.

Standard 2.3

- Regular faculty workshops to integrate real-world economic issues into coursework should be included. Enhancing teaching strategies and aligning them with industry standards through periodic training sessions would bolster the program's practical relevance and keep teaching methods updated.
- Explicitly including debates and case studies on economic policies in the curriculum, providing faculty training to moderate these discussions effectively, and encouraging student-led discussions to enhance engagement and autonomy in learning.
- Students share a warm and informal relationship with staff, which is good for fostering a nurturing environment, however, establishing formal communication channels with students regarding assessment criteria, anti-plagiarism policies, and expectations could strengthen the integrity of assessments.
- Fostering a culture of sharing best practices among faculty members as Peer evaluation on teaching and learning is vital for the collective growth and enhancement of our educational standards. Encouraging open discussions, workshops, or forums where faculty can exchange successful teaching strategies, innovative techniques, and experiences can greatly enrich our educational practices.

Standard 3.1

- It would be better for the university to devote more time to developing practical work and offering it to students

Standard 4.2

It is preferable that, university supports the program academic staff in the direction of economic research software programs using skills development.

Standard 4.5

- Program budget should specify all costs including hourly salaries of the professors

Standard 4.4

- Ensure that the library operates in accordance with university regulations.
 - It would be good if the university purchase projector or smart board for all the auditoriums.
- **Brief Overview of the Best Practices (if applicable)⁵**

NA

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

For the argumentative position of changing Recommendation 1 to a suggestion- The master's thesis syllabus requires modification to incorporate more robust evaluation criteria for assessing the master's theses effectively, the panel insist on keeping it as a recommendation due to the following reasons. General criterion for assessing the thesis is defined however highlighting the need for specificity in evaluation criteria, such as the depth of research, critical analysis, and original contribution to the field, will make the assessment more compelling. Additionally, it could be asserted that a well-defined evaluation framework aligns with the advanced academic nature of a master's thesis, fostering a higher standard of scholarly work. Therefore, to enhance the current system, the modification should aim at incorporating explicit and detailed criteria that reflect the depth and complexity expected at the master's level. One can argue that a robust evaluation framework is crucial at the master's level to ensure a thorough examination of research, analysis, and overall academic rigor.

The university's position regarding Recommendation 2 is reasonable for the arguments provided, as the syllabi already specify that obligatory literature is available in either Georgian or English, allowing students with relevant language competency to access the required materials. This approach acknowledges the diverse language skills of students within the program. Furthermore, the flexibility provided in additional literature, allowing materials in different languages, aligns with the principle of accommodating students with various language proficiencies. This flexibility caters to the individual needs of students, promoting inclusivity. Therefore, university's position in this regard is sensible, fostering adaptability and inclusivity, and the panel is agreeing to this stance and moving this recommendation to a suggestion for a well-balanced and student-centric approach.

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

The University's response to the other recommendations is accepted and appreciated by the panel.

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

NA

III. Compliance of the Programme with Accreditation Standards

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

The MA economics 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 planned to be 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.

The purpose of the master's program in Economics derives from the mission of the Sukhumi State University, which provides for the preparation of graduates of various academic levels with a university education based on the latest scientific ideas, who will have high moral citizenship responsibility for integration into the global society (Section 1.1, page 4, SER). The learning outcomes of the program are consistent with the national qualification framework, market requirements, and the institution's strategic goals. They include deep, systematic knowledge in modern economic theory, policy, and diplomacy; skills necessary for independent implementation of practical activities and economic research; and ability to present research results and conclusions in accordance with academic standards (Section 1.2, page 5, SER).

The program objectives are translated into the curriculum by providing a program structure, a map of curriculum objectives and learning outcomes, and a mapping of learning outcomes of study courses and program learning outcomes. The teaching methods used for each course include lectures, seminars, master's thesis, report, essay, etc.

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

The purpose of the program corresponds to the main mission of Sukhumi State University, which is to promote the intellectual, moral, cultural and socio-economic development of the society, research, student-oriented teaching and training of competitive personnel who possess the knowledge and skills necessary for a successful career, professional behavior and ethical standards. The document does not explicitly mention the strategic plan of the institution, but it implies that the program is in line with the strategic goals of developing academic programs, enhancing research activities, strengthening international cooperation, and ensuring quality assurance. As the programme is new there are no specific instances of adjustments made in response to the alignment, but it suggests that the program is periodically reviewed and updated according to the feedback from stakeholders, market demand, and accreditation standards.

The program objectives of the master's program in Economics align with the institution's mission and strategic plan. They aim to prepare graduates with deep, systematic knowledge in economics, scientific research, creative and practical work skills, and high moral citizenship responsibility for integration

into the global society¹. These objectives are consistent with the strategic plan of the Sukhumi State University, which emphasizes quality education, research, internationalization, social responsibility, and institutional development. The program objectives were adjusted by incorporating more research-centric courses. For instance, new optional courses such as Economic Diplomacy, Geoeconomics, and Economic Policy Analysis were introduced. These courses reflect current trends and demands in the field of economics and enhance students' research skills. The increased number of credits for the master's thesis (from 20 to 30) demonstrates a commitment to fostering advanced analytical skills. This adjustment allows students to delve deeper into research and contribute to economic scholarship

The documents show how the program objectives are translated into the curriculum by providing a program structure, a map of curriculum objectives and learning outcomes, and a mapping of learning outcomes of study courses and program learning outcomes. The documents indicate the teaching methods used for each course, such as lectures, seminars, master's thesis, report, essay, etc. As it is a new programme there are no matrices or examples of effective implementation of the curriculum and teaching methods, but it implies that they are designed to ensure the achievement of the program learning outcomes and the development of the students' competencies.

Evidences/Indicators

- Self-evaluation report
- Interviews during site-visit especially SSU administration, heads of programs, labour market representatives
- 2023 master's degree programme curricula
- The methodology of approval of planning and development of masters
- Mission of the university

Recommendations:

Nil

Suggestions for the Programme Development

- Expand the scope of market research to delve deeper into the specific demands and trends within the economics field. Move beyond general inquiries to gather detailed insights into the intricacies of market demands and program popularity, enabling a more targeted curriculum development.
- Enhance the program's documentation to clearly illustrate its contributions to the field of economics and society. Explicitly outline how the program addresses present and future challenges while capitalizing on emerging opportunities within the economic landscape.
- Align the program furthermore with the university's mission by emphasizing its role in fostering cross-disciplinary and cross-cultural collaboration among students and faculty. Showcase instances where the program encourages innovation, internationalization, and diversity within the institution.
- Facilitate a formal and inclusive engagement with stakeholders from the labor market. Solicit their feedback and insights to refine and revise program objectives and learning outcomes. By actively involving industry stakeholders, the program can better align itself with current market needs and industry expectations.

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

1.2 Programme Learning Outcomes

The learning outcomes in the “Economics” master’s program at Sukhumi State University are structured to align with specific program objectives by ensuring that they are consistent with the mission of the university and the description of the higher education qualifications framework. The program aims to train highly qualified specialists with deep, systematic knowledge in economics and the skills necessary for practical activities and economic research. The SER provides detailed information on how the learning outcomes of the Economics Master’s program at Sukhumi State University are aligned with the program objectives and the field of study.

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

The learning outcomes describe the knowledge and skills students will gain, such as understanding modern economic theory, policy, and diplomacy, and the ability to conduct independent research (Section 1.1 and 1.2, Page 11, SER). The document outlines the specific knowledge, skills, responsibility, and autonomy that students are expected to develop¹. This includes critical thinking in economic policy, conducting independent research, and presenting research results in compliance with academic standards (Section 1.2, Page 11, SER). The learning outcomes are consistent with the specifics of the study field, ensuring that students acquire depth in microeconomics, macroeconomics, international economics, econometrics, and other relevant areas (Section 1.2, Page 11, SER).

The program structure was designed based on input from students, faculties, industry professionals, and alumni surveys, ensuring that the curriculum is current and relevant. The sequential course structure, starting from foundational economics to specialized electives, ensures a progressive skill development trajectory, directly correlating with the attainment of learning outcomes like advanced economic analysis proficiency. The program includes practical workshops alongside theoretical courses, providing hands-on experience and reinforcing theoretical concepts. The alignment of learning outcomes is evaluated through course assessments measuring how well specific modules cover the intended learning outcomes.

The learning outcomes are structured to align with specific program objectives by using a map of curriculum objectives and learning outcomes (Appendix 2) and a mapping learning outcomes of study courses and program learning outcomes (Appendix 3). These maps show how each learning outcome is related to one or more program objectives, and how each study course contributes to achieving the learning outcomes. The learning outcomes are integrated into the curriculum by using various learning and teaching methods and system and methods of student knowledge assessment. The document describes the types of methods used, such as lectures, seminars, master’s thesis, report, essay, etc., and the criteria for evaluating the student’s knowledge with a 100-point system. The document also

specifies the prerequisites, contact hours, and independent hours for each study course/module. . The program includes practical workshops alongside theoretical courses, providing hands-on experience and reinforcing theoretical concepts. The alignment of learning outcomes is evaluated through course assessments measuring how well specific modules cover the intended learning outcomes.

The program is supported by various financial, human, material, and technical resources. The document provides information about the financial support of the program from the unified budget of the university, the human resources necessary for the implementation of the educational program such as the academic and guest staff, the material and technical base such as the university library, internet resources, and personal libraries of the academic staff, and the scientific-research component of the master’s thesis.

Evidences/Indicators

- Self-evaluation report
- Interviews during site-visit especially SSU administration, heads of programs, faculty, employer stakeholders
- 2023 master’s degree programme curricula and syllabi of courses
- The methodology of approval of planning and development of masters
- Mission of the university
- Mapping of programme goals and learning outcomes
- Assessment Plan
- SSU website www.sou.edu.ge

Recommendations:

Nil

Suggestions for Programme Development

- Assessment findings highlighted the need for more practical application of economic theories, leading to the incorporation of case studies and simulations to enhance real-world application.

Evaluation

Please, evaluate the compliance of the programme with the component

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

The SER details a defined mechanism for evaluating program learning outcomes, including direct and indirect methods, target marks, and responsible persons for monitoring¹. The evaluation cycle involves defining, collecting, and analyzing data to measure learning outcomes. The learning outcomes of the mandatory components included in the programs, including professional practice and master's work, are evaluated by relevant direct and indirect methods of evaluation consistently and transparently with certain periodicity, taking into account the deadlines of the master's degree. In the case of direct methods, the training courses are evaluated immediately after their completion in the same semester, while indirect methods evaluate the full cycle of the program (2 years) within one year of completion. External stakeholders (employers) are actively involved in the evaluation process through surveys when using indirect evaluation methods.

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

The SER describes the mechanisms and methods of evaluating the learning outcomes of the program in section 1.3 (pages 12-13). It details how the master's program has defined mechanisms for evaluating learning outcomes, which are created based on university documents and approved by the academic council. The evaluation process consists of defining, collecting, and analyzing data necessary to measure the learning outcomes, using both direct and indirect methods. The document also provides an evaluation plan for each learning outcome in Annex 4 (pages 55-58). The document states that the evaluation system is in accordance with the regulation of the educational process and the legal acts in force in Georgia. It also mentions that the evaluation system is transparent, fair, and reliable, and that it supports the improvement of the academic achievements of students. However, the document does not provide any specific evidence or examples of how the evaluation system aligns with the institutional standards or how it is monitored and reviewed for quality assurance. Each learning outcome of the programs has limited target marks, including percentage of the total number of students, grade limit, positive and negative evaluations, percentages of possible and allowed deviations. Responsible persons are also defined, who will monitor the evaluation results and periodically compare them with the target marks. The academic and guest staff of the programs are familiar with the methods of assessment of learning outcomes and actively participate in the assessment process. Trainings and informational meetings were held for the academic and visiting staff to select relevant teaching-learning and assessment methods for compiling, evaluating, and measuring learning outcomes and for future analysis. This process is public and available to all interested parties.

According to the syllabus of the master thesis, the thesis is evaluated once at the final stage with a 100-point system, 51 points is the minimum. The evaluation criteria of the master theses are follows formal part - 10 points; Determination of the goal and task 20 points; Possession of factual material, consistency of presentation, argumentation - 30 points; Research and analysis skills - 30 points; Presentation 10 points. The evaluation of the master's thesis with the mentioned evaluation criteria will not be adequate for a master work, because it does not reflect the research nature (problem justification, although this part is possible implicit in the goals and objectives criteria), research

methodology and conclusion criterion. It is necessary to modify the criteria of the master's thesis in such a way that it fairly and fully evaluates the work done by the student.

The document adheres to a sequential course structure, as evidenced by Section 4 on page 6, which details the distribution of compulsory and elective courses across semesters, ensuring progressive skill development. The document provides evidence for the utilization of assessment results to drive improvements within the program in section. The process includes defining, collecting, and analyzing data necessary to measure learning outcomes, and the results are utilized for the improvement of the programme. The program's learning outcomes evaluation plan includes learning outcomes, their description, and target marks, which are monitored and compared with the actual evaluation results. The document provides a detailed description of the evaluation mechanisms, indicating a high level of adherence to the standards. The SER demonstrates a structured approach to evaluating and enhancing the educational program, aligning with the standards and requirements for quality higher education. The process is transparent and involves all stakeholders, reflecting a commitment to maintaining and improving academic standards. Section 2.2 of the document mentions that the program ensures the development of students' practical, scientific/research, and transferable skills, and that the teaching of each discipline includes practical and empirical work. It also states that scientific-practical conferences and field seminars are held every year, in which students participate. (Page 18-19). Section 2.4 of the document explains the student evaluation system, which is transparent, reliable and complies with existing legislation. It also indicates the forms, components, methods, and criteria of evaluation for each study course in the syllabi. (Page 20-21). Section 1.5, page 9: The document states that the program aims to train competitive and highly qualified specialists with deep, systematic knowledge in economics, scientific research, creative and practical work skills, who have the ability to present research results and conclusions in accordance with academic standards, manage learning and work environment through new strategic approaches, and use the acquired knowledge to independently manage their own learning. The document states that the program ensures the implementation of a practical project by the graduate student - completion of the master's thesis, drawing conclusions and sharing them with specialists and non-specialists using modern information and communication technologies (Section 2.2, page 18). It describes the development of practical skills through practical classes and empirical work, and the involvement of students in scientific-practical conferences and field seminars. The use of paper-based, non-anonymous surveys for student feedback may bias responses and limit genuine critique, potentially impacting the survey's effectiveness. Additionally, manual processing of paper surveys consumes more time and resources and might result in lower response rates due to inconvenience. Exclusive staff use of software like Gretl for econometric analysis and modelling without student engagement might hinder students' practical skill development, limiting exposure to diverse tools used in the industry and potentially impacting their adaptability. Overall, these practices might impede comprehensive feedback collection and hinder students' preparedness for varied software environments.

Evidences/Indicators

- Self-evaluation report
- Interviews during site-visit especially SSU administration, heads of programs, faculty, employer stakeholders
- 2023 master's degree programme curricula
- The methodology of approval of planning and development of masters
- Mission of the university
- Mapping of programme goals and learning outcomes

- Assessment Plan
- Syllabi of courses in the programme
- Target Marks and explanations

Recommendations:

- The Master's thesis syllabus requires modification to incorporate more robust evaluation criteria for assessing the master's theses effectively.

Suggestions for the Programme Development

- Including contemporary Econometric models or software for economic modeling workshops is highly recommended. This approach demonstrates a responsive curriculum that evolves with the field's changes, ensuring better learning outcomes and practical applicability for students.
- Utilizing anonymous online surveys to assess student satisfaction and comprehension post-teaching method implementation is a valuable practice. These surveys effectively gauge the effectiveness of teaching methods in achieving predefined learning objectives, offering valuable feedback for continuous improvement.

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

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

The program is designed according to the Higher Education Institution's methodology for planning, designing, and developing educational programs, ensuring a logical and consistent structure. The content and structure of the program are aligned with the learning outcomes, which are regularly

assessed to improve the program. The qualification to be awarded is consistent with the program's content and learning outcomes, ensuring that graduates are well-prepared for their careers. The report indicates a comprehensive approach to developing a program that meets educational standards and provides a robust framework for student learning and achievement. The program's structure and content are consistent and logical, ensuring that students achieve the program's learning outcomes. The program's compliance with the standards is evident in its alignment with the Higher Education Institution's methodology and the regular assessment of learning outcomes.

Section 5 (Self-Evaluation Team and Description of the Self-Evaluation Process), page 7, outlines the involvement of stakeholders such as alumni, industry experts, and faculty in the program's development process through surveys and discussions. Section 1.4 (Structure and Content of Educational Programme), page 14, mentions that the program is designed according to the university's methodology for planning, designing, and developing educational programs. The document details stakeholder involvement and adherence to institutional methodology but lacks specific examples of feedback implementation as it is a new programme. However in the interview the related programmes..... The programme structure is described as coherent and logical, with content ensuring the achievement of learning outcomes. The qualification to be awarded is in accordance with the programme content and learning outcomes, suggesting a high level of adherence Section 1.4 (Structure and Content of Educational Programme), page 14, outlines the program's structure, including compulsory and elective courses, professional practice, and the master's thesis, all designed to ensure the achievement of learning outcomes. Section 1.5 (Academic Course/Subject), page 15, details how the content and number of credits for each course support the learning outcomes. The program includes professional practice and a master's thesis, which are practical components aimed at developing the ability to apply theoretical knowledge and conduct independent research (Page 3). Section 2.2 (The Development of Practical, Scientific/Research/Creative/ Performing and Transferable Skills): The program ensures the development of practical skills through practical classes, empirical work, and participation in scientific-practical conferences (Page 18).

Evidences/Indicators

- Self-evaluation report
- Interviews during site-visit especially SSU administration, heads of programs, faculty, employer stakeholders
- 2023 master's degree programme curricula
- The methodology of approval of planning and development of masters
- Mission of the university
- Mapping of programme goals and learning outcomes- Curriculum map
- Assessment Plan
- Syllabi of courses in the programme
- Educational programme, educational materials and resources described in the attached
- Library visit

Recommendations:

Nil

Suggestions for the programme development

- While the university offers extracurricular activities, the absence of industry-related visits might hinder comprehensive exposure for economic students.
- Incorporating a regular seminar series featuring professionals from the economic field is highly beneficial. This practice ensures that graduates are exposed to and well-versed in current economic trends, practices, and real-world insights, enhancing their preparedness for the industry.

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

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Master's program in Economics, done by Faculty of Business and Social Sciences in The Sokhumi State University, consists 120 ECTS credits, is consists main and elective components, among main components are 30-credit master's thesis, 14 main courses each 5 ECTS credits, , and Professional Practice 5 ECTS credits, elective courses are 13 each 5 ECTS credits, and student can select 3 course from during the program.

Program's main courses are following:

1. Theory of Economic Policy
2. Economic Doctrines
3. Modern Theory of Microeconomics
4. Open Economy Macroeconomics
5. Research methodology (in Georgian or English)
6. Economic Diplomacy
7. Policy of Economic Order
8. Modern International Economy
9. Econometrics
10. Economic Policy of the European Union
11. Fiscal and Monetary Policy
12. Regional Economic Policy
13. Labor market and employment policy
14. Geo economics

In the Course Theory of economic policy in the additional literature is listed book in German language, Wagenknecht Sahra, (2016): Reichtum ohne Gier, Campus Verlag GmbH, Frankfurt am Main (Wealth without greed How we save ourselves from capitalism). Program Prerequisite for acceptance of the student is stated “Internal university exam in a foreign language (English) – B2 level (a person who has a language proficiency certificate at the appropriate level or has completed a first-level academic educational program in a foreign language (English) or has been awarded the qualification of English language philologist by a first-level academic educational program is exempted from the said from the test), it means that students can not read the literature, professor who is teaching the program knows German language, but students could not read the book. Supporting literature should be carefully selected so that students can read the material, or the lecturer should prepare guides for Georgian versions. The study materials provided to the students of the program should be appropriate to their language skills. Course: labor market and employment policy is Bachelors level course, in main literature 1. M. Tsarsidze, N. Latsabidze. Labor Economics, A Handbook. Tbilisi, TSU publication, 2016. - 159 pages. https://www.tsu.ge/data/file_db/economist_faculty/shrom%20ekon.pdf is also stated that course is for bachelor level. Also similarly in course International labor migration is used Russian literature. Make sure that in the curriculum used Master level literature.

Program offers following elective courses to students:

- Population Economy and Demography
- International Labor Migration
- Tax policy
- Economic security and sustainable development
- Agrarian policy
- University Diplomacy
- Contemporary problems of Georgian economy
- The European Union in the global economy
- EU energy policy
- Economic policy of resource use
- Digital economy

- Globalization and Governance Globalization and Governance (in English)
- Economic and political institutions and development Economic and Political Institutions and Development (in English)

In the all courses of the program are used mainly Georgian literature. Georgian language economics books and manuals are scarce, but mainly, in the program used the latest editions Georgian available literature, but it will be good for the program if university start support preparing Georgian language literature for the program courses.

On the basis of the received materials, documents, interviews of the interested parties during the on-site visit, can be concluded that

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 program; and The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the program Substantially complies with requirements.

Evidences/Indicators

- educational program and syllabuses;
- personal data (CVs) and qualification documents (diplomas) of the academic and invited personnel;
- interviews of stakeholders during an on-site visit;
- University webpage <https://www.sou.edu.ge/>

Recommendations:

Suggestions for the programme development

- it will be good for the program if university start support preparing Georgian language literature for the program courses.
- The study materials provided to the students of the program should be appropriate to their language skills
- Make sure that in the curriculum used Master level literature

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

Compliance of the Programme with the Standard

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

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

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

In SER and in the program HEI has defined following prerequisites for admission to the program:

- Bachelor degree;
- the results of the common master's examination;
- Internal university exam in a foreign language (English) – B2 level (a person who has a language proficiency certificate at the appropriate level or has completed a first-level academic educational program in a foreign language (English) or has been awarded the qualification of English language philologist by a first-level academic educational program is exempted from the mentioned from the test);
- Internal university exam in the specialty (in written form);
- The right to study in the program can also be obtained by mobility - students of master's programs of Sukhumi State University or other higher authorized educational institution, who will transfer to the mentioned program in the manner established by the legislation of Georgia;
- other cases stipulated by the legislation of Georgia;

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

Generally, prerequisites are in accordance with existing legislation. A B2 level of English is sufficient for the program. The program does not require candidates to have a bachelor's degree in economics, and there is no sample specialty test.

Evidences/Indicators

- SER
- educational program;
- SSU website -www.sou.edu.ge .

Recommendations:

Nil

Suggestions for the programme development

- To ensure clarity regarding the requirements for future students, we will provide a sample specialty test and make it visible on the website.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

The program emphasizes the development of practical skills which is crucial aspect for a Master's level education. The inclusion of both theoretical issues and practical/empirical work suggests a well-organized curriculum. There are activities which provide students with opportunities to engage in the broader academic and professional community, which is beneficial for networking, gaining new insights, and applying learning in new contexts. learning outcomes of the courses correspond to the master's level, indicating a focus on ensuring that the course content is appropriate and challenging enough for graduate students. The program seems to have a well-considered structure regarding contact and independent study hours, which is important for ensuring students have enough time for both guided learning and self-study. The use of in general up-to-date and relevant study materials, including access to international scientific databases, is a strong point. The content of each training course is designed to achieve specific learning outcomes and that teaching methods are aligned with both the content and outcomes.

During the visit representatives of the Government of the Autonomous republic of Abkhazia confirmed their readiness to help students to improve their practical skills

Evidences/Indicators

- SER

- Program and syllabi;
- Memorandums/agreements signed with practice facilities;
- Library catalog;
- Library visit

Recommendations:

Nil

Suggestions for the programme development

- There are room for improvement in scientific/research direction which is also essential for Master education.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.3. Teaching and Learning Methods

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

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

The Economics Master’s program employs student-centered teaching methods that are interactive and ensure the achievement of learning outcomes. The SER details the teaching and learning methods (Section 2.3, Page 19) centered around student engagement, the team emphasised in the accreditation review meeting of having 10-20 students per cohort, which ensure a very small group of students, who can get the benefit of individual attention on teaching and learning. SER emphasizes interactive teaching tailored to course content, employing lectures, group work, practical training, and discussions, which was affirmed by the faculty team in the meeting. A variety of teaching methods are used, including lectures, group work, practical training, and discussions, tailored to the course content and learning outcomes. Methods such as case analysis, project development, and action-oriented learning are emphasized to engage students actively in the learning process. These methods are designed to correspond with the level of education and to facilitate the achievement of the program’s learning outcomes, ensuring a comprehensive educational experience. While not explicitly mentioning the flipped classroom approach, it highlights various student-centered methodologies conducive to critical thinking and engagement in understanding economic principles. Practical skills

development for students (Section 2.2, Page 18) is facilitated through practical classes, empirical work, scientific-practical conferences, and field seminars. However, Section 2.4 (Page 20) indicates potential room for improvement in assessment methodologies, suggesting the incorporation of innovative assessment methods like simulations to align with teaching economic scenarios. During the accreditation review, evidence supporting regular faculty workshops focused on integrating real-world economic issues into coursework was not found in the documentation or discussed in the accreditation interviews. The absence of these workshops indicates a gap in providing structured opportunities for faculty to enhance teaching strategies aligned with industry standards. This absence highlights an area for improvement to ensure the program's practical relevance and to keep teaching methods updated with contemporary economic practices. The program's syllabi illustrate diverse teaching methods aligned with student-oriented principles (Section 2.3, Page 19), including lectures, group/individual counseling, cooperative learning, case analysis, and project development. Additionally, specific courses, like Econometric Methods (ECO 501) and Professional Practice (ECO 601), provide hands-on application of theoretical knowledge in economics, emphasizing practical skills development and real-world application. The program objectives underscore the production of highly skilled economists adept in research, practical work, and modern communication technologies (Page 4, Section 1.1). Moreover, it involves external stakeholders in evaluating learning outcomes through surveys (Page 13). Assessment of teaching methods involves surveys, performance analysis, internal/external quality assurance, and benchmarking against similar programs (Page 13). During the accreditation review, evidence detailing the processes for surveys, data analysis, quality assurance, and benchmarking was lacking in the documentation and discussions. The absence of this information indicates a gap in demonstrating how these processes inform improvements in teaching methods and program effectiveness. The accreditation process involved meticulous self-evaluation, expert evaluations, and recommendations from academic councils (Page 6-8). Though specific modifications to teaching methodologies based on evaluations are not explicitly mentioned, the program indicates a continuous improvement plan based on comprehensive monitoring and results analysis (Page 13, 16).

Evidence/Indicators

- Self-evaluation report
- Interviews during site-visit especially heads of programs, faculty
- 2023 master's degree programme curricula
- Syllabi of courses in the programme

Recommendations:

Suggestions for the programme development

- Regular faculty workshops to integrate real-world economic issues into coursework should be included. Enhancing teaching strategies and aligning them with industry standards through periodic training sessions would bolster the program's practical relevance and keep teaching methods updated.
- Explicitly including debates and case studies on economic policies in the curriculum, providing faculty training to moderate these discussions effectively, and encouraging student-led discussions to enhance engagement and autonomy in learning.
- There's a need for clearer details on the processes used for surveys, data analysis, quality assurance, and benchmarking. Demonstrating how these results inform teaching method

improvements and involving stakeholders in assessments would enhance the program's effectiveness. Implementing a structured quality assurance framework, formalizing course evaluation mechanisms, and improving feedback surveys would enhance the efficiency and reliability of feedback systems.

- Students share a warm and informal relationship with staff, which is good for fostering a nurturing environment, however, establishing formal communication channels with students regarding assessment criteria, anti-plagiarism policies, and expectations could strengthen the integrity of assessments.
- Fostering a culture of sharing best practices among faculty members as Peer evaluation on teaching and learning is vital for the collective growth and enhancement of our educational standards. Encouraging open discussions, workshops, or forums where faculty can exchange successful teaching strategies, innovative techniques, and experiences can greatly enrich our educational practices.

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.4. Student Evaluation

Student's Assessment is one of the important issue for the university. The assessment must be Adequate, tough and fair. The university has "The regulation of the educational process", which article 18 mentioned that, Forms of assessment are midterm assessment (single or multiple) and final assessment, the sum of represents the final assessment. Also, Assessment methods include essays, tests, demonstrations, group work, case studies, oral and written examinations. In article 19 mentioned that, 60 points from the total evaluation score (100 points) for each evaluation form and component It is intended for intermediate evaluations, and 40 points - for final evaluation. It is not allowed to give credit for only one form of evaluation (intermediate or final assessment) using The final exam is mandatory. Each form of evaluation must specify a minimum level of competence, which is established by the author or authors of the relevant educational course Based on the agreement with the head of the program.

The evaluation system allows:

a) Five types of positive assessment:

- (A) Friad - 91-100 evaluation points;
- (B) Very good – 81-90 points of the maximum assessment;
- (C) good – 71-80 points of the maximum assessment;
- (D) Satisfactory - 61-70 points of the maximum assessment;
- (E) Sufficient - 51-60 points of the maximum assessment.

b) two types of negative assessment:

- BA) (FX) failed - 41-50 points of the maximum assessment, which means that the student

It takes more work to pass and is given in addition to independent work the right to take the exam once;

(F) failed – 40 points of the maximum assessment and less, which means that the student The work done by him is not enough and he has to study the subject afresh.

9. In the component of the educational program, higher in case of acceptance of FX The educational institution is obliged to schedule an additional final exam Not less than 5 days after the announcement of the exam results. The said obligation does not Applies to thesis, master's project/thesis, creative/performance for a work or other scientific project/work.

The syllabi provided by the university include various assessment components such as tests, written assignments, essays, etc.

According to the results of the interviews of students and graduates, it was found that they are less informed about the procedure for appealing the assessment, one of them mentioned that he did not use the appeal mechanism, but in the case of other students, it was found that they are not well informed about where to write a statement and how the appeal procedures are. In addition, students mentioned, that lecturers give feedback to students after each assessment and review each paper. We saw student's platform and This platform is quite flexible. Everything is easy to see, students can write a letter to the lecturer, see the assessment, see the syllabus and write a statement.

The university has The methodology of planning, development, approval and development of master's programs", which appendix 8 is "Instructions for execution, defense and evaluation of master's thesis" mentioned that, For the assessment of the master's thesis, a special sectoral commission is formed, the composition includes the academic staff involved in the relevant program (professor, associate professor, assistant professor). The composition of the commission is approved by the rector of the university on the recommendation of the dean of the faculty. The commission is capable of making decisions if it is attended by more than 50% of the total number of members. The commission has a chairman and a secretary. The master's project/thesis must be evaluated in the same or the next semester in which the student completes work on it; The master's project/thesis is evaluated as a whole, with the final evaluation, which includes the evaluations and defenses of the persons determined by the higher educational institution; During the evaluation of the master's thesis, each member of the commission evaluates the presented thesis. The final grade of the master's thesis is the arithmetic average of the grades of the commission members. The supervisor of the master's thesis does not participate in the assessment.

According to the results of the interviews of students, it was found that they are less informed about plagiarism, they don't know exactly what platform is for detected plagiarism and how it is working. The University need to give this kind of information to students, because for master's level student it is important to know plagiarism.

Evidences/Indicators

- Self-evaluation report
- Syllabus and program (appendix 1)
- „The regulation of the educational process“ (appendix 11)
- “The methodology of planning, development, approval and development of master's programs” (appendix 1)
- „Master instruction with changes“ (appendix 11)
- <https://www.sou.edu.ge/>
- Student's platform
- Results of the interview

Recommendations:

- It is necessary to provide students with more information on how they can appeal an assessment, and also information about plagiarism and the university's regulations regarding plagiarism.

Suggestions for the programme development

Nil

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

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 university promotes multi faced developments of students, to encourage their creative and innovative ideas. To achieve this goals, university has:

1. Service of Sports, Culture and Youth Affairs;
2. student self-government;
3. Service of International Relations and Intercultural Connections;
4. Student practice and career management service;
5. Foreign Language Center;
6. Quality assurance service.

Within the framework of the "Service of Sports, Culture and Youth Affairs", sports sections are functioning: in football, basketball, chess, table tennis, volleyball, wrestling. Types of sections are selected taking into account the interests of students. During the site visit, two students mentioned that, they participated in football classes. Also, one student mentioned that, they participated in dance class. This kind of extra curriculum activity is really important for students. Despite of that fact, university also has Vocal-instrumental and folk ensembles, Georgian folk dance ensemble, excursions which offers university every semester and other kind of activities Considering the needs of students. Despite of the extra curriculum activities, university offers students some kind of workshops, trainings and exchange programs. Which is given by social groups, chats and university e-mails. Students mentioned that, they had information about exchange programs, but had some kind of private reasons why couldn't participated. Also, students mentioned that, if they had some kind of question and issue, they can contact any time lecture with phone call, e-mail and social media. Therefore, unclear issues are not left without attention.

The university also offers students flexible tuition fee payment system, which allows students to pay tuition fees in four installments. I especially want to mention, that university has been implementing a student support program, which provides assistance in paying off financial obligations for students who are:

- having high academic performance;
- internally displaced;
- actively involved in student life;
- socially vulnerable;
- breadwinner lost;
- having many children (four children or more);
- from the highland region;

Within the framework of the program, on the basis of pre-developed criteria, a commission consisting of students provides a discount on students' tuition fees, which is presented and approved by the representative council.

This service is important student's who has some kind of financial problems, but is high motivated and have high academic performance.

The university has several memorandums, which helps university to jointly plan various projects and offer students future employment. During the site visit, some students mentioned, that they had internship in audit company, where one student continue working there on the basis of labour contract. But nevertheless, during the interview, the students mentioned that they would like the university to offer more practical work, because this helps them to deepen their knowledge.

Evidences/Indicators

- Self-evaluation report;

- „The regulation of the educational process“ (appendix 11)
- University Statutes (appendix 11)
- Regulation of Sports, Culture and Youth Affairs Service;
- Regulation of Student Career Practice and Career Management Service;
- ·Regulation of the Service of International Relations and Intercultural Relations;
- <https://www.sou.edu.ge/>
- Results of the interview
-

Recommendations:

Nil

Suggestions for Programme Development

- It would be better for the university to devote more time to developing practical work and offering it to students

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	<input checked="" type="checkbox"/>	<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 university has “The methodology of planning, development, approval and development of master's programs” article 3 mentioned that, A master's program, depending on its specificity, may have one or several supervisors. The head of the program should be a professor or associate professor with appropriate qualifications of university. The Master's program may be directed by an invited person with appropriate academic qualifications and qualifications. In such a case, in addition to the invited person, the program should also be led by a professor or associate professor with relevant qualifications of university; The decision to invite the head of the program should be made by the academic council of Sokhumi State University based on the submission of the relevant faculty council. One person can lead only one master's program / module. Also, In this regulation appendix 8 “Instructions for execution, defense and evaluation of master's thesis”, mentioned that, The supervisor of the master's

thesis can be the academic staff of the relevant direction/field of Sokhumi State University (professor, associate professor, assistant professor) or a doctor invited by contract with the relevant qualifications. The supervisor of the master's thesis is obliged to provide appropriate consultations to the master's student at all stages of work on the thesis;

The university also has surveys, which are sent to students to express their opinion, alumni mentioned that, they had this kind of surveys, where they evaluated the supervisor and his work.

Results of the interview, it is revealed that, students relationship with supervisor is quite near, they several times mentioned that, communications and meetings with supervisor were productive, important and interesting. Supervisor helped them for chosen topic, bibliography and everything for working.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	5
Number of master's/doctoral students	0
Ratio	5/0

Evidences/Indicators

1. Self-evaluation report;
2. "The methodology of planning, development, approval and development of master's programs" (appendix 1);
3. „The regulation of the educational process“ (appendix 11)
4. Defensed master's thesis for related programs;
5. Results of the interview;
6. <https://www.sou.edu.ge/>

Recommendations:

Nil

Suggestions for the programme development

Nil

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

Compliance with the programme standards

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

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

Human resources of the Master's program in Economics, implemented by Faculty of Business and Social Sciences in The Sokhumi State University, are qualified persons with solid academic background and qualification. Totally in the program implementation process will be involved 16 persons, among them 10 is local academic staff and 6 invited persons. From academic staff 3 are professors and 7 associated professors and all are affiliated in the university. All program implementation personally has PhD degree, scientific-pedagogical experience. Academic and invited personal has good scientific activities, they possess the necessary competencies for the production of learning results, which is determined by their individual qualifications, scientific works, publications, during the last 5 years. Assurance is obtained through CVs, copies of diplomas presented in the accreditation package, interviews conducted with stakeholders during on-site visits. Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning

outcomes. Accordingly, we can conclude Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.

As discussed above, the program consists of a 5-credit courses, a 5-credit practicum, and a 30-credit master's thesis. In total, the program courses scope is 85 credits, which should be delivered, in 17 courses during 3 semesters, which will be effectively handle by 16-person program implementation team, 10 local academic affiliated staff, among them 5 will guide master theses as well, 6 invited personal, . University plans accepting maximum 10 students per year, as the program implementation period is 2 years, we can calculate following indicators, $20/16= 1,25$ student personal ratio $20/10=2$ student local academic staff ratio, $10/5 = 2$ student master thesis supervisors' ratio, invited personal to academic staff ratio is $6/10=0.6$. the university has the rules for individual workload of academic and invited staff, which includes both educational and scientific-research and other workloads based on the functions and duties assigned to them, at the same time the workload of academic staff in all higher education institutions where they are engaged in additional activities. The university has the rules of affiliation of academic staff with the university, which defines the written agreement (affiliation agreement) of a person on academic tenure (professor, associate professor, assistant professor, assistant) that he confirms his affiliation with Sukhumi State University, participates on behalf of the university in community development and in the process of sharing knowledge. The documents were provided by the university. In addition, its use in practice was confirmed during an on-site visit with interviews of interested parties. accordingly, can be concluded that 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.

Program has three heads, a afflicted professors and 2 affiliated associate professors, they have PhD in Economics, The heads of the program have relevant knowledge, experience and proper competence, which is confirmed by their professional autobiography and scientific work. They are directly involved in the implementation of the program and led the process of drawing up the program and preparing the accreditation documentation.

In direction of the academic staff professional development university supports their participation in international events (conferences, congresses, symposiums, exchange programs, school-seminars, trainings) and, whenever possible, organizationally ensures the holding of these types of events under the sponsorships of the University. The documents were provided by the university. In addition, its use in practice was confirmed during an on-site visit with interviews of stakeholders.

University has good administrative and support staff which serves the programme students, direct administrative support staff which will serve the program:

- Dean of the Faculty - 1
- Deputy dean of the faculty - 1
- Head of Quality Assurance Service of the Faculty - 1
- The main specialist of the quality assurance service of the faculty - 1
- The main specialist in the production of the register of students of the faculty - 3
- The main specialist in the management of educational processes of the faculty - 1

On the basis of the received materials, documents, interviews of the interested parties during the on-site visit, we conclude that the program can be implemented with the human resources for the implementation of the program.

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	10	10	9	10
- Professor	3	3	2	3
- Associate Professor	7	7	7	7
- Assistant-Professor				
- Assistant				
Visiting Staff	6	6	6	–
Scientific Staff				–

Evidences/Indicators

- educational program and syllabuses;
- personal data (CVs) and qualification documents (diplomas) of the academic and invited personnel;
- Works of academic personnel involved in the implementation of the program (articles, monographs, certificates of participation in local and international conferences, etc.);
- individual workload schemes of academic and visiting staff;
- Affiliation rule;
- interviews of stakeholders during an on-site visit;
- University webpage <https://www.sou.edu.ge/>

Recommendations:

Nil

Suggestions for Programme Development

Nil

Evaluation

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

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

- 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.

Students of the program in Economics, implemented by Faculty of Business and Social Sciences in The Sokhumi State University, have qualified supervisors, according of the program documentation master theses supervisors are 5 persons a professor and 4 Associate Professors. All of them have PhD degree, knowledge, qualification, competences and pedagogical experience. They have relevant scientific-research experience in the field of research.

The syllabus of the master's thesis presents the topics of the master's topics of the professors. In accordance with the framework of the program, students learn high-level research methods and econometrics using STATA software. It is desirable that master's thesis supervisors also develop their skills in using this program to coach graduate students for more in-depth economic mathematical research. It is preferable that, university support the program academic staff in the direction of economic research software programs usage. On the basis of the received materials, documents, interviews of the interested parties during the on-site visit, we conclude that the Master's students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

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	5	5	5

- Professor	1	1	1
- Associate Professor	4	4	4
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

Evidences/Indicators

- educational program and syllabuses;
- personal data (CVs) and qualification documents (diplomas) of the academic and invited personnel;
- Works of student supervisors involved in the implementation of the program (articles, monographs, certificates of participation in local and international conferences, etc.);
- interviews of stakeholders during an on-site visit;
- University webpage <https://www.sou.edu.ge/>

Recommendations:

Nil

Suggestions for the programme development

- It's preferable for the university to support academic staff in advancing economic research by developing their software skills through dedicated 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
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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 university has comprehensive approach to evaluating and developing academic staff. Regular evaluations of faculty through surveys and academic activity reviews ensure ongoing competence and responsiveness. Student feedback at semester's end provides crucial insights, with results confidentially shared and used for teaching improvements. The university's commitment to faculty research is evident in the annual evaluations conducted in collaboration with the National Academy of Sciences of Georgia. Moreover, the focus on professional development, supported by budget allocations for conferences, trainings, and workshops, alongside provisions for a 6-month scientific leave, underscores the university's investment in its staff's growth. This multifaceted approach is crucial for maintaining high standards in education and research, contributing positively to the university's academic effectiveness.

Evidences/Indicators

- SER
- professional biographies (CV) of staff;
- scientific reports of academic staff;
- program/faculty/university budget;
- survey results and analysis;
- University website;

Recommendations:

Nil

Suggestions for the programme development

Nil

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

4.4. Material Resources

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

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

The Master's program in Economics, implemented by Faculty of Business and Social Sciences in The Sukhumi State University.

Sukhumi State University owns 2 educational buildings (Tbilisi, Politkovskaya 61, Politkovskaya 26). Faculty of Business and Social Sciences is situated in Tbilisi, Politkovskaya 61, the building was recently renovated and renovated. Auditoriums, study and student spaces were prearranged Contemporarily. The auditorium is equipped with furniture and equipment for effective teaching-learning process. the auditoriums have wide windows, which serves natural lighting and fresh air, and heating systems. the number of existing auditoriums is sufficient in relation to the number of students in the university. In the educational buildings of the State University of Sukhumi there is a lobby, educational and lecture halls, study rooms, conference and presentation halls, a library - in both educational buildings, a reading room - in both educational buildings), an examination center, group work spaces, administrative spaces, sanitary facilities. sanitary facilities of the Sukhumi State University buildings it is clean and tidy. Bathrooms are situated in all floors of the building with, central water supply, sewage and electricity. Where sanitary and hygienic norms are arranged. There is central heating, natural ventilation and lighting throughout the premises.

The safety and health of staff and students are protected at Sukhumi State University. The university has developed fire safety, medical aid detection and order protection mechanisms. The security and internal security service operates in the university, the purpose of which is to maintain order and security on the entire perimeter of both educational buildings of the university. Video surveillance cameras are installed on the first floor of both educational buildings (Politkovskaya 61) and are located on the internal and external perimeter of the building.

Sukhumi State University has a library located in both educational buildings. It includes reading rooms (Politkovskaya 26 - 84 seats; Politkovskaya 61 - 50 seats), library, staff workspace, information technology space, space for meetings and group work.

In both educational buildings (Politkovskaya 26; Politkovskaya 61) on the first-floor new reading rooms of modern standards have been created, as well as free computer space. There is a separate space for academic and visiting staff who are connected to the Internet. Wireless Internet access is provided, printing, photocopying and scanning facilities are provided. The library has a regulation approved by the representative council and the rules for using the library. In the program self-assessment was stated that according the library regulation the library is available for students and staff 6 days a week or 60 hours; Working hours: Monday - Friday: 09:00 - 20:00, and Saturday: 09:00 - 14:00” but during site visit One of the librarians said that the library works every working day from 9 to 17 hours, which is equivalent to 40 hours. Ensure that the library operates in accordance with university regulations.

the university library have up to 50,000 printed books. At the same time, the university has an electronic library, a corresponding website, an electronic catalog, about 1200 textbooks have been uploaded.

During the site visit, the literature used in the program syllabi was checked in the library. The study literature of the program is available in the university library. library is uses soft OPAC <https://sou.library.ac.ge/eg/opac/home> for books and different kind literature.

The university has following Electronic scientific databases:

- ACM Digital Library
- Cambridge Journals Online
- e-Duke Journals Scholarly Collection
- Edward Elgar Publishing Journals and Development Studies e-books
- European Respiratory Journal
- IMechE Journals
- Mathematical Sciences Publishers Journals
- OpenEdition Journals
- Royal Society Journals Collection
- SAGE Journals
- The Company of Biologists Journals
- zbMATH Open
- HEINonline

<https://elibrary.sou.edu.ge/ge/home>

In the syllabus of the program "Econometrics" for teaching is used the software "STATA", the university has not yet purchased and it is not installed in the computers of the computer laboratory. University should purchase timely the right software in time for the econometric course or select other free soft for Econometric teaching, and accordingly prepare computers for teaching process and modify syllabus.

The university has 500 Computers and Internet access are available for students and academic staff. There are 7 computer classes (84 computers) in the institution.

In particular, the university is equipped with computers, projectors, copiers, printers, scanners. Internet is available in both buildings of the institution. Within the framework of the "Tempus" and "Erasmus +" projects, auditoriums have been created, which are equipped with a video conference device and the so-called with "smart" boards.

In the University, in the all auditoriums hasn't installed stationary projector and computer or smart board. however, the lecturer may take the laptop and projector from teaching office to the classroom as needed. It would be good if the university purchase projector or smart board for all the auditoriums. The university uses electronic services and is in the process of developing and piloting new services. Sukhumi State University uses the intra-university (learning process management system) "Elgon", which serves university students, administration and academic staff.

The learning process management system "Elgon" contains the following functions and modules:

- Learning process management module:
- Academic/Administrative Registration:
- Student Finance Module:
- Chancellery module: (production/management of document circulation in the university).

University also has the electronic system "Stud lab", which carries out the electronic management of various types of resources of the university, the formation of a unified electronic database of university students, professors, educational programs (professional, bachelor's, master's, doctoral, etc.).

The University has an Information Technology Department, which ensures the administration and availability of the information technology infrastructure.

The university has The "Information Technology Management and Development Policy" and The "Business Process Continuity Plan", which are relevant for the organization mission.

the university has the official website of www.sou.edu.ge and pages in social networks.

The University has memorandums and agreements with organizations providing educational practices, which are only 4, however, during site visit interviews, it was determined that according to the plan, if there will be 10 students in the program on average per year, the educational practice resources will be enough for those 10 students. However, it is noteworthy that if the demand for the economics program has increased and the university will decide increasing the student enrollment rate, it will be necessary to find additional practice service providers or the university should take care of establishing an economics research institute on site or conducting joint researches with other economics research institutes, during which the students will also undergo practice.

The practical component of the program is/will be implemented both on the basis of the university and in partner companies, in accordance with the memorandums signed with them.

Evidences/Indicators

- Extracts from the public register (S/K 01.14.05.005.003; S/K 01.14.05.005.134);
- measuring drawings of buildings;
- visual view;
- computer classes;
- appropriate infrastructure;
- purchase documentation;
- relevant agreements (Internet service, domain, hosting); University budget;
- memorandums and agreements signed with partners;
- interviews of stakeholders during an on-site visit;
- University webpage <https://www.sou.edu.ge/>

Recommendations:

- University should purchase timely the right software in time for the econometric course or select other free soft for Econometric teaching, and accordingly prepare computers for teaching process and modify syllabus.

Suggestions for the programme development

- Ensure that the library operates in accordance with university regulations.
- It would be good if the university purchase projector or smart board for all the auditoriums.

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

Sukhumi State University's Master's program is financially supported through diverse sources including university income, investments, and funds as per Georgian legislation. This funding is allocated for program development, staff salaries, student incentives, scientific projects, and facility upgrades. The university's budget, which is steadily increasing, comes from tuition fees, grants, and other legal activities. It's collaboratively formulated and reflects the university's strategic goals. The financial situation is stable and supports teaching, research, and infrastructure development. The Master's program has a specific budget approved by the Faculty Council and integrated into the university's overall budget, ensuring adequate resources for academic and research activities, but program specific budget is general and it does not include for example salaries of academic staff

Evidences/Indicators

- SER
- University Charter;
- University budget;
- Faculty budget;
- Cost estimate document accompanying the programs - budget

Recommendations:

- University should purchase timely the right software in time for the econometric course or select other free soft for Econometric teaching, and accordingly prepare computers for teaching process and modify syllabus

Suggestions for the programme development

- Program budget should specify all costs including hourly salaries of the professors

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

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input checked="" 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

The quality assurance system at Sukhumi I State University functions as follows: the head of the quality assurance service is involved in all stages of the implementation of the educational process, which involves the principle of planning, implementation, inspection (continuous evaluation, analysis of results) and development. Evaluation of educational processes is done regularly and involves the development of mechanisms for solving specific problems identified by the self-evaluation process.

University has adopted the regulation with regard to quality assurance system "Mechanisms for Evaluating Teaching Quality Development Opportunities", which describes the mechanisms for evaluating educational programs, educational process, scientific work and personnel. These mechanisms include a self-assessment component as well as surveys, questionnaires and external

assessments. At the same time, the involvement of various interested parties in the process of program development and the research of their opinions and attitudes are considered. Academic and visiting staff involved in the programs, as well as faculty administrative staff, collaborate with the internal quality assurance service at both the university and faculty level in planning the program quality assessment process, developing assessment tools and conducting the evaluation, and use the quality assessment results to improve the programs.

In the process of the elaboration of educational program academic and invited personnel collaborated with internal quality assurance service and takes into consideration quality assurance results. In the process of the development of the program together with university administrative and academic/invited personnel other stakeholders also were involved such as potential employers, graduates and students from related programs. To develop the graduate program in economics, self-evaluation group was created that regularly hold meetings and discussed issues related to program development. The program was developed following the principles of teamwork. Each member of the self-assessment group took care of eliminating the shortcomings identified during the work on the self-assessment report.

The quality assurance system at the university operates based to the principles "Plan, Implement, Check, Act" (PDCA) cycle. Quality assurance is a continuous process and internal quality assurance mechanisms are effectively implemented in it. University develops strategic development and action plans (<https://www.sou.edu.ge/content/2/65/0/0/0>) as well as discusses annual reports of the quality assurance office (<https://www.sou.edu.ge/content/3/9/210/0/0>). The quality assurance service is engaged in consulting activities for all segments of the faculty, in order to implement educational activities in accordance with the standards established by the legislation.

For the monitoring and evaluation of the electronic/distance learning process, during the Corona pandemic period university adopted the special regulations for the study process (Academic Council resolution № 05/01-608; 24. 03. 2020) to ensure the adaptation of internal quality assurance mechanisms for the distance/hybrid study process.

Evidences/Indicators

- Educational program and syllabi;
- Methodology of planning, elaboration and development of the educational program (Resolution of Academic Council of Sukhumi State University #05/01 - 20, 20.04.2012);
- The Methodology of approval, planning and development of master's programs;
- Minutes of the Self-Assessment Group meetings;
- Webpage of the university <https://www.sou.edu.ge/home>;
- Strategic development and action plans of the university;
- Annual report of the quality assurance office;
- Job market research document;
- Document of comparison/benchmarking with the analogical local and foreign education programs;
- Report of evaluation of educational programs, quality of teaching and service (Faculty of Business and Social Sciences);
- Program learning outcome evaluation report (from related programs-undergraduate program in physiology);
- Analysis of collegial evaluations of academic/invited personnel;
- External evaluation reports by local and foreign experts;

- Regulations for distance/electronic study process (Academic Council resolution № 05/01-608; 24. 03. 2020;
- Survey forms for students and personnel, graduates and employers;
- Interviews with representatives of university administration, academic/invited personnel and employers;
- Interviews with representatives of students and alumni from related programs;
- Self-evaluation report presented by the university.

Recommendations:

Nil

Suggestions for the programme development

Nil

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	<input checked="" type="checkbox"/>	<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 external mechanisms for the evaluation of the quality of educational process are authorization and accreditation processes according the Georgian Legislation: the external mechanisms for evaluating the implementation of the educational program are based on the "Regulation on the Accreditation of Educational Programs of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

Sokhumi State University periodically submits information about each educational program to the legal entity under public law to the National Center for Education Quality Development in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the program take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be

implemented in the program are discussed by the head of the program and the staff involved in the program.

In accordance with the university regulation "Educational Program Planning, Elaboration and Development Methodology", an external collegial developmental peer-review of the program was carried out by local expert (associate professor from Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia) and by foreign expert (professor from National Aviation University, Kiev, Ukraine). In addition, the results of the survey of industry professionals, partners and other interested parties such as alumni were taken into account. The results of the analysis of the employers' requirements were also taken into consideration.

Evidences/Indicators

- Educational program and syllabi;
- External evaluation reports by local and foreign experts;
- Methodology of planning, elaboration and development of the educational program (Resolution of Academic Council of Sukhumi State University #05/01 - 20, 20.04.2012);
- The Methodology of approval, planning and development of master's programs;
- Minutes of the Self-Assessment Group meetings;
- Interviews with representatives of university administration, academic/invited personnel and employers;
- Interviews with representatives of students and alumni from related programs;
- Self-evaluation report presented by the university.

Recommendations:

Nil

Suggestions for the programme development

Nil

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

Quality Assurance Service of the Faculty Business and Social Sciences as well as the university Quality Assurance Office periodically monitors the quality of the development and implementation of educational programs. Based on the monitoring results the relevant recommendations, suggestions for possible changes and conclusions are developed for the further development of the educational programs. Within the framework of the mentioned process, Quality Assurance Office regularly checks the library's book fund (including textbooks and other educational materials in their physical condition, quantity, compliance with the syllabi).

The Quality Assurance Office conducts questionnaire surveys for students, alumni, personnel and employers to get feedback from all interested parties and ensure the quality of educational process, educational programs and study courses implementation. Based on the analysis of surveys Quality Assurance Office develops of recommendations and instructions in order to enhance the quality of teaching and to ensure further development of programs. It also analyses the opinions and recommendations of specialists in the field and compares the existing program with similar programs of foreign universities. Based on the analysis of such complex indicators the Quality Assurance Office assesses the efficiency of implementation of educational programs and offers recommendations and suggestions to program personnel for further development of the education programs.

Despite the fact that university conducts students satisfaction surveys as well as the surveys to evaluate study courses and teaching of personnel, such surveys do not include questions for respondents to get feedback about the implementation of research component of the program. **University has to ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.**

Evidences/Indicators

- Educational program and syllabi;
- Methodology of planning, elaboration and development of the educational program (Resolution of Academic Council of Sukhumi State University #05/01 - 20, 20.04.2012);
- The Methodology of approval, planning and development of master's programs;
- Minutes of the Self-Assessment Group meetings;
- Webpage of the university <https://www.sou.edu.ge/home>;
- Strategic development and action plans of the university;
- Annual report of the quality assurance office;
- Job market research document;
- Document of comparison/benchmarking with the analogical local and foreign education programs;
- Report of evaluation of educational programs, quality of teaching and service (Faculty of Business and Social Sciences);
- Program learning outcome evaluation report (from related programs-undergraduate program in physiology);
- Analysis of collegial evaluations of academic/invited personnel;
- External evaluation reports by local and foreign experts;
- Regulations for distance/electronic study process (Academic Council resolution № 05/01-608; 24. 03. 2020;

- Survey forms for students and personnel, graduates and employers;
- Interviews with representatives of university administration, academic/invited personnel and employers;
- Interviews with representatives of students and alumni from related programs;
- Self-evaluation report presented by the university.

Recommendations:

- Ensure that master students evaluate the implementation of the scientific-research component and scientific supervision.

Suggestions for the programme development

Nil

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: Sokhumi State University

Name of Higher Education Programme, Level: Masters of Economics – Level 7

Compliance with the Programme Standards

Standards \ Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Anu Anna Jossan  21/12/20

Accreditation Expert Panel Members

Ia Natsvlishvili 

Eka Gegeshidze 

Joseb Berikashvili 

Liana Zagashvili 