Annex No. 1

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Architecture, Bachelor's Programme

International Black Sea University LLC

Evaluation Date(s): 9th of September, 2024.

Report Submission Date: 25th of November, 2024.
Final Submission date: 11th of December, 2024.

Tbilisi

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	International Black Sea University LLC
Identification Code of Institution	229275405
Type of the Institution	University, Limited Liability Company

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Dr. Bálint Kádár, Budapest University of Technology and Economics, Hungary
Member (Name, Surname, HEI/Organisation, Country)	Irakli Zhvania, Independent architect and urban planner consultant, Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Irma Kurdadze, Samtskhe-Javakheti State University, SJSU, Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Giorgi Arqania, Tbilisi State University (PhD student), Tbilisi, Georgia

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	არქიტექტურა
Name of Higher Education Programme (in English)	Architecture
Level of Higher Education	Bachelor
Qualification to be Awarded[2]	Bachelor of Architecture
Name and Code of the Detailed Field	0731 Architecture and Town Planning
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	-
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	Creative Tour

[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 Pogramme[4]**

IBSU aims to start a Georgian-language undergraduate program of architecture with 20-30 students yearly, which is based on the experiences of the English-language undergraduate program of architecture started in 2018 at the HEI. The new program aims to learn from the English language program, improving the new undergraduate Architecture program and adding courses and competences that have been suggested by stakeholders – students, employers and the staff. The 240 ECTS program has a duration of 8 semesters, with an average of 30 ECTS to be absolved each semester. The program includes training courses in the main field of study - with a volume of 185 credits, including - 15 credits are optional, a free compulsory component with a volume of 20 credits, and a free optional component - with a volume of 35 credits. The compulsory component of the major field of study includes a bachelor's thesis (10 credits).

- **Overview of the Accreditation Site Visit**

The site visit at IBSU took place on the 9th of September, 2024. The Expert Group had the opportunity to talk with all relevant responsibles, staff and stakeholders – see the schedule of the meeting. The meetings took place from 9:00 in the morning until 17:30 in the afternoon in a well organized manner, the Expert Group had the opportunity to ask questions from every relevant memeber of the proccess. IBSU organized a tour of the facilities that day for the Group, therefore all spaces for teaching and learning, as well as the community spaces, meeting spaces, library, laboratories and administrative spaces have been reviewed. The site visit left a positive overall impression, students and professors were observed during courses, everything seemed functional with very little comments made in this report.

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

IBSU already has an undergraduate program for Architecture in English, with satisfactory results, therefore the improved Georgian-language program susbstantially complies with most standards, and only in a few sub-standards the Expert Group found partial compliance. As a well organized HEI it's bachelor program in Architecture is well supported, therefore the Teaching Quality Enhancement Opportunities (S No 5) do comply with standards. IBSU is also proactive in providing Teaching Resources (S No 4), complying for material resources, Budget and Financial resources and professional development of the staff, but only substantially complying with Human Resources, as some professors are left alone for key 10 ECTS design courses and there are absolutely no assistants, while without assistant professors the workload of associates is unbalanced and the sustainability of the programme is not granted long-term. Standard for student achievements (S No 3) susbstantially complies with standards, here the structures provided by the HEI for student centered services are all working, but the Department of Student and Alumni Development should improve communication with students, as many times students are not aware of their possibilities, which led to delicate situations. Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering also substantially compiles with standards (S No 2). The largest problem here was with some of the documented Teaching and Learning Methods, this sub-standard only partially complies with standards, not because the teaching methods of the professors of courses could not comply, but because the documented methods in the syllabi does not correspond in many cases to the actual methodology based on lectures or practice, there was a standardization of practical and theoretical contact hours declared to be the same for each course, and an ambitious declaration of how many professors teach in a design course that do not mach reality. The most problematic standard is the first one, as Educational Programme Objectives, Learning Outcomes and

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

their Compliance with the Programme do have some faults, making two of the sub-standards only partially comply, therefore the standard is also just partially compliant. The problem with 1.5 Academic Course/Subject compliance is that the 14 lecture plus 14 practical contact hours given as a standard for all 5 ECTS courses are not in balance at the bachelor level with 93 hours of independant work, therefore the learning outcomes can not be fully achieved with such contact hours, students will not be able to process individual work in such large hours. I would like to bring to your attention an issue regarding section 1.4, Structure and Content of the Educational Programme. It appears that many of the courses intended to address the eight Learning Outcomes may not effectively contribute to the expected outputs. Additionally, in sub-standards 1.1 and 1.2, the objectives and outcomes are somewhat unclear and lack proper organization by distinct competencies. Furthermore, in section 1.4, some courses seem to be aligned with incorrect outputs, resulting in confusion within the tables of objectives, outcomes, and components. It is important to highlight that while the issues identified are significant, they are primarily theoretical in nature. These can be addressed through clearer formulations of the educational programme, as they do not fundamentally impact the actual content of the courses. In contrast, the concerns in section 1.5 are more practical and, therefore, more serious. It should be noted that theoretically, the programme could still meet the standards with the limited contact hours, albeit at a lower quality.The Expert Group believes that these issues should be rectified, but it is possible for the programme to commence while the higher education institution (HEI) works on responding to the recommendations and correcting the identified faults in the documentation. However, if the HEI does not adequately address all concerns, the Architecture undergraduate programme may not achieve the level of quality necessary for compliance with the standards.

- Recommendations

  - Learning outcomes should be divided more clearly among competences. Many of the learning outcomes are combining different disciplines. It would be beneficial to divide:
    - History and theory of architecture divided from management of buildings and divided from legal foundations in O1
    - Operational processes, the organization of construction, project area improvement divided from the professional ethics and legal regulations in O4
    - Architectural features of the building divided from the urban planning context in O5
  - The tables of the Mechanism of evaluation of learning outcomes of the program document should be recompiled, and the components (courses) must match the learning outcomes to which they belong.
  - Benchmarks for each learning outcome must be added in a form to be comparable with real outcomes in the assessment procedure.
  - The syllabi of the courses should reflect the assessment methods in the “Program components and learning outcomes assessment methods scheme” document
  - Reconsider the assessment of Learning Outcomes after dividing these into more clearly defined fields of competences according to component 1.2, as assessment could be granted in direct relationship with the evaluation of the different courses defining those fields.
  - The content and structure of the programme cannot ensure in this form the achievement of programme learning outcomes, as the Subjects must support Learning Outcomes, but they are mixed up in the present structure. Please restructure the Components, and make every Subject match the Outcome AFTER the outcomes will be reformulated according to recommendations in component 1.2. (first recommendation)
  - The division of the 125 hours between independent work, lecture and seminar/group work/practical work must be changed for the following 5 ECTS courses:
    - Elevate the 28 contact hours to double and lower respectively the 93 hours for independent work to achieve the learning outcomes for: Mathematics, Fundamentals of Geometric Modelling, Geodesy, Materials and Structures, Architectural Physics and Building Technologies, Fundamentals of Urban Planning,

- Elevate the 14 lecture hours to triple and lower respectively the 93 independent work hours to achieve learning outcomes for: Architecture and Art, Modernism in Architecture and Art, Fundamentals of the International Construction Code, ARC 4003 Cultural Heritage, Sociology
- Elevate the 14 practice hours to triple lower respectively the 93 independent work hours to achieve learning outcomes for: Representational Drawing, Architectural Drawing, Three-dimensional digital visualization of an architectural project, Practice

- Ensure more open and fair admission process where applicants of the program also fully demonstrate their creative and design skills in front of the commission.
- Adjust the program to the best practices and standards of international architectural education.
- Review and consult existing architectural programs at other Georgian educational institutions, which structure their programs according to international practices.
- For architectural design course, divide all course students into smaller groups of 4-6 and assign one supervising professor to each group.
- Ensure that more than 14 lecture hours are given to students with the attendance of professors for: Architecture and Art, Modernism in Architecture and Art, Fundamentals of the International Construction Code, ARC 4003 Cultural Heritage, Sociology, as the teaching method can only correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement IF students are not left with 93 independent work hours in these courses after so little lecture hours.
- Ensure that more than 14 practice hours are given to students with the attendance of professors for: Representational Drawing, Architectural Drawing, Three-dimensional digital visualization of an architectural project, Practice as the teaching method can only correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement IF students are not left with 93 independent work hours in these courses after so little practice hours.
- In the syllabi, please specify the types of all midterm evaluations and their criteria used for each course assigning them to specific weeks during the semester.
- The Department of Student and Alumni Development should improve communication with students, cooperate with them more actively, and involve them in various events.
- The university staff should pay more attention to the needs of foreign students and facilitate their integration into the university environment, even if this is not a need in the Georgian language programme.
- Assistants and Assistant-professors are completely missing from IBSU in fields related to Architecture. The programme will not be sustainable without such Affiliated Staff. Less sectorial invited teaching staff and more affiliated stuff starting as assistant would be necessary.
- IBSU has to provide more staff in 10 ECTS courses, as on paper the number of staff is satisfactory, but in reality these are held many times by one single professor. This is a recommendation for ARC 2000 Architectural Design I, ARC 2500 Architectural Design II, ARC 3002 Architectural Design III, ARC 3502 Architectural Design IV, and ARC 4001 Architectural Design V.

Suggestions for Programme Development

- Re-formulate the objective No 2, separating urban planning processes as one knowledge field and contemporary technologies and engineering issues as another.
- It would be beneficial to establish as a learning outcome:
  - Structural engineering and building construction skills
  - Drawing and modelling skills, united or divided from digital representation skills.
- In the Mechanism of evaluation of learning outcomes of the program document the programme should define target indicators not only for a minimum of those who will not get 81+ points, but also a

target that defines how many students should get more than a predefined value of points, so the HEI can act also in the case when too many students fail to achieve the learning outcomes.

- The objectives, outcomes and components of the programme should be reevaluated according to the suggestions in 1.2
- The elective components should be all (35 ECTS) made mandatory, and only 15 ECTS should be left for free elective components.
- As English language skills are compulsory, up-to-date English language literature can be added for many courses as literature in order to facilitate the achievement of learning outcomes.
- Request applicants to submit design portfolio of their own and free choice – sketches, paintings, drawings, artworks, technical/geometrical drawings, photographs, etc. After reviewing submitted portfolios, select applicants to conduct on site tests with uniform requirements and not related to portfolio topics to demonstrate their skill in front of the commission.
- Establish collaboration and knowledge sharing between local and international students through visits and joint projects.
- Enrich the list of literature for the most of courses and cover international experience.
- Include site visits and field trips in the program.
- Specify and provide more context for each architectural design project on the location and surroundings of the selected area.
- Specify the content and topics for midterm evaluations and assignments, quizzes or presentations.
- It would be desirable if the university promotes more active involvement of students in university, national, and international conferences.
- It would be beneficial for the university to increase the number of students participating in exchange programs.
- It would be beneficial for the university to cooperate even more closely with the students and consider the ways of developing the program based on their opinions.
- Associate Professor affiliated with sectorial knowledge are lower in numbers than desirable, even if the numbers do comply with standards, it would be beneficial to increase their numbers.
- Revise periodically the evaluation of academic, scientific and invited staff, further refining the methodologies of their evaluation.
- Re-arrange classrooms and studio spaces from traditional desks-in-a-row system to a more inspiring working and creative atmosphere for architecture students.
- Create more inviting areas for group work and joint projects encouraging team spirit among students.
- Improve the physical collection of books and journals related to the field of Architecture, Urbanism, structures and similar.

- **Brief Overview of the Best Practices (if applicable)[5]**

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

The experts group does NOT share the argumentative position of the HEI.

The position of the HEI is understandable. Legally they did provide the minimums needed in order to make a program in Architecture. The experts group does not argue about that. The question whether the program complies or not to decent QUALITY standards needed to educate architectural students. The experts group dd not see reasons to say it does not comply, but it found fields where only a partial compliancy was observed, and

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

the argumentative position of the HEI reacted with aspects where this partiality was on the positive side, and yes, the experts group did find a partial compliance, therefore the arguments written by the HEI as new ones were already considered and lead to our opinion that there is no question about not complying. However, we made recommendations about the parts which made the compliance less than 100%. And we made recommendations which are necessary in order to improve the quality and clarity of the educational program, but these are recommendations which can be – but also which must be – observed while the education already is running, imposing serious improvements during the first years of the program. Therefore – once again – we understand that position of the HEI, and we support IBSU in the development of this program, as we found no reasons to state that parts does not comply at all. We retain our experts opinion as one having professionally sound recommendations in order to elevate the quality and clarity of the program to internationally competitive standards.

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The experts group - considering the specificity of the field of study, the level and the educational programme - found that all Programme Objectives are clearly established, but one. The reformulation, or even better the division into two programme objectives of the questionable PO2 would make all objectives realistic and achievable.

The education programme has 4 objectives, and the evidences and site visit showed that these were defined according to the specificity of the field of study (architecture, BA), and were worked out involving all stakeholders, therefore considering the mission, objectives and strategy of the HEI (IBSU) and the inputs of the involved professors, the students and alumni (especially those in the already running in the English BA programme), and the possible employees representing the labor market demands. The objectives are also suitable to achieve the desired level of the internationalization of the educational programme.

The 4 objectives reflect in a varying level what knowledge, skills and competences the programme aims to develop in graduate students and what could be its contribution to the development of the field and the society:

Very consistent:

1. To prepare highly qualified personnel equipped with comprehensive theoretical and practical knowledge and skills for the profession of Architecture. This includes training students to understand the characteristics of the project area and existing construction regulations, thereby developing their ability to create professional architectural projects.

3. To train a specialist in the field in accordance with both local and international requirements and to equip them for further studies at the next level.

4. To enable students to prepare research or practical works on current processes in the field of architecture according to predefined guidelines and to present them effectively to an interested audience.

Not very consistent:

2. To provide students with knowledge of the theoretical aspects of the history of architecture; procedures necessary for the implementation of projects/concepts; and contemporary technologies and engineering issues in urban planning processes

The second objective mixes the needed competences to face contemporary technologies and engineering issues in architecture with the competences needed to face urban planning processes, which makes the objective fuzzy and restrictive, as in its present form it doesn't aim to provide knowledge on technologies an engineering issues in architecture, and not on general issues in urban planning processes, but a specific and strange combination of these.

However, these issues don't affect the compliance to the standards, as the Programme Objectives

- More or less reflect what knowledge, skills and competences the programme aims to develop in graduate students;
- Tries to illustrate the contribution to the development of the field and the society;
- are consistent with the mission, objectives and strategy of the HEI, its faculty/school/educational unit and/or its structural unit;
- do consider local labor market demands and trends and needs of the international labor market
- do reflect main issues of internationalization of the educational programme;
- are public and accessible;
- and are shared by the persons involved in the program.

Evidences/Indicators

- Undergraduate educational program of architecture, syllabi, self-evaluation report (SER);
- Mission, vision, and values of International Black Sea University;
- IBSU website - https://ibsu.edu.ge;
- On-site visit interview sessions N1, N2 and N3.

Recommendations:

Suggestions for the Programme Development

- It would be needed to re-formulate the objective No 2, separating urban planning processes as one knowledge field and contemporary technologies and engineering issues as another.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	☒	☐	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The learning outcomes of the programme are grouped in 10 competences, 4 of knowledge and understanding, 4 of skills and 2 of responsibility and autonomy. The evidences suggest that these were defined according to the specificity of the field of study (architecture, BA), and were worked out involving all stakeholders, therefore considering the mission, objectives and strategy of the HEI (IBSU) and the inputs of the involved professors, the students and alumni (especially those in the already running in the English BA programme), and enable graduates to continue their education onto the next level of education. The possible employees representing the labor market demands were in clear knowledge of these outcomes and agreed on their objective and realistic achievability that are consistent with the peculiarities of the labour market demands.

The measurability of the outcomes depends on the evaluation requirements of the individual courses in the programme, the syllabi and on-site interviews suggest that these are realistic and the professors will have the tools to evaluate the achievement of the outcomes, however, not every syllabi is clear in this aspect.

The 10 outcomes are realistic, mostly consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded, however are not formulated consistently to correspond to the aims of the programme and cover main knowledge, skills or/and responsibility and autonomy envisaged by the content.

The main findings are:

The knowledge, skills and responsibility outcomes needed for an architect in the fields of building design, urban planning, history and theory of architecture, project area and construction organization and legal regulations and professional ethics are granted in outcomes 1, 2, 3, 4, 5, 10, achieving the objectives 1, 3, and partially 2.

The outcomes needed to gain knowledge, skills and responsibility in order to communicate with customers and to present the architectural work students are able to do because of the outcomes listed before in a comprehensible and contemporary way, using digital technologies are granted in outcomes 7 and 8 (consistent for objective 4). However, drawing skills needed for an Architecture BA are not highlighted in the abovementioned learning outcomes, even if the on-site interviews and syllabi prove that students do acquire such knowledge as learning outcomes.

The understanding, skills and responsibility of the contemporary role of the profession of the architect, including the advanced technologies are reflected in outcomes 2, 6 and 9.

The inconsistency of the second objective mixing the needed competences to face contemporary technologies and engineering issues in architecture with the competences needed to face urban planning processes are also reflected in the outcomes, where the needed competences in urbanism are granted – as

verified by the on-site interview with the urbanism professor and the analysis of the syllabi – but the competences needed at the bachelor's level of architecture for building structures and engineering are not present clearly in the outcomes. The learning outcomes therefore do not guarantee the basic knowledge and responsibility of students in understanding the structures, building components, building construction principles needed for this profession.

Evidences/Indicators

- Bachelor program of architecture, syllabi, self-evaluation report (SER);
- Map of programme objectives and learning outcomes;
- IBSU website - https://ibsu.edu.ge;
- On-site visit interview sessions N1, N2, N3 and N4.

Recommendations:

Learning outcomes should be divided more clearly among competences. Many of the learning outcomes are combining different disciplines. It would be beneficial to divide:

- History and theory of architecture divided from management of buildings and divided from legal foundations in O1
- Operational processes, the organization of construction, project area improvement divided from the professional ethics and legal regulations in O4
- Architectural features of the building divided from the urban planning context in O5

Suggestions for Programme Development

It would be beneficial to establish as a learning outcome:

- Structural engineering and building construction skills
- Drawing and modelling skills, united or divided from digital representation skills.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	☐	☒	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

During the site visit it became clear that the evaluation of the learning outcomes of the educational program is carried out in accordance with the instructions for the evaluation of the learning outcomes of the IBSU program. However, these instructions resulted to be insufficient in certain aspects of the Architecture Bachelor program, therefore more questions have been raised at the site-visit to the HEI Leadership and Administration, Self-Evaluation Team, Head of Programme, Academic Staff and Quality assurance Office.

It became clear, that programme learning outcomes assessment results from the English language Architecture BA were utilized for the improvement of the new Georgian language programme, some programme content and/or learning outcomes and/or assessment system and/or teaching resources were modified and developed based on the experiences IBSU had since 2018 and the suggestions of the stakeholders.

It must be noted, that the inconsistencies in the learning outcomes highlighted in 1.2 of this report have a direct consequence on the evaluation mechanism of these, as the evaluation of the learning outcomes cannot be in direct correlation and compliance with the evaluation of the programme courses described in the syllabi. For example the evaluation mechanism of the representational or architectural drawing course will result in an evaluation that cannot be tied to the evaluation of any of the 10 learning outcomes, while the exact evaluation of many of the learning outcomes criticized in 1.2 of this report have multiple – often unrelated – courses tied to their competences, therefore there is too much flexibility in the evaluation of the learning outcomes which are only loosely tied to the courses.

The following analysis is therefore concentrating in the evaluation of the singular courses.

In the syllabi the evaluation criteria are not always clear, many components of the learning outcomes are evaluated with the same mechanisms, which possess questions on the elaborateness of the assessment mechanisms in this programme. The interviews with professors on the on-site visits proved that there are peculiarities in the assessment mechanism of different fields, but the experts didn't get reassuring answers on the exact mechanisms of homework, midterm and final evaluations. Academic/Scientific and visiting staff of the programme are familiar with the methods of evaluation of learning outcomes, and get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes, but couldn't give us evidence on the exact mechanisms.

We didn't see relevant evaluation forms and methods (both direct and indirect evaluation methods), which make it possible to determine to what extent students achieved programme learning outcomes.

We miss more precise benchmarks for each learning outcome; monitoring of the results of learning outcomes evaluation and comparison with benchmarks are hard to grant without more accurate benchmarking.

In the Mechanism of evaluation of learning outcomes of the program document there is the table with target indicators: "At least 70% of students will get a maximum of 81 points". It is strange to only define the low-level indicators, it means that the HEI will act only if there are too many good grades, but not if there would be too many bad grades and the quality criteria set up could not be reached by any student for e.g.

The interviews with employers and with students and alumni proved to the necessary extent the engagement of external stakeholders in evaluation of learning outcomes, the HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes.

The tables of the Mechanism of evaluation of learning outcomes of the program document should be recompiled, and the components (courses) must match the learning outcomes to which they belong, as there are many Outcomes not matching appropriate Learning outcomes. Outcomes (O) are rather mixed up and components does not apply many times:

- Geodesy supports O1, but O1 is a mixed outcome as stated in 1.2, and Geodesy as a course should support a missing outcome that would give knowledge of engineering and structural fields.
- O2 is supported both by Architectural design courses and urbanism courses. It was suggested in 1.2 to divide O2 for an architectural design/construction outcome and an urbanism outcome, OR to make the text of the outcome more clear on how the two are integrated.
- O4 is supported by Materials and constructions, as well as by Architectural physics and building technologies, which makes this Outcome the missing engineering outcome, where other courses could be gathered to support it. But the formulation of O4 does not contain this learning outcome as a technical-engineering one, at least in English language. Architectural drawing is a component that supports O5 or O7, but not O4.
- Components of O5 are supporting O7, not O5.
- Representational painting, basics of urban design and basics of environmental design do not support O6, the later two would support O2 and O5, but as stated in 1.2 these two outcomes should be divided to establish the place of urbanism in the programme.
- O7 seems to be exchanged with O5.

Evidences/Indicators

- Undergraduate educational program of architecture, syllabi, self-evaluation report (SER);
- Mechanism of evaluation of learning outcomes of the program;
- Program learning outcomes map
- On-site visit interview sessions N1, N2, N3 and N4.

Recommendations:

- The tables of the Mechanism of evaluation of learning outcomes of the program document should be recompiled, and the components (courses) must match the learning outcomes to which they belong.
- Benchmarks for each learning outcome must be added in a form to be comparable with real outcomes in the assessment procedure.
- The syllabi of the courses should reflect the assessment methods in the “Program components and learning outcomes assessment methods scheme” document

- Reconsider the assessment of Learning Outcomes after dividing these into more clearly defined fields of competences according to component 1.2, as assessment could be granted in direct relationship with the evaluation of the different courses defining those fields.

Suggestions for the Programme Development

- In the Mechanism of evaluation of learning outcomes of the program document the programme should define target indicators not only for a minimum of those who will not get 81+ points, but also a target that defines how many students should get more than a predefined value of points, so the HEI can act also in the case when too many students fail to achieve the learning outcomes.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	☐	☐	☒	☐

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

During the site visit it became clear that this programme is designed according to the HEI's methodology for planning, designing and developing of educational programmes, and the programme is designed in accordance with the ECTS - European Credit Transfer and Accumulation System. Experts were assured during the interviews that the programme development is a collaborative process and engages many stakeholders (academic / visiting staff, students, graduates, employers).

The program structure and content are consistent with the qualification to be awarded and mostly ensure the achievement of programme learning outcomes, however, there are confusing elements listed below and the experts did not found evidence on how the programme considered new research findings and modern scientific achievements, in fact the programme seems very conservative.

The main teaching components of the programme (individual courses) are logically organised and logical development of the content is ensured, but there are some concerns regarding the organization structure and the place of some teaching components in it. The Study results observation schedule table lists how learning outcomes are supported by components (courses) during the 8 semesters of the programme, this is an important

well-structured document. However, there are inconsistencies underlining the concerns found in 1.2 and 1.3 of this expert group report, Outcomes (O) are rather mixed up and components does not apply many times, as already expressed in 1.3:

- Geodesy supports O1, but O1 is a mixed outcome as stated in 1.2, and Geodesy as a course should support a missing outcome that would give knowledge of engineering and structural fields.
- O2 is supported both by Architectural design courses and urbanism courses. It was suggested in 1.2 to divide O2 for an architectural design/construction outcome and an urbanism outcome, OR to make the text of the outcome more clear on how the two are integrated.
- O4 is supported by Materials and constructions, as well as by Architectural physics and building technologies, which makes this Outcome the missing engineering outcome, where other courses could be gathered to support it. But the formulation of O4 does not contain this learning outcome as a technical-engineering one, at least in English language. Architectural drawing is a component that supports O5 or O7, but not O4.
- Components of O5 are supporting O7, not O5.
- Representational painting, basics of urban design and basics of environmental design do not support O6, the later two would support O2 and O5, but as stated in 1.2 these two outcomes should be divided to establish the place of urbanism in the programme.
- O7 seems to be exchanged with O5.

Another issue we found is:

- Only 15 ECTS of elective components belonging to this specialization are to be elected, while there are 35 ECTS of such courses. The programme learning outcomes would be more easily accomplished with more credits devoted to the field of architecture. The 35 ECTS free elective component of the programme seems excessive (however it complies with standards).

Evidences/Indicators

- Undergraduate educational program of architecture, syllabi, self-evaluation report (SER);
- Mechanism of evaluation of learning outcomes of the program, tables;
- On-site visit interview sessions N1, N2, N3, N4, N5.

Recommendations:

- The content and structure of the programme cannot ensure in this form the achievement of programme learning outcomes, as the Subjects must support Learning Outcomes, but they are mixed up in the present structure. Please restructure the Components, and make every Subject match the Outcome AFTER the outcomes will be reformulated according to recommendations in component 1.2.

Suggestions for the programme development

- The objectives, outcomes and components of the programme should be reevaluated according to the suggestions in 1.2
- The elective components should be all (35 ECTS) made mandatory, and only 15 ECTS should be left for free elective components.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☐	☒	☐	☐

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

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

The expert group analyzed all syllabi and compared these to the other documents, a process made difficult by the fact that only half of the syllabi have been translated to English, which complies to the rules but made evaluation slower. The structure and level of detail of the syllabi are acceptable, and most courses had sufficient professional content, compulsory literature and other teaching and learning resources listed in the syllabi correspond to course/subject learning outcomes and ensure the achievement of programme learning outcomes, however, many of the literature are not up to date, explained by the fact that in the Georgian language BA Georgian language literature have to be made mandatory, and that is not abundant in some fields.

The content and learning outcomes of each academic course corresponds to the learning outcomes of the programme, but the problems listed in 1.2 and 1.4 have to be considered in this aspect.

The number of credits allocated for each teaching course comply to ECTS standards, but there are serious concerns in the allocation of credits that question the achievability of the objectives and learning outcomes of the Architecture BA programme. The ratio between contact and independent hours seems not so adequate to the quantity of learning outcomes prescribed as there are only 2 contact hours allocated to a 5 ECTS course, which can be enough on paper, but for many theoretical courses it is not sufficient. On-site interviews with professors did not reassure the expert group on the achievable knowledge transfer a professor can do in 2 hours a week for a 5 ECTS course, especially because every time half of these are lectures and half practice, meaning that in a subject with high amount of knowledge to be transferred only 14 contact hours are available for

lectures, definitely not suitable for a 5 ECTS theoretical course. The Expert Group had the impression that professors do know about this problem, and some use more hours for lecture, some more for practice than 14 for an 5 ECTS course, but they cannot use more than 28 plus exams. The 14 lecture +14 practice hour rule for all 5 ECTS courses seems to be a simplification of IBSU, more elaboration would be needed here. We recommend to double the contact hours for these courses.

The most problematic courses for the achievement of the learning outcomes in the given contact hours are the following:

- 28 contact hours are not enough and 93 hours for independent work cannot be fruitfully used: Mathematics, Fundamentals of Geometric Modelling, Geodesy, Materials and Structures, Architectural Physics and Building Technologies, Fundamentals of Urban Planning,
- 14 lecture hours are not enough respect to the 14 practice and 93 independent work hours: Architecture and Art, Modernism in Architecture and Art, Fundamentals of the International Construction Code, ARC 4003 Cultural Heritage, Sociology
- 14 practice hours are not enough respect to the 14 lecture and 93 independent work hours: Representational Drawing, Architectural Drawing, Three-dimensional digital visualization of an architectural project, Practice

Frequently the amount of credits indicated in the syllabi doesn't correspond with the distribution of hours.

Although basic literature for each course is provided, their amount is quite limited. Some of the courses list only one or two books under main literature by only local authors. Some of the additional resources in certain subjects are only from one country, China, etc. Some listed literature doesn't correspond to the course subject (which can be regarded as a mechanical mistake in syllabus).

Evidences/Indicators

- Undergraduate educational program of architecture, self-evaluation report (SER);
- Syllabi
- Mechanism of evaluation of learning outcomes of the program, tables;
- On-site visit interview sessions N1, N2, N3, N4, N5.

Recommendations:

The division of the 125 hours between independent work, lecture and seminar/group work/practical work must be changed for the following 5 ECTS courses

- Elevate the 28 contact hours to double and lower respectively the 93 hours for independent work to achieve the learning outcomes for: Mathematics, Fundamentals of Geometric Modelling, Geodesy, Materials and Structures, Architectural Physics and Building Technologies, Fundamentals of Urban Planning,
- Elevate the 14 lecture hours to triple and lower respectively the 93 independent work hours to achieve learning outcomes for: Architecture and Art, Modernism in Architecture and Art, Fundamentals of the International Construction Code, ARC 4003 Cultural Heritage, Sociology
- Elevate the 14 practice hours to triple lower respectively the 93 independent work hours to achieve learning outcomes for: Representational Drawing, Architectural Drawing, Three-dimensional digital visualization of an architectural project, Practice

Suggestions for the programme development

- As English language skills are compulsory, up-to-date English language literature can be added for many courses as literature in order to facilitate the achievement of learning outcomes.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	☐	☐	☒	☐

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	☐
	Substantially complies with requirements	☐
	Partially complies with requirements	☒
	Does not comply with requirements	☐

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

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

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

Prerequisite for the admission is a submission of already executed two graphic drawings and two architectural sketches. There is no mechanism ensuring submitted materials are authored by the applicants. More experienced individuals can draw drawings and sketches for the applicants, who only turn them in as their own. Applicants are only required to repeat detail part of one drawing and one sketch in front of the commission. If applicants receive drawings and sketches long before the test date, they will have enough time to practice in just copying only small part of the provided material.

Admission requirements are restricted to black and white graphical drawings (cube, sphere, cylinder, cone, pyramid, etc.) which is an old, soviet time approach. It is highly recommended that applicants be given more

freedom to express their creativity through other design media as well (color paintings, modeling, digital arts, photography, abstract arts, etc.).

Programme admission preconditions only partially take programme characteristics into consideration and partially ensure admission of the students with relevant knowledge, skills and competences for mastering the programme.

Programme admission preconditions and procedures are consistent with the existing legislation;

Programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language;

The HEI defines the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution and ensures the smooth administration of educational processes;

Admission of students to the programme is in compliance with the methodology of student body planning.

Programme admission preconditions are partially fair, public and accessible.

Evidences/Indicators

- This is stated in provided documents for program and admission prerequisites, as well as confirmed by the head of the program during the interview.

Recommendations:

- Ensure more open and fair admission process where applicants of the program also fully demonstrate their creative and design skills in front of the commission.

Suggestions for the programme development

- Request applicants to submit design portfolio of their own and free choice – sketches, paintings, drawings, artworks, technical/geometrical drawings, photographs, etc. After reviewing submitted portfolios, select applicants to conduct on site tests with uniform requirements and not related to portfolio topics to demonstrate their skill in front of the commission.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	☐	☒	☐	☐

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 provides basic foundation for architectural education. It offers courses and assignments for minimal standards of the bachelor degree. However, it should be noted that program follows and repeats outdated structure of architectural education of soviet and early post-soviet period. Although the program introduces a couple of new interesting courses, this refers to the most of subjects as well as to the topics for architectural design projects.

During interviews, employers stated they were satisfied with the level of knowledge of interns and alumni of the existing English language program. On the other hand, students stated they wished higher pace of educational process and they felt their peers/friends from architecture programs at other universities are more advanced.

According to the learning outcomes and the level of education, the program does not strongly enough ensure development of practical skills of students and/or development of creative/performance skills and their engagement in the scientific/research projects;

The practical / creative /performance component of the programme is organised and planned in accordance with the learning outcomes of the programme and corresponds to the level of education;

In the framework of a practice component, and/or a scientific research/performance project, a student is supervised by a qualified person in the field who evaluates student's activity;

The agreements/memorandums and/or their appendices signed with employers or centers of practice envisage the number of students, objectives, outcome and duration of practice and support the achievement of the program learning outcome

Evidences/Indicators

- Provided program, syllabi and interviews with the head of the program and staff, students, alumni and employers.

Recommendations:

- Adjust the program to the best practices and standards of international architectural education.
- Review and consult existing architectural programs at other Georgian educational institutions, which structure their programs according to international practices.

Suggestions for the programme development

- Establish collaboration and knowledge sharing between local and international students through visits and joint projects.

Evaluation

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

		requirements	requirements	requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	☐	☒	☐	☐

2.3. Teaching and Learning Methods

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

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

The program offers basic or satisfactory level of lectures, seminars and other teaching and learning methods. On the other hand, frequently, hours are split 50/50 between lectures and seminars or practical work, whereas a more tailored approach should be taken per course according to their theoretical or practical nature.

Architecture is a field where teamwork skills are essential. As the head of the program told us during the interview, students will do some assignments in a group, but there is no group project and every project for the course of architectural design in each semester will be done only individually.

For architectural design course, it is not clear from syllabi whether students elaborate projects connected to specific locations taking in to account topography, surroundings and local context, or design on a 'blank paper'.

Architectural Design course and studio work is probably the most important subject for architectural bachelor degree where students learn how to design and draw a project. Syllabi for this course list five professors. When studying provided documents, the evaluation team assumed that around 30 students entering the program every year (as stated by the university management) would be divided into smaller groups to be supervised by each of the staff members (as usual and accepted practice in architectural design courses both in Georgia and internationally). During the interviews, both staff members and current students from the similar English language program confirmed the entire group of around 30 students will be supervised by only one professor for each semester. Such an arrangement doesn't ensure quality supervision for each student, to be enough for their individual projects and for the achievement of program goals.

Evidences/Indicators

- Provided syllabi and conducted interviews during the site visit.

Recommendations:

- For architectural design course, divide all course students into smaller groups of 4-6 and assign one supervising professor to each group.
- Ensure that more than 14 lecture hours are given to students with the attendance of professors for: Architecture and Art, Modernism in Architecture and Art, Fundamentals of the International Construction Code, ARC 4003 Cultural Heritage, Sociology, as the teaching method can only

correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement IF students are not left with 93 independent work hours in these courses after so little lecture hours.

- Ensure that more than 14 practice hours are given to students with the attendance of professors for: Representational Drawing, Architectural Drawing, Three-dimensional digital visualization of an architectural project, Practice as the teaching method can only correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement IF students are not left with 93 independent work hours in these courses after so little practice hours.

Suggestions for the programme development

- Enrich the list of literature for the most of courses and cover international experience.
- Include site visits and field trips in the program.
- Specify and provide more context for each architectural design project on the location and surroundings of the selected area.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	☐	☐	☒	☐

2.4. Student Evaluation

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

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

Syllabi for each of the courses list evaluation criteria and assigned points, which are the same across all courses. However, contents of the syllabi in most cases don't specify which evaluation criteria will be used for a certain course, or don't mention those criteria at all, or do not indicate when those evaluations will be conducted, e.g. midterm exam week 7, etc. Only in a few cases, midterm evaluation or assignments were mentioned. This makes the assessment of student evaluation component difficult.

Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent, reliable and complies with existing legislation;

It is not clear if the components and methods of assessment of each academic course / subject consider the specificity of the course / subject, correspond to the learning outcomes of this course / subject and provide an assessment of the achievement of learning outcomes because not all of them are specified and listed in provided syllabi; During the interviews academic staff told the evaluation committee this was not required anymore.

Evaluation components, methods, and criteria are transparent, accessible, but we don't know if they are known in advance to the student because they are not clearly listed in the syllabi;

Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement;

During students' evaluation the HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response;

Appealing of students' assessment results is ensured. This is known to students in advance.

Students' assessment appeal process is transparent and objective. An appealing process may involve reviewing evaluation results and making a decision by another evaluator(s);

Evaluation results are analyzed and the results are utilized for the improvement of teaching process;

If necessary, the HEI provides student assessment using the e learning / distance learning method, considering the specificity and content of the component;

The HEI ensures monitoring of the reliability and validity of student assessments, including during e-learning / distance learning.

Evidences/Indicators

- Provided syllabi and interviews.

Recommendations:

- In the syllabi, please specify the types of all midterm evaluations and their criteria used for each course assigning them to specific weeks during the semester.

Suggestions for the programme development

- Specify the content and topics for midterm evaluations and assignments, quizzes or presentations.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☐	☒	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☐
	Substantially complies with requirements	☒
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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 offers students such means of information delivery, consultation, and support as:

1) an orientation meeting before the start of studies, at which students are provided with basic and important information about the program;

2) Students will be able to get advice for solving administrative and academic issues from the head of the program, the school's dean's office, the quality assurance service of the university, and other administrative units;

3) through social network communication groups, students are informed about various local and international projects and events;

4) Academic/administrative/support staff workload includes hours allocated for student counseling;

5) students can contact personally (by phone, e-mail, social network) the head of the program and the academic staff;

6) Students get the information they need from the student portal (sis.ibsu.edu.ge), the university website (ibsu.edu.ge), e-mail, and social networks.

Within the framework of the program – accoring to experience from the already running English language architecture program in IBSU - students have the opportunity to participate in scientific conferences, other local and international projects, and events organized by the IBSU school. It should be noted that it would be desirable if the involvement of students in conferences would increase more. Students who participated in the conferences were not among the participants in the interviews.

As we read in the self-evaluation document of the program, within the framework of the program, students of current programs have the opportunity to attend webinars organized by the head of the program, which is planned in accordance with their interests and are aimed at promoting their career development, although the students and graduates participating in the interviews could not recall the experience of participating in a similar type of webinar.

The university has student clubs that can submit projects for funding. Projects can be submitted individually.

It should be noted that the University has a Student and Alumni Development Department, the purpose of which is to cooperate with the university graduates, to involve them in the academic life of the university, to identify the requirements of the labor market and employers, and to bring educational programs

into compliance with these requirements. During the interviews, it appeared that the students did not have proper information about this department, and they could not remember any events held by this department in which they participated.

During the interviews, it appeared that foreign students face some problems in the academic registration process and need more support.

The program needs more students to participate in exchange programs. None of the students participating in the interviews had the experience of participating in an exchange program.

It should be noted that no student was represented in the self-evaluation group. During the interviews, it appeared that the student's involvement in the process of program development and self-evaluation was not at a high level. The university should cooperate more closely with students and, take into account their opinions, lay down ways of development.

The existing infrastructure of the university, which is modern and responds to the demands and needs of students, should be mentioned separately. The university library creates a pleasant and comfortable working environment for students.

Students of the English Bachelor programme of IBSU stated, that:

- the university promotes the involvement of students in university, national, and international conferences, but more of these would be needed.
- the university staff doesn't pay enough attention to the needs of foreign students and could facilitate even more their integration into the university environment.
- students would like to increase their possibilities in participating in exchange programs, as internationalization is quite important to architecture students career.
- students are ready to cooperate even more closely with the university in ways of developing the program based on their opinions.

Evidences/Indicators

- The Learning Process Management Electronic System – sis.ibsu.edu.ge;
- university's website: ibsu.edu.ge
- Self-Evaluation Report on Accreditation of Higher Education Programme
- interview results

Recommendations:

- The Department of Student and Alumni Development should improve communication with students, cooperate with them more actively, and involve them in various events.
- The university staff should pay more attention to the needs of foreign students and facilitate their integration into the university environment, even if this is not a need in the Georgian language programme.

Suggestions for Programme Development

- It would be desirable if the university promotes more active involvement of students in university, national, and international conferences.
- It would be beneficial for the university to increase the number of students participating in exchange programs.
- It would be beneficial for the university to cooperate even more closely with the students and consider the ways of developing the program based on their opinions.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	☐	☒	☐	☐

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

Not relevant

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

Evidences/Indicators

- Not relevant

Recommendations:

- Not relevant

Suggestions for the programme development

- Not relevant

Evaluation

Not relevant

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

		requirements		
3.2. Master's and Doctoral Students Supervision	☐	☐	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	☐
	Substantially complies with requirements	☒
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➢ Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The Expert Group analysed the CVs of the programme staff and had interviews with the Head of the Programme, the Academic Staff and the Invited Staff. It can be stated that the persons implementing the programme are engaged in the programme in accordance with the legislation and internal regulations of the HEI, and the qualification of personnel is in compliance with their qualification requirements, functions and current legislation, staff's competence in the fields needed for the Architecture BA is proven by their achievements, invited staff is chosen by their relevant knowledge, experience and competencies necessary to help students achieve programme learning outcomes.

The Head of the Programme possesses necessary knowledge and experience required for programme elaboration according to the level of the programme. The qualification of the Head of the programme is certified by relevant education in the field, practical experience and/or scientific papers/creative work. The

Head of the Programme is personally involved in programme assessment and development, programme implementation, student advising, in various events planned within the programme. It must be highlighted that the Head of the Programme is committed towards the programme at the highest level, uses and builds his connections from the professional labor market for better programme development and employment opportunities, and from international academia for the internationalization of the programme.

It was also proven that programme students are provided with an adequate number of administrative and support staff with appropriate competence, qualification of administrative and support staff is consistent with their functions. However, the communication towards students on how to reach the administrative staff was not consistent in the past years at the English Architecture BA, especially international students had problems in getting support for their administrative needs, that resulted in bad experiences. The new programme promises to make such communication procedures more fluid.

The workload of the personal is regulated and according to standards. During the on-site interviews some faults came out regarding this:

- Workload of personnel is only justified on paper, in reality many demanding 10 ECTS courses are held by only one professor, meaning that the real workload is excessive and not reflected in the documents and budget (The budget is not correct if a professor has to teach architectural design in two groups as one group will not fit in the contact time frame given – problem revealed during interview N4 and N5). This means that hours allocated for student consultation are NOT envisaged by the workload of the personnel.
- The number of academic/invited personnel at the programme is adequate on paper with regard to the number of students, but the personnel with sectorial expertise mainly consists of invited staff (5 affiliated / 15 invited visiting). This is not a balanced turnover.
- There are no assistants, no assistant professors affiliated to IBSU in the field. This poses questions about the sustainability of the programme and about the balance in workloads. Associate professors have to teach and consult students all by themselves, without any help from assistants, therefore the workload of professors is worst that in a university with a balanced personnel policy.

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	**24**	**5**	**7**	**9**
- Professor	1	1	1	1
- Associate Professor	8	4	6	8
- Assistant-Professor	0	0	0	0

[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

- Assistant	0	0	0	0
Visiting Staff	15	15		_
Scientific Staff				_

Evidences/Indicators

- Undergraduate educational program of architecture, self-evaluation report (SER);
- CVs of Personnel
- Personnel document
- On-site visit interview sessions N1, N2, N3, N4, N5.

Recommendations:

- Assistants and Assistant-professors are completely missing from IBSU in fields related to Architecture. The programme will not be sustainable without such Affiliated Staff. Less sectorial invited teaching staff and more affiliated stuff starting as assistant would be necessary.
- IBSU has to provide more staff in 10 ECTS courses, as on paper the number of staff is satisfactory, but in reality these are held many times by one single professor. This is a recommendation for ARC 2000 Architectural Design I, ARC 2500 Architectural Design II, ARC 3002 Architectural Design III, ARC 3502 Architectural Design IV, and ARC 4001 Architectural Design V.

Suggestions for Programme Development

- Associate Professor affiliated with sectorial knowledge are lower in numbers than desirable, even if the numbers do comply with standards, it would be beneficial to increase their numbers.

Evaluation

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

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

NOT RELEVANT

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff

Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			_
Scientific Staff			_

Evidences/Indicators

- Not relevant

Recommendations:

- Not relevant

Suggestions for the programme development

- Not relevant

Evaluation

- Not relevant

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	☐	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The Expert Group analyzed the relevant documents and posed questions during the site-visit, inspecting also the physical and material conditions at the HEI. The Expert Group could not find all documents related to the evaluation of the programme staff (mostly the SER documents were available), but the interviews with IBSU

leadership (N1), Head of Programme (N3) and the staff (N4, N5) resulted in positive feedback in this aspect the HEI complies to the standards, and the quality assurance service conducts the assessment of the academic and invited staff implementing programs.

The HEI provides necessary conditions (material, financial resources, etc.) for fostering scientific, research, and international work of academic and invited staff, there are good examples of the staff participating in international projects, researches and conferences (Poland, Sweden, Florence).

In line with staff needs and research interests, various activities, such as training sessions and workshops, are offered to promote professional development for scientific and invited staff.. Different types of incentives are also provided at the university. For instance, scientific and invited staff are encouraged to publish in high-index journals, and incentive measures are in place to reward those who do so.
According to a university administration representative, "In cases where staff conduct additional research beyond the research stipulated in their employment contracts, the rules for staff remuneration are governed by the 'Academic Activity Encouragement' provision. This also includes providing opportunities for staff to participate in trainings, international conferences, and other professional development activities."
It is also worth noting that the university continually announces grant opportunities for staff involved in the program. An internal university research funding policy is in effect, outlining the issuance of grants for scientific research activities. Grants are issued based on this policy, supporting further academic inquiry and research at the university.
According to university officials, the institution has also developed a support policy provision, which outlines the categories of support offered by the university and specifies the forms and means of implementation. The support measures detailed in the document are designed to assist students, employees, prospective students, and graduates.
The HEI representatives said that the University conducts, analyzes and actively utilizes the results of the evaluation of the programme staff and staff satisfaction surveys. The evaluation of academic, scientific and invited staff includes evaluation of their teaching and research work, as well as evaluation of their creative/performing activities, and evaluation results are used for their professional improvement. It was said that evaluation results are considered when promoting and using the staff supporting mechanisms.

The Expert Group couldn't verify if the HEI provides training to staff involved in the programme to make effective use of e-learning / distance teaching and learning / assessment methods as needed, but the HEI has the necessary equipment to do so.

Evidences/Indicators

- Undergraduate educational program of architecture, self-evaluation report (SER);
- Personnel document
- On-site visit interview sessions N1, N2, N3, N4, N5.

Recommendations:

Suggestions for the programme development

- Revise periodically the evaluation of academic, scientific and invited staff, further refining the methodologies of their evaluation.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	☒	☐	☐	☐

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 educational institution provides necessary infrastructure and equipment such as classrooms, computers, library, etc.

The informatics background of the programme is granted, classes, auditorium and library are well equipped.

Classrooms do not adopt well to the creative studios needed in Architecture BA, spaces for group work and more space for drawing and modelling are missing.

The library has a restricted collection of books related to Architecture, this should be improved. However, all necessary and compulsory literature is available online through the internal repository of IBSU library, therefore students get all material they need.

Programme/Educational programs grouped in a cluster is provided with library, material, laboratory, informational and digital resources of appropriate number and quality required for achieving objectives and learning outcomes of the program/educational programs grouped in a cluster;

The HEI takes care of updating the program library, material, information and digital resources of the program;

Library keeps all the core literature indicated in the syllabi as well as other teaching materials (including electronic resources), that ensures the achievement of program learning outcomes;

Modern scientific periodicals, digital resources and international electronic library databases are available for students. The latter enables students to become familiar with the modern scientific breakthroughs in the field and achieve program learning outcomes;

Material, laboratory, information and digital resources are freely available to students and staff;

Students are informed about the availability of the resources and know how to utilize them.

The staff and students engaged in the program are provided with appropriate resources when using teaching/learning/assessment methods in the electronic /distance methods in the educational process.

Evidences/Indicators

- Site visit and the tour around facilities.

Recommendations:

Suggestions for the programme development

- Re-arrange classrooms and studio spaces from traditional desks-in-a-row system to a more inspiring working and creative atmosphere for architecture students.
- Create more inviting areas for group work and joint projects encouraging team spirit among students.
- Improve the physical collection of books and journals related to the field of Architecture, Urbanism, structures and similar.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☒	☐	☐	☐

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

It is evident from the provided documentation and interviews with the HEI administration, academic staff, invited staff, and students that the financial resources required for the implementation of the program are included in the university's unified budget. The financial resources allocated to the program are economically feasible.

The administration representatives confirm that the university financially supports the program in question for accreditation. The program is financially stable, and the budget covers various areas including program development, teaching, funding of research resources, and other essential costs related to the effective implementation of the personnel compensation plan. Additionally, according to an administration representative, expenses for library resources, infrastructure renewal and maintenance, conferences, publications, and other scientific activities are covered by the university's centralized budget.

According to the administration representative: "In 2018, we received accreditation for this program (English-language), and we have admitted students every year. We have now decided to admit students to the presented Georgian-language program as well. Initially, we plan to accept 25 students."

An analysis of the budget, as well as interview responses, reveals that the direct costs for the program amount to 70,765.31 GEL, of which 25,049.20 GEL is allocated for program administration, 14,512.50 GEL for literature and research project preparation, and 35,239.00 GEL for the initiation of studies.

According to a relevant service representative: "Funds have been allocated for student support activities, which provide financial assistance for student projects within student clubs, offering them a range of different activities."

Unforeseen expenses related to the implementation of the program amount to 7,278.30 GEL, while the allocation for bachelor thesis-related expenses is 3,826.53 GEL.

Additionally, according to the administration representative: "The university's reserve fund is included in the program's budget to ensure its full operation and cover any expenses in case the minimum number of students is not met."

Finally, a financial service representative stated: "The total budget for the program is 152,844.30 GEL. According to our estimates, the budget fully supports the goals set forth in the bachelor's program in architecture."

Evidences/Indicators:

- Component evidence/indicators including relevant documents and interview results
- Program budget
- Information expressed in the answers of the interviewees

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	☒	☐	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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 documents presented and the interviews conducted during the site visit revealed that issues related to internal quality assurance are coordinated by the Quality Assurance Service/University Management Body of Black Sea International University. Their main task is to improve the quality of teaching and research at the university and to promote integration into the broader European educational space.

It is worth noting that the program's head and representatives of the school collaborate with the university's quality assurance service in the planning of program quality assessments, developing evaluation tools, and conducting assessments. The relevant procedures, evaluation tools, and mechanisms are outlined in the university's internal quality assurance framework and program implementation evaluation procedures.

At the Higher Education Institution (HEI), market research was conducted, and local and international practices were studied, involving graduates from the bachelor's program in architecture and related fields. The self-evaluation process also drew from studies on graduates of related programs (focus group reports), as well as employer feedback and external evaluations. Employers' perspectives were fully considered in shaping the presented program.

During interviews with the self-evaluation group, it became clear that all members worked within their areas of expertise, with active involvement from employers and library managers, with duties and responsibilities clearly assigned. The Quality Assurance Service, in cooperation with academic and administrative staff, participates in identifying strengths and weaknesses concerning program standards through the evaluation of educational and research activities, the professional development of academic staff, and the development of recommendations to address identified weaknesses.

Well-planned and implemented procedures at the HEI form the basis for evaluating ongoing processes. Based on these evaluations, further development and improvement follow the "Plan-do-check-Act" principle. It is also important to note that participation in stakeholder surveys not only provides valuable feedback but also fosters shared responsibility for program improvement.

According to representatives of the quality service, evaluating the educational program is a regular process, utilizing both direct and indirect methods, as well as quantitative and qualitative data. This is confirmed by the documentation package and information disclosed in the interviews.

The interviews also highlight that stakeholder surveys cover various aspects such as satisfaction with student and staff services, the material and technical infrastructure, and the use of library resources. These questionnaires are updated periodically. Both university-recommended and additional field-specific questionnaires are employed in the survey process.

According to the interviewees, various types of surveys are used, including student, graduate, and employer surveys, as well as questionnaire analyses. Specialists from the quality service, along with the program head, are actively involved in the internal quality assessment process, fostering a culture of collaboration.

It was also revealed during the interview that the evaluation of academic staff's research activities has a significant impact. According to the quality service representative, the annual report form, completed by staff for each academic year, includes various types of activities—both scientific and educational. A new appeal form is also being developed, which will further enhance quality.

The quality department representative mentioned, "The new affiliation document includes the professor's fixed remuneration, detailing their responsibilities—teaching, research, article publication, and more—which will significantly contribute to quality improvement."

Data gathered from research are processed by the quality assurance service, after which proposals are made to staff on areas for improvement. Activities are then planned individually with academic staff based on the identified needs. For example, studies revealed the need for professional development among academic staff.

The quality assurance service regularly consults academic, scientific, visiting, administrative, and support staff on matters related to internal and external quality assurance, authorization, and accreditation. In this process, students are systematically surveyed regarding the organization and evaluation of the educational process. It is also worth noting the active cooperation between the program head and the staff involved in the program with the quality assurance service. Their participation in various meetings organized by the quality assurance service—covering topics such as the smooth operation of the educational and research processes, program development, and syllabus preparation—is notable. As a result of feedback, individual courses are continuously adjusted, and staff participate in various formats of consultations and training sessions.

When introducing new regulations or updating internal regulations, it is crucial to reflect the information gathered on assessment tools and regulations within the program. Thus, the internal quality mechanism involves a cycle of interconnected components: planning, implementation, evaluation, and development, all aimed at improving the quality of the educational program. Based on the above, the internal quality assessment mechanisms used by the program are sound.

Staff evaluations are conducted by students at the end of each semester. Collegial observation is also implemented at the HEI, which fosters cooperation and facilitates effective lecture planning. According to the program head, "We had students from 20 different countries, including Israel and India. Therefore, it is essential for lecturers to communicate effectively with students and demonstrate high competence in English. During observations, we also evaluate the lecturers' English proficiency and teaching methodology."

During the meetings, interviews revealed that both academic and invited staff members of the program are familiar with the quality assessment mechanisms and consider them effective for the program's development and their own professional growth. Deficiencies identified during internal quality assessments are actively discussed by the self-assessment working group.

It was noted in the interviews that the results of staff evaluations will be considered in the program development process. This increases the accountability of professors and teachers and contributes to improving the quality of the educational process. It is evident that the quality assurance service's efforts are student-centered and aimed at enhancing both teaching and research quality.

The high standard of teaching resources and services is effectively ensured at the HEI. The institution emphasizes the internationalization of teaching and research, as well as periodic and effective monitoring, evaluation, and timely response to findings.

The educational program utilizes internal quality assessment mechanisms, aligned with the quality policy of the institution. These mechanisms support the relevant principles of quality planning, evaluation, monitoring, and improvement. The study of the documents and interview results indicate that the internal quality assurance mechanisms of the program—including the development, evaluation, and revision of educational programs, the evaluation of scientific staff activities, monitoring student academic performance, graduate employment, employer feedback, and labor market research—are focused on evaluating and improving the educational program, the educational process, and academic staff.

The quality assurance service is committed to enhancing the quality of the educational process by developing necessary tools and methods for its evaluation, planning the periodicity of assessments, conducting evaluations, and providing recommendations based on the data collected to improve the quality of the educational process.

When making decisions related to the program, academic and guest staff take into account the results of quality assessments, as they are well-informed and use survey results. The quality assurance service systematically surveys students, graduates, and employers, and the findings are used to improve the achievement of learning outcomes, update the program, and better plan the work of professors.

Evidences/Indicators:

- Regulations of the Black Sea International University Quality Assurance Service
- Activity Rules of the Program Head
- Internal Quality Assurance Mechanisms of Black Sea International University
- Studies Conducted by the Quality Assurance Service
- Information Gathered from Interviewees' Responses

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	☒	☐	☐	☐

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

Based on the presented documentation and interviews conducted in an active format, it was revealed that the program utilizes various tools for external quality assessment, including external expert evaluations and surveys of employers.

According to employer , their recommendation led to the inclusion of a course on the fundamentals of the international building code in the program's curriculum. This course covers essential safety regulations for buildings and fire safety measures, which are critical requirements in building construction. employer stated, "This will equip the graduates of this program with the necessary knowledge and experience."

Similarly, a second employer recommended adding a geodesy course to the program, which was duly incorporated by the program developers. Another employer's suggestion to increase the practical component of the program was also implemented.

External evaluator assessed that "the progression of courses and their distribution across semesters fully aligns with the requirements of a bachelor's degree in architecture and the field-specific characteristics," a sentiment echoed by the program managers.

According to the Turkish external evaluator and international expert, "the presented undergraduate educational program deserves a positive evaluation." He highlighted the importance of including not only architectural design courses but also significant components on urban design, interior basics, and environmental design. His advice was also followed in adding courses such as linear geometry and drawing to the program.

Evidences/Indicators:

- External Evaluation of the Program
- Analysis of the University's Scientific Research Activities
- Document of Analogies
- Information from Interviewees' Responses

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	☒	☐	☐	☐

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

Based on the interviews and analysis of the submitted documentation, it is evident that the preparation of the educational program at Black Sea International University follows decisions made by the faculty/school board. The school prepares a summary report about the program, which is then submitted to the university's quality assurance service. Following this, the university's quality assurance service compiles a final report based on the received documents, and the program is reviewed and approved by the academic council, the final decision-making body.

Throughout the program preparation process, periodic research from related programs are conducted. These include analyses of student academic performance, semester surveys on courses, alumni feedback, and evaluations of visiting and academic staff based on student surveys.

According to the quality assurance representatives, continuous monitoring and analysis of the program's target outcomes is performed through semesterly reviews of students' academic performance, along with assessments from employers and external experts. To track program development, the self-assessment report for each reporting period includes a comparative analysis of results from the previous periods.

The quality assurance representatives also noted that efforts are ongoing to improve the internal evaluation mechanisms of the program, develop additional tools, and strengthen the overall quality assurance system. A series of training sessions is conducted to enhance the use of internal quality mechanisms, improve self-assessment tools, and utilize data analysis more effectively.

For instance a representative of the invited staff, mentioned that the cost of publishing his article in a high-ranking journal was fully covered by the HEI administration. The institution also promotes staff involvement in international grant projects, including various Erasmus+ projects, which foster continuous professional growth and development.

According to staff members, they complete a report form, select their activities, and submit the form to the quality department. After verification, the quality department provides appropriate recommendations. At the end of each academic year, the academic staff of the program evaluates their educational and research activities

and submits a report to the quality assurance service. Additionally, at the end of each semester, the quality assurance service conducts student evaluations of courses and lecturers through questionnaires, accessible via the university's electronic database.

The evaluation of the program is based on monitoring the implementation of the educational program and analyzing the results. If necessary, the program is modified and improved. Continuous infrastructure upgrades are also ongoing. According to the vice-rector, in the past six months, half a million GEL was spent on infrastructural development, including the renovation of three computer labs during the reorganization of the university.

A new monitoring department has also been established at the university, which oversees the examination control system. Additionally, a research center was created, where market research is conducted. For the program in question, specific questionnaires were developed, and research was carried out.

When comparing the program with similar ones both domestically and internationally, it becomes clear that the architecture bachelor's program aligns with those offered at three local institutions—STU (Technical University of Georgia), East European University, and Ilia State University—as well as five international universities: Universidade de Lisboa (Portugal), Delft University of Technology (Netherlands), Bauhaus-Universität Weimar (Germany), Osaka Institute of Technology (Japan), and Shingu College (South Korea).

Locally, the program aligns well with the one at Georgia's Technical University, which offers similar core and elective courses in architecture, such as the basics of architectural graphics and architectural planning. The surveying practice in their program is consistent with the architectural drawing course offered here.

At East European University, courses like building construction systems in architecture and the physical-mechanical properties of building materials align with this program's materials and constructions course.

In the international context, the University of Lisbon offers courses such as Descriptive and Conceptual Geometry I and History of Classical and Medieval Architecture, which are similar to this program's courses in Architectural Drawing and Architecture and Art Through the Ages (up to the 19th century).

Notably, Delft University of Technology's curriculum overlaps 40% with the core courses of this program. For instance, their Planning Basics—CAAD course is identical to this program's course in Designing Automated Systems in Production I (Computer-Aided Design I). Both programs also include a bachelor's thesis.

Finally, an analysis of the Osaka Institute of Technology's program reveals that it is comparable in structure and qualifications. Both programs offer a Bachelor of Architecture degree, have a four-year duration, and share a similar credit system. Additionally, their Building Foundations I course mirrors this program's Materials and Structures course.

In conclusion, the analysis of the presented documentation and interviews highlights that the university has developed and understood mechanisms for monitoring and periodically evaluating its programs, contributing to the continuous development of the educational offerings.

Evidences/Indicators:

- Regulation of the Quality Assurance Service of Black Sea University
- Method of Evaluating the Implementation of the Educational Program
- Research Conducted by the Quality Assurance Service
- Information Expressed in the Interviewees' Answers

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	☒	☐	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution:

International Black Sea University LLC

Name of Higher Education Programme, Level:

Architecture, Bachelor's Programme

Compliance with the Programme Standards

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

Signatures:

Chair of Accreditation Expert Panel

Dr. Bálint Kádár

Accreditation Expert Panel Members

Irakli Zhvania

Irma Kurdadze

Giorgi Arqania