NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Program

Name of Educational Programme, Level of Education

Political Management, MA

Name of Higher Education Institution

Ltd British Teaching University in Georgia

Evaluation Date(s)
22.03.2024

Report Submission Date
15.07.2024

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Ltd British Teaching University in Georgia
Identification Code of Institution	405365698
Type of the Institution	Teaching University

Expert Panel Members

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	პოლიტიკის მენეჯმენტი
Name of Higher Education Programme (in English)	Political Management
Level of Higher Education	Master (HE II Level)
Qualification to be Awarded[2]	Master of Political Science
Name and Code of the Detailed Field	0312 Political Sciences and Civics
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	English
Number of ECTS credits	120
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)	-

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[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 Programme[4]**

The program is a 120 credit MA program in Political Management that aims to prepare specialists in the theory and practice of managing political campaigns in the contemporary world of quick moving social media and big data analytics.

- **Overview of the Accreditation Site Visit**

The accreditation visit took place on March 22, 2024. The five committee members and two representatives of the National Center for Educational Quality Enhancement meet with the host university's administrative staff, self-evaluation team, students and alumni, program directors, potential employers and academic and invited staff. They also inspected the university's facilities, including classrooms, seminar spaces, and library.

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

The education program overall complies substantially or in full with all of the standards, with several recommendations for amendment to the program as elaborated below and in the relevant sections of the report. The committee found that all five of the components, 1. Educational Programme Objectives, Learning Outcomes, 2. Methodology and Organization of Teaching, Adequacy of Evaluation, 3. Student Achievements, Individual Work with Them, 4. Providing Teaching Resources, and 5. Teaching Quality Enhancement Opportunities comply with program standards sufficient for accreditation. The recommendations on specific sub-components are listed below.

- **Recommendations**

1.3 component

It is recommended to define response mechanisms in case of non-achievement of the target marks.

3.1 component

The university should ensure the direct involvement of students in the work of the self-evaluation group.

4.1 component

For human resources, the university should adopt a more proactive approach to the discerning selection of professors possessing suitable doctoral qualifications and increase the cadre of professors in relation to invited lecturers.

4.2 component

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

Similarly, for supervising MA students and their thesis work It is advisable for the program's future that professors with extensive experience in scientific research be prominently involved in the supervising of MA students .

5.1 component

It is recommended to more formalize the activities carried out by the quality assurance department, which implies the preparation of official reports reflecting and confirming the activities, where the program's strengths and areas for improvement are highlighted, advice and recommendations are reflected, as well as response analysis documentation, where the responses to the recommendations issued by the quality assurance department are reflected.

- **Suggestions for Programme Development**

Component 1.1

- Consider a new course(s) for strengthening and deepening the knowledge of Georgian context, for better understanding the historical/cultural context and features of the Georgian politics by the students.

Component 1.3

- For learning outcomes, it is suggested to review the curriculum map to ensure proper levels of achieving (introductory, deepening, mastering) of certain programs outcome(s), since some courses refer to just one learning outcome;
- Similarly, It is desirable that program implementation staff should continue to receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes.

Component 3.1

- For student consulting and support services the following is suggested: An increase in the number of students participating in exchange programs in different countries;
- The university should raise awareness about student self-government.

Component 4.2

It is advisable for the programme's future that professors with extensive experience in scientific research be prominently represented in this capacity.

Component 4.3

- For professional development of academic staff it is suggested to Provide enhanced support for scientific and research endeavors would yield greater advantages for the effective operation of programs.

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

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

The committee takes under advisement the argumentation of the HEI regarding components 1.2 and 1.3, but holds to its recommendations. Regarding the HEI's argumentation concerning component 3.1, the committee was unsure whether the students who participated in the self-evaluation and who was present at the interview were actually members of the self-evaluation committee or were simply involved in the process of evaluating the program. If the former, then the recommendation can be considered implemented; if the latter, then the recommendation that students be included in the actual self-evaluation committee stands (a recommendation cannot be a "factual error," it may simply be complied with or not.

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

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation[6]

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

[6] **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

2. Cluster evaluation[7]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual

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[7] **Assessment approaches: In case of necessity**, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

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 stated program objectives are (1) to equip students with a deep and systematic knowledge of modern theories of politics, origins of political institutions, approaches and perspectives, political strategy, and the principles of planning, implementation and management of political campaigns; (2) to equip graduates to carry out an efficient advocacy campaign for policy changes, to understand the legislative process and how to influence policy decisions on the national and international level; (3) to give graduates the leadership skills to take on roles in political management and to act as responsible political leaders and managers at the national and international levels, with strong research skills to analyze political trends and apply the findings for practical political management scenarios.

As such, these goals seem clearly stated and achievable in principle in an MA level course of study. Such a specific program of study would be unique in Georgia, and given the specificity of the field of study and the level of study, it seems to address the specific need for professionals with the capacities included in the Georgian political arena, especially considering the quickly evolving nature of this field with the transformational roles of social media and "big data" analytics in political campaigns and in politics more generally. The program objectives are clearly consistent with the mission, objectives and strategy of the university and of the Faculty of Social Sciences in which it is based, and are logically interconnected. The program seems well poised to fill a demand in the local labor market for political managers and consultants with the skills inherent to the program, and these skills would certainly also be valuable on the international level as well. The committed involvement of invited faculty from abroad and the cooperation with overseas universities, organizations and think-tanks as part of the program demonstrate an unusually high degree of internationalism.

The subsequent sections of this report will detail how the structure of the program is designed to address the achievement of the objectives through the program structure and the expected learning outcomes.

Evidences/Indicators

- Curriculum Map of Program Objectives and Learning Outcomes Compliance
- Program Structure and Outline
- Self-Evaluation Report
- Interviews with program leaders and the program self-evaluation team

Recommendations:

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

Suggestions for the Programme Development

- ▪ Consider a new course(s) for strengthening and deepening the knowledge of Georgian context, for better understanding the historical/cultural context and features of the Georgian politics by the students.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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 program has seven stated learning outcomes: (1) conveying the principles of the main schools, theories, contemporary concepts and approaches of political science and demonstrates a systematic knowledge of institutions, political philosophy, hierarchies and structures of institutional architecture, decision-making processes, hierarchies and structures; (2) the ability to critically analyze the planning, execution and other components of political campaign strategies; (3) the ability to critically analyze political/electoral processes and strategies in different international and comparative contexts/perspectives; (4) skills to efficiently advocate for political change in a multidimensional legislative environment and to influences policy decisions; (5) the ability to independently create a political campaign strategy using current methods and approaches; (6) the capacity to act as a responsible political leader following ethical standards and presenting argumentative positions to stakeholders; and

(7) the ability to independently conduct multifaceted research on political trends and transform such research findings into actionable political objectives.

The objectives and learning outcomes of the Programme are suitably ambitious. They balance between subject knowledge and skills enhancement training. The range of assessment methods used in different courses is commendable. While the learning outcomes in some of the courses can be more suitable to level 7, overall, this meets the minimum criteria. The learning objectives are clearly established, realistic and achievable for the field of study, the level and the educational programme. the programme's design is in alignment with its aims and objectives that are measurable and can be monitored throughout the programme.

Evidences/Indicators

- o Program description
- o Course syllabi
- o SER
- o Map of goals and learning outcomes
- o Curriculum map
- o On-site visit

Recommendations:

Suggestions for Programme Development

Consider a new course(s) for strengthening and deepening the knowledge of Georgian context, for better understanding the historical/cultural context and features of the Georgian politics by the students.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

Program learning outcomes are measured at the individual course level through the assessment mechanisms outlined in each syllabus, in compliance with the appropriate regulations of the Georgian MoES. The university assesses learning outcomes overall through evaluation and analysis of students' academic performance and against pre-defined targets and through observing final assessments at the end of each semester, with the main target mark being set at 80% of students achieving the minimum passing grade of 5 points in each course. The program will be further evaluated based on completion rate, mobility rate, and post-program graduate employment, as well as based on surveys. The regular surveys and course evaluations were something mentioned in particular by the current students during the on-site visit. Further, according to the SER interviews and surveys are conducted by the university quality assurance department among graduates and employers once every two years. Results of all of these evaluations, surveys and interviews will be taken into account in shaping the program and its learning outcomes in future years.

A mechanism for evaluating learning outcomes has been developed within the framework of Master's educational programme in Political Management based on the "Learning Outcomes Evaluation Mechanism" at British Teaching University in Georgia.

Assessment of learning outcomes is done consistently and transparently, with a periodicity specific for the field. The programmes present a map of the compatibility of goals and learning outcomes. The programme curriculum map shows the alignment of the course learning outcome(s) with the programme learning outcome(s) and show to what level the programme's learning outcome(s) are being developed/achieved (introductory, deepening, mastering); however, the curriculum map needs to be reviewed to ensure right levels of achieving of certain programs outcome(s).

The system and periodicity of the evaluation of learning results take into account the specificity of the field and include adequate forms and methods of evaluation, which allow determining the achievement of the learning results of the educational programme by students; The use of the mechanism and the implementation of evaluations, the analysis of the academic performance of students (direct method of evaluation of learning outcomes) and the results of the evaluation of learning outcomes are monitored and compared with the target benchmarks. For each learning outcome of the programme, a target benchmark has been established that reflects the expectation that students will achieve the learning outcomes. Each learning outcome expresses a specific skill and knowledge that the student should acquire at the end of the program. Acquiring and developing the mentioned knowledge and skills is carried out through a combination of specific academic courses; in order to obtain a relevant result, it is desirable that the number of students registered for the course should be at least 10 students, otherwise the result will not be considered relevant. As for the target mark for achieving the learning outcome, in the case of the analysis of academic performance, the learning outcome is considered achieved if at least 80% is evaluated with 51 or more points (E - sufficient), with the necessary condition that the student has exceeded the minimum competence threshold determined by the relevant component and has been

awarded credit. If there is more than one group in the course, the result is calculated by the arithmetic mean of the total size of the groups. The program passes the set results when the total average for the grouped study courses participating in the achievement of the specified result exceeds 80%. In case of non-fulfillment of the given targets, the Head of the program is obliged to investigate the reasons and, if necessary, to take appropriate action; although, it is not defined what measures the program should take in case of failure to reach the target marks, therefore it is recommended to define response mechanisms in case of non-achievement of the target marks.

The University employs evaluation of learning outcomes of the programme using an indirect method, which involves dynamics of students enrolled in the program; program completion rate; mobility rate on the program; dynamics of graduate employment and Results of surveys of interested parties (graduates, employers) both electronic and "round table" based. The university operates an online survey mechanism of graduates and employers implemented in every two years. The compliance of the programme results with the established target marks is determined based on the analysis of the results of this survey. The quality assurance department of the university is responsible for conducting the interview/survey, and the results will be reported to the relevant faculty and program head(s) for further response.

The academic/scientific and invited staff of the programme are familiar with the methods of assessment of learning outcomes; however, some of them do not have sufficient information about how the mechanism of evaluation of learning outcomes works. It is desirable that programme implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes.

The University provides information on the evaluation analysis of the programme's learning outcomes to interested parties.

Evidences/Indicators

- o Program description
- o Course syllabi
- o SER
- o Learning outcomes evaluation plan
- o Curriculum map
- o On-site visit

Recommendations:

It is recommended to define response mechanisms in case of non-achievement of the target marks.

Suggestions for the Programme Development

- For learning outcomes, it is suggested to review the curriculum map to ensure proper levels of achieving (introductory, deepening, mastering) of certain programs outcome(s), since some courses refer to just one learning outcome;
- Similarly, It is desirable that program implementation staff should continue to receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.4. Structure and Content of Education Programme

➢ The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.

➢ The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

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

The programme is well-structured. The student joining the programme should have a good balance between core knowledge, more specialised subject training, and in-depth research (dissertation/thesis). Programme development has clearly been collaborative and engaged all relevant stakeholders. Therefore, the structure and the content allow the programme to fulfil its claims and objectives. The SER, various documents submitted, as well as the interviews during the site visit gives the panel confidence that the academic expertise to cover the range of subjects is there at the HEI. The programme is designed according to HEI's methodology for planning and developing educational programmes. The compliance of the programme designing with the standards of the higher education institution was confirmed both in the submitted documentation and through site visit and interviews. As far as the committee was able to observe, the programme is designed in accordance with the Georgian and ECTS credit transfer legistlation. The programme considers new research findings and modern scientific achievements. In addition to local staff, the programme includes foreign personnel with high qualifications and practical experience, which ensures the convergence of theoretical and practical knowledge and creates a space for putting new scientific achievements into practice. The university ensures the publicity and availability

of information about the programme, but we think it would be better to have more information available on the university's own website, which would make the programme more accessible to many people.

Evidences/Indicators

- o Program description
- o Course syllabi
- o SER
- o Program curriculum map
- o On-site visit

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

This MA program offers the courses that are designed to achieve the program learning outcomes. The program is organized around 7 mandatory courses on general issues of political theory, elections,

campaigns, and local legislative politics and governance, and then 3 sub-specializations in Political Campaigns and Elections, Digital Politics, and Communication. The core courses and specialization courses correspond to the program learning outcomes in terms of skills, responsibility, autonomy and knowledge. The number of hours and credits of each course corresponds to the learning outcomes of each course; the ratio of contact and non-contact hours is adequate and it takes into consideration the specifics of the course and level of the program. The number of contact hours in each course is based on teaching methods such as lecture/seminar and other activities.

The required literature and other teaching and learning materials listed in the syllabi are diverse and the materials are available in the university library. The university also provides students with access to scientific databases and book funds in addition to the latest literature, if necessary (see component 4.4).

Evidences/Indicators

- o Self-evaluation report
- o Study courses Syllabi
- o Program description
- o Interviews with the head of the program and Quality assurance department
- o Interviews with staff and invited lecturers
- o Interviews with employees
- o Curriculum map

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	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

Applicants to the program can pursue two routes to admission, either via the Georgian national Unified MA Examination or without the exam. Those taking the Unified Master's Examinations must pass the minimum competence level in at least three of the four constituent parts, followed by a proprietary university exam that includes and oral interview and a test in English. Those applying without the Unified Master's Examination must meet the established MoES procedures for such applicants, which include that they must have a documented academic degree from a higher educational institution (HIE) in a foreign country, credits or qualifications for a master's degree program of a HIE "recognized in accordance with the legislation of this country," or be Georgian citizens who have lived in a foreign country for at least 75 days during one of the semesters during their studies at a foreign HIE and have received credits or qualifications in a foreign country at the MA level as accredited in that country. Transfer students from other Georgian HIEs also be admitted as per the established MoES regulations.

Overall, the admissions procedures are transparent and in line with the requirements and norms for MA programs in Georgia.

Evidences/Indicators

- o **SER**
- o **Site visit**
- o **Program description**

Recommendations:

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

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

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 proposes to offer to graduates practical skills in management, governmental decision making, legislative politics, local politics and governance, as well as data analytics involving big data, all of which are surely highly transferrable. The program also focuses on the theoretical and critical components of political theory and institutional analysis, as well as the quantitative skills and big data analysis that have in recent years become central to political campaigns, public advocacy, and related fields such as advertising and tech entrepreneurship. Aside from the coursework, the 30-credit capstone project in particular will allow the program participants to implement their theoretical, critical thinking, and research skills to practical application in a real life setting. The university also offers student conferences and extracurricular clubs and activities for the students, something that was highlighted by the current and former students during the site visit interview.

Evidences/Indicators

- o SER
- o Program Description
- o Site visit
- o Learning outcomes document

Recommendations:

Suggestions for the programme development

    o   Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	X	☐	☐	☐

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 aspires to implement student centered learning approaches, with a mix of lectures and seminars that involve brainstorming, discussion, case studies, group work, simulations, writing assignments, presentations, projects and study tours, and also integrating research results into class discussions and coursework.

The teaching and learning methods are outlined in the course syllabi and seem appropriate to the course materials and the aims of the individual courses and the program as a whole, and are keeping with the expected methodologies in higher educational institutions for programs of this type. Further, the mix of straightforward lecture and hands-on active learning approaches seems particularly commendable in this case. While a significant component of the program is designed to ground the theoretical and practical elements in the particular context of Georgian politics, those theoretical and practical elements are transferrable to politics in other countries as well, so therefore would also be appropriate to meet the cultural and/or other needs of international students. The teaching, learning and assessment methods seem sufficiently internationalized as to meet the needs and expectation both of Georgian students and staff as well as international students and invited staff.

Evidences/Indicators

    o   SER
    o   Course syllabi
    o   Site visit

Recommendations:

Suggestions for the programme development

Evaluation

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

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

In the British Teaching University in Georgia, within the Master program "Political Management" there is an adequate, transparent and fair evaluation system of study results in accordance with the law. The evaluation system is given in the study course programs (syllabi). Evaluation criteria are transparent and accessible to students, which is evidenced by both the undergraduate educational program and the study course syllabi. Assessment of students within the framework of the educational program is carried out in accordance with the established procedures, is applied fairly to all students, is transparent, reliable and in accordance with the legislation - Order No. 3, the Minister of Education and Science of Georgia dated January 5, 2007.

It is clear from the site visit and the presented documents that the student's knowledge is evaluated on a 100-point scale, along with this, the program part of the evaluation of the level of achievement of the student's learning results in each component consists of a mid-term evaluation and a final exam. At British Teaching University, students are evaluated using a 100-point system corresponding to the evaluation rule established by the Order No. 3 of the Minister of Education and Science of Georgia dated January 5,

2007 "On approval of the rule for calculating credits for higher education programs", which allows 5 positive and 2 negative evaluations.

In the event that the student does not agree with the received assessment, he/she has the opportunity to receive information about the issues with which approach the assessment was made and what led to receiving a specific assessment in a specific component. It is also worth noting that students can take advantage of additional counseling hours based on an agreement with the lecturer of the educational program. At the same time, students have information about the mechanism for appealing the scores obtained in the exams, this information is confirmed both by the documents presented during the accreditation process and by panel discussions with students and administration.

Evidences/Indicators

- Site visit;
- English-language Master's degree Program in Political Management and Program Appendices;
- Syllabuses of the educational program;
- Rules governing the university learning process;
- Rules for the implementation of the Master's thesis / project of the university.

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	☐
	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

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

In the British Teaching University, there are electronic services for student information, which allows the student to learn about the evaluation results in time, to establish communication with the teacher of the study course through an electronic message.

The university has implemented a practice of assigning a student a personal mentor whose function is to help the student in any direction that may be related to his career, studies and success. During the semester, the personal mentor conducts at least 5 meetings with the student and fills in the appropriate form, where the details of the meeting are described: the topic of the meeting, the student's interests, identified needs, potential solutions to various difficulties, etc. A personal mentor also helps the student choose a topic for the student conference, prepare a presentation, and more.

Through panel interviews, it becomes clear that the student can get the necessary information, consultation and help to plan the educational process and improve the achievements from the head of the educational program, administrative or academic staff, as well as from the dean of the faculty. In the university, the manager of the educational process of the Faculty of Social Sciences and the student and graduate relations service provide relevant services to students and provide them with qualified consultations.

University students have the opportunity to participate in various student activities, attend public lectures of different people, participate in sports and entertainment events, however, it is important for the further development of the program that the university, based on memorandums and partnerships with foreign universities, increases the number of students who will participate in the exchange program at different universities.

Due to the newness of the program, no student is represented in the self-evaluation group. This issue is justified on the one hand by the fact that the faculty council and the administration could have ensured the involvement of a student from another adjacent program in order to guarantee the direct involvement of the student in the work of the self-evaluation group.

It is important to note that students and graduates do not have information about the student government of the university, so it is desirable for the university to encourage and popularize the role and mission of the student government, because the student government is a close link that should connect the university administration and students.

Evidences/Indicators

- Site visit;
- Statute of the Faculty of Social Sciences.
- Rules governing the learning process.
- Statute of the Student and Alumni Relations Service.
- Statute of the Vazha-Fshavela Foundation.
- Memorandum of Understanding (Gunster Strategies Worldwide, Meisei University, the
- University of Richmond).
- University website www.britishuni.edu.ge;
- Rules for issuing student grants.
- Annual program evaluation form.

Recommendations:

- The university should ensure the direct involvement of students in the work of the self-evaluation group;

Suggestions for Programme Development

- For student consulting and support services the following is suggested: An increase in the number of students participating in exchange programs in different countries;
- The university should raise awareness about student self-government.

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

In the British teaching university, there is a rule of "Master's Thesis and Project Execution", which defines the process of the master's supervisor, co-supervisor, appointment, replacement, rights, duties and leadership/co-supervision.

The selection of the topic, project and the relevant scientific supervisor of the master's thesis is made at the beginning of the relevant semester and is approved by the faculty council no later than two weeks after the beginning. For this purpose, the head of the educational program provides the students with the necessary counseling and organizes the filling of the forms defined in the above-mentioned manner.

A master's student may have one or more supervisors. According to the mentioned rule, the scientific supervisor can be an academic or invited staff member of a British educational university, who, depending on the specifics and development of the field, has the latest knowledge, has actively participated in scientific research and has published scientific works that correspond to the general topic and direction of the work. At the Master's Program in Policy Management, there are currently 10 academic and visiting staff members, who are qualified according to the above regulation, to supervise the master's thesis. However, according to the internal regulation of the university, the same person can be the supervisor of no more than 3 papers/projects at the same time. Based on the fact that the university initially plans to admit 30 students to the program, the number of supervisors of the master's thesis meets the requirements established by the internal regulation of the university.

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for the programme development

Evaluation

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	X	☐	☐	☐

Compliance with the programme standards

	Complies with requirements	X
3. Students Achievements, Individual Work with them	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 programme staff consists of qualified persons: One full professor with a PhD, one associated professor with a PhD, and one assistant professor with a PhD, as well as four individuals with MA degrees serving either as program supervisors or associated professors.

There is a question about only two Ph.D. professors close to the field; others have MA and BA diplomas only, but more of them have experience in political teaching and research.

The quantity and workload of faculty and invited, guarantee the continuous operation of the educational process. They also ensure the effective fulfillment of their performance tasks, and other assigned responsibilities. Quantitative metrics concerning faculty members contribute to program sustainability.

The Programme Director possesses the requisite expertise and experience essential for program development. Additionally, they hold suitable competencies within the program's field of study. The Programme Director actively participates in the program's execution.

Adequate administrative and support personnel, possessing relevant competencies, are available to cater to the needs of program students.

Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated staff

academic, scientific, and invited staff)		sectoral expertise[8]	the sectoral direction[9]	
Total number of academic staff	**12**	**5**	**2**	**5**
- Professor	1	1	1	1
- Associate Professor	5	3	1	4
- Assistant-Professor	1	1	-	-
- Assistant	-	=	-	-
Visiting Staff	5	2	-	_
Scientific Staff	-	-	-	_

Evidences/Indicators

- Political Management English-Language Undergraduate Education Program and Appendices
- Educational programme syllabi
- Methodology for determining the number of academic and visiting staff of the British Teaching University in Georgia
- The procedure for hiring academic and visiting staff
- Documentation confirming the qualification of personnel involved in the implementation of the programne
- Regulation of the Faculty of Social Sciences
- Job descriptions
- Analysis of stakeholder survey results
- Findings from the interviews
- University Website

Recommendations:

o For human resources, the university should adopt a more proactive approach to the discerning selection of professors possessing suitable doctoral qualifications and increase the cadre of professors in relation to invited lecturers.

Suggestions for Programme Development

o Non-binding suggestions for programme development

Evaluation

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[8] Staff implementing the relevant components of the main field of study

[9] Staff with relevant doctoral degrees implementing the components of the main field of study

Please, evaluate the compliance of the programme with the component

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

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

Given that the program is still pending implementation, specific details are currently unavailable. However, the data pertaining to the academic staff involved indicates that qualified professors will oversee the supervision of master's theses.

The supervisor may be either an academic faculty member or a visiting scholar affiliated with a British university. This individual should possess up-to-date expertise in the specific field and its advancements, demonstrating active engagement in scholarly research. Furthermore, their published works should align with the overarching theme and direction of the project.

Nonetheless, it is advisable for the program's future that professors with extensive experience in scientific research be prominently represented in this capacity.

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

- Rule of Master's Thesis and Project Execution
- Documentation certifying the qualification of the academic, invited staff
- Findings from the interviews
- University Website

Recommendations:

Similarly, for supervising MA students and their thesis work It is advisable for the program's future that professors with extensive experience in scientific research be prominently represented in this capacity.

Suggestions for the programme development

- It is advisable for the programme's future that professors with extensive experience in scientific research be prominently represented in this capacity.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	☐	X	☐	☐

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 British teaching university additionally conducts academic performance assessments for both academic and visiting staff members. Evaluation of their academic endeavors occurs on a semesterly basis, facilitated by various stakeholders utilizing suitable questionnaires.

The semester grade is determined by calculating the arithmetic mean of the grades obtained from each evaluation party. For the annual evaluation of academic and visiting staff, the semester evaluation results are analyzed in a longitudinal context. To oversee and assess this process, the dean of the faculty is

responsible for providing a written response to the research outcomes. This response should document actions taken in response to significant findings and outline future response strategies. Additionally, the university employs a mutual attendance mechanism wherein academic and visiting staff attend each other's lectures and evaluate them based on predetermined criteria. Any identified issues are communicated to the respective lecturers, and if necessary, individual meetings are scheduled to address them.

The quality assurance service transmits the semesterly and annual evaluations of academic and invited staff to the dean of the faculty, the program's head, and the human resources management service. An analysis of the scientific research activity assessment is forwarded to the Deputy Rector and the Human Resources Management Service for subsequent action by the Research and Policy Development Institute. Additionally, it is forwarded to the quality assurance service for further review.

The Advance Research and Policy Development Institute has been created in order to promote scientific and research activities in the British University, which plans, implements and coordinates all the activities aimed at activating the scientific and research activities of the university internationalization and promoting the involvement of as many academic staff and students as possible. There are intentions to establish a scholarly English-language journal, titled "Georgian Political Science Review," within the university framework.

The Institute for Research and Policy Development conducts regular performance assessments of individual plans at least once per academic year to identify and cater to additional needs of academic staff. It is mandatory for academic staff to submit a report on the implementation of their individual scientific-research plans by the end of each academic year. Evaluation of the professional performance of invited personnel is contingent upon their evaluation reports. Invited staff are also required to submit a report on their professional activities' performance at the conclusion of each academic year.

HEI routinely assesses its program staff and systematically analyzes the evaluation outcomes. While the HEI prioritizes the professional growth of its academic personnel, providing enhanced support for scientific and research endeavors would yield greater advantages for the effective operation of programs.

Evidences/Indicators

- Statute of Institute for Research and Policy Development
- Institute for Research and Policy Development report card on submission of annual report
- The procedure for issuing internal grants
- Quality assurance mechanisms
- The method of evaluating the scientific-research and professional activity of the personnel
- The procedure for evaluating the academic activity of the staff;
- Appendix #11 - Quality Assurance Mechanisms.
- Findings from the interviews
- University Website

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

Recommendations:

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

Suggestions for the programme development

For professional development of academic staff it is suggested to Provide enhanced support for scientific and research endeavors would yield greater advantages for the effective operation of programs.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 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

British Training University Ltd. is situated in Tbilisi, Georgia, specifically on Vefkhistkaosni Street N92.The university occupies a five-story building owned by its founder. Presently, a portion of this building is legally possessed by the British University, which has been allocated for educational use under the terms of a lease agreement. Approximately 70% of the university's property consists of instructional space, while the remaining 30% serves as supporting facilities. The university building accommodates various internal spaces essential for the efficient management of both educational and administrative activities. These spaces include entrances, recreation areas, examination rooms, lecture halls, workrooms equipped with necessary administrative and academic tools, restroom facilities, and a library. The building is designed to facilitate effective teaching and administrative processes by providing both natural and artificial lighting options. Computers stationed within the university library and auditoriums are seamlessly integrated into the university network. Monitors and projectors are readily accessible within the auditoriums. This comprehensive system enables students and staff to securely engage in remote

communication and access essential teaching and learning-related information. The university boasts a bilingual website, offering content in both Georgian and English languages, which provides comprehensive information. In the spring of 2023, the university initiated the implementation of Canvas, an electronic platform designed for managing the educational process. University students and staff can use open access international scientific databases (JSTOR; EBSCO; Science Direct; Duke Press; Open Edition; Science Open; DOAB; DOAJ; Thomson Reuters; Sage Journals; SSRN; BASE; ERIC; JURN) , the list of which is given on the university website, in the library section: https://britishuni.edu.ge/scientific-databases/

The university's infrastructure and material-technical resources are readily accessible to both students and academic staff without constraints. These resources are utilized to fulfill the learning objectives outlined in the educational programme.

Evidences/Indicators

- University Builidng
- University Library
- List of scientific bases in the university
- Electronic system of learning process management
- Program budget
- Findings from the interviews
- University Website

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

Recommendations:

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

Suggestions for the programme development

o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 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

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

As for the budget of the program, it takes into account the income received from the students and all the expenses necessary for full functioning. Financial calculations are based on the following data taken from the program, which are also derived from the consolidated budget: contact hours required for teaching and practical training, the number of training courses, compensation for lecture hours, international or scientific research support of students and program implementing staff in the teaching process, financing of students, the cost of program accreditation, and allowable unforeseen expenses during the program. in the budget of the programme provided cover all costs for the full functioning of the program in the case of a minimum number of students. In case of making a change in the programme, the programme budget is adjusted according to the change.

Evidences/Indicators

- Program budget
- Findings from the interviews
- University Website

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

Recommendations:

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

Suggestions for the programme development

   o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4. Providing Teaching Resources	Complies with requirements	☐
	Substantially complies with requirements	X
	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.

Issues related to the internal quality assurance at LTD British Teaching University in Georgia is coordinated by the University Quality Assurance Department on the basis of the "Quality Assurance Mechanisms". According to the mentioned document, the Internal Quality Assurance Department of University carries out the evaluation of the quality of the programme within the framework of the graduate programme.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) programme development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the programme. Also, the quality assurance guidelines of the partner University of Buckingham are taken into account.

The Quality Assurance Department and the Faculty of Social Sciences are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as satisfaction with educational programmes, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented programme was carried out. In order to fully achieve the learning outcomes provided by the programme, programme managers and academic staff were consulted and given specific recommendations that were taken into account during the programme development process.

The self-evaluation report and meetings with the Expert Panel show that the University conducts an educational programme's evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for programme development, also on international level, and implements them in the programme. The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them, which is confirmed by a part of the self-evaluation report and by meetings with stakeholders. However, the university has partially submitted documents (mainly screens from e-mail communication were presented) confirming stakeholders' involvement in self-evaluation process and the internal quality assessment. In particular, the results of the evaluation carried out by the internal quality and the documentation confirming the changes implemented were not provided; Accordingly, it is recommended to formalize the activities carried out by the quality assurance service, which implies the preparation of official reports reflecting and confirming the activities, where the program's strengths and areas for improvement are highlighted, advice and recommendations are reflected, as well as response analysis documentation, where the responses to the recommendations issued by the quality assurance service are reflected.

Various events and training activities are conducted by the Quality Assurance Department to develop the curriculum and improve the teaching process at the University. The Quality Assurance Department presented the list of activities / training events conducted to improve existing programmes at the University.

Evidences/Indicators

- o Master's educational programme in Political Management;
- o Programme Self-Assessment Report;
- o Rules and procedures for planning, developing, approving, amending and canceling educational programs;
- o Quality Assurance Mechanisms;
- o Market research;
- o Expert Panel's meeting with the head of the programme;
- o Expert Panel's meeting with academic and invited staff;
- o Expert Panel's meeting with representatives of quality assurance service;
- o Expert Panel's meetings with students, graduates and employers of the adjacent programme.

Recommendation(s):

It is recommended to more formalize the activities carried out by the quality assurance department, which implies the preparation of official reports reflecting and confirming the activities, where the program's strengths and areas for improvement are highlighted, advice and recommendations are reflected, as well as response analysis documentation, where the responses to the recommendations issued by the quality assurance department are reflected.

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
	☐	☒	☐	☐

5.2. External Quality Evaluation
Programme utilizes the results of external quality assurance on a regular basis.

LTD British Teaching University in Georgia uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programmes. Based on the recommendations and advices received on the other educational programmes, the University provides development and refinement of the Master's educational programme in Political Management.

The external evaluation of the programme is carried out by employers and independent experts (including international) in the development of programme learning outcomes and programme content and structure. Also, the programme was evaluated by the graduates of the adjacent program in terms of researching the competencies and skills needed for the modern employment market.

The recommendations obtained as a result of the evaluation were taken into account when modifying the programme.

Evidences/Indicators

- o Master's educational programme in Political Management;
- o Programme Self-Assessment Report;
- o Quality Assurance Mechanisms;
- o External Evaluation Results;
- o Expert Panel's meeting with the head of the programme;
- o Expert Panel's meeting with representatives of quality assurance service;
- o Expert Panel's meetings with graduates and employers of the adjacent programme.

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with this standard component

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

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.

The Quality Assurance Department of LTD British Teaching University in Georgia has developed mechanisms for monitoring, evaluating and improving educational programmes. The evaluation of the implementation of the educational programme is mainly done by surveying students, graduates, employers, academic and invited staff and by monitoring the learning process. At the end of each semester, the Quality Assurance Department evaluates courses and lecturers through questionnaires based on student surveys that are administered online. Student satisfaction with the course is analyzed and the results obtained are processed for further refinement of the programme.

The involvement of stakeholders in the process of developing the graduate programme of Political Management is partially confirmed. The institution submitted screens of communication via mails between stakeholders and university representatives; however, no protocols or reports of meetings with

the staff elaborating the programme and employers' assessment of the educational programme, which describes the evaluations of participants and their recommendations and suggestions was presented (please see: standard 5.1 narrative and proper recommendations). Involvement in this process is confirmed by all stakeholders during meetings with the Expert Panel; they named specific cases of consideration of the recommendations made by them to the programme manager.

According to the programme quality assurance mechanisms, the quality assurance representatives attend lectures / practical training for monitoring, analyzing the students' academic performance and developing relevant recommendations for the improvement of the educational programme or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. The programme uses developmental peer assessment, which involves academic and invited staff colleagues attending lectures and sharing feedback with each other, in order to improve the quality of teaching.

The Quality Assurance Department monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. The evaluation results are used by the Faculty administration to improve educational programmes and the academic process. As the presented programme is new and is undergoing the accreditation process for the first time, the mentioned mechanism has not been activated yet and its implementation is planned in the future. However, University provided the results of the analysis of the academic performance of the students of the adjacent Bachelor's programmes to ensure the mechanism is established and evaluation of programme's outcomes is carried out. Based on the analysis of the evaluation results, the programme and/or evaluation system is modified / adapted to ensure its renewal.

One of the quality assurance mechanisms for the University is the systematic assessment of the quality of professional development of the academic and invited staff of the Faculty, which is reflected in their submission of annual or semester reports. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. The mentioned activity is confirmed by meetings of the Expert Panel with the stakeholders and from the CVs of the academic staff. The institution also presented separate information about academic and scientific research activity.

In the process of programme self-evaluation, the programme was benchmarked against similar programmes available at foreign universities, which is confirmed by relevant meetings with the Expert Panel. The results of all this analysis are not only documented, but led to major shifts and improvements in educational programme of Political Management.

Evidences/Indicators

- o Master's educational programme in Political Management;
- o Programme Self-Assessment Report;

- o Quality Assurance Mechanisms;
- o Benchmark document with similar programs of foreign universities;
- o Expert Panel's meeting with the head of the programme;
- o Expert Panel's meeting with academic and invited staff;
- o Expert Panel's meeting with representatives of quality assurance service;
- o Expert Panel's meetings with graduates and employers of the adjacent programme.

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
	☒	☐	☐	☐

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

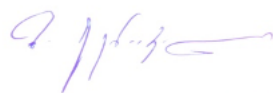| Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	☐	☐	☐
2. Teaching Methodology and Organisation,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

Signatures:

Chair of Accreditation Expert Panel

Full name, signature Timothy K. Blauvelt

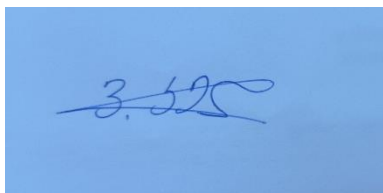**Accreditation Expert Panel Members**

Zaza Tsotniashvili

Irakli Chkhaidze

Ilia Botsvadze

Vazha Kelikhashvili