



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor's Programme in "Management"
Master's Programme in "State Resource Management"

LEPL - David Aghmashenebeli National Defence Academy of Georgia

Tbilisi 2025

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	David Aghmashenebeli National Defense Academy of Georgia Legal Entity of Public Law
Identification Code of Institution	218083222
Type of the Institution	Teaching University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Management	State Resource Management
Level of higher education	Bachelor	Master
Qualification to be awarded	Bachelor of Management	Master of State Resource Management
Name and code of the detailed field	0413 Management and Administration	0413 Management and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education	N/A	N/A
Language of instruction	Georgian	Georgian
Number of ECTS credits	261	122
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited #145	Accredited #806151

II. Accreditation Report Executive Summary

● General Information on the Cluster of Education Programmes

Accreditation was conducted for two study programmes at the David Aghmashenebeli National Defence Academy of Georgia (in short: “Academy”) in the following cluster:

1. Bachelor’s Programme in “Management”

- Total volume of 261 credits, which is distributed as follows
 - 124 credits in the major compulsory component
 - 8 credits in the major elective component
 - 119 credits in the free component of compulsory courses
 - 10 credits in the free component of elective courses

2. Master’s Programme in “State Resource Management”

- Total volume of 122 credits, which is distributed as follows
 - 97 credits in the mandatory courses
 - 25 credits in the elective courses

The implementation of all two programmes is located at the Academy’s campus on 3rd km, Tskhinvali Highway, Gori, Georgia.

● Overview of the Accreditation Site Visit

The members of the Expert Panel were supplied with a 75-page Self-Evaluation Report (SER) and supporting documentation. Some curriculums, study plans, syllabi of the courses, lists and personal data of implementation staff were available in English. The rest of the documentation, especially information on evaluation, internal quality assurance mechanisms, etc. was provided in Georgian. In sum, the documentation was provided in a very timely and detailed manner.

The Expert Panel conducted a site visit at the David Aghmashenebeli National Defence Academy of Georgia on 3rd and 4th October 2024 according to the pre-developed agenda. The Panel performed the interview sessions with the following groups:

- the rector, vice-rectors, head of administration, heads of Master’s and Bachelor’s programmes
- the self-evaluation team,
- the heads, academic staff, invited staff and supervisors of the study programmes,
- students and alumni of the study programmes,
- the employer, and
- the QA office.

At the end of the first day of the visit, the Panel received a tour through the academy campus and was introduced to the material and technical base available for the study process, including the seminar and examination rooms, the media studio and library, the sport and recreation facilities, as well as the dormitories. At the end of the site visit, the Panel met with university representatives to present the initial findings. During the visit, the Panel requested additional documents, and the institution submitted all of them in due time.

The visit was progressing in a collegial and very constructive environment. The Expert Panel would like to note a well-organised communication and collaboration among the departments and offices inside the university, and express its sincere thanks for the cooperation of all participants and their involvement in the discussions during the site visit.

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

Programme 1 (Bachelor's Programme in "Management")

Standard 1: Substantially complies with Requirements

Standard 2: Complies with Requirements

Standard 3: Complies with Requirements

Standard 4: Complies with Requirements

Standard 5: Complies with Requirements

Programme 2 (Master's Programme in "State Resource Management")

Standard 1: Substantially complies with Requirements

Standard 2: Complies with Requirements

Standard 3: Complies with Requirements

Standard 4: Complies with Requirements

Standard 5: Complies with Requirements

- **Recommendations**

Sub-Standard 1.2

1. **Programme 1** (Bachelor's Programme in "Management")

It is recommended that the programme should include compulsory courses that support the learning outcomes of the programme, like intermediate courses in the domains of management and economics. This measure will strengthen the profile of this programme.

2. **Programme 2** (Master's Programme in "State Resource Management")

It is recommended that the programme should include compulsory courses that support the learning outcomes of the programme, like advanced courses in (resource) economics and public administration. This measure will strengthen the profile of this programme.

Sub-Standard 1.4

3. **Programme 1** (Bachelor's Programme in "Management")

It is recommended to update the programme descriptions so that the number of credits adds up to 261. This will ensure consistency between the textual description and the tables describing the credits allocated to the compulsory component.

4. **Programme 1** (Bachelor's Programme in "Management")

It is recommended that all courses offered in the "Free Component" are elective. The idea of such a component entails that students can have a free choice. Currently, 119 credits within this component relate to compulsory courses and should be transferred to a compulsory component.

5. **Programme 2** (Master's Programme in "State Resource Management")

It is recommended that the number of credits awarded in the elective component is increased from 24 to 25. The reason is that all elective courses have a credit value of 5 credits. Since these five elective courses can be taken over a span of three semesters, the workload will be distributed unevenly by construction.

6. **Programme 2** (Master's Programme in "State Resource Management")

It is recommended that the total credit value of this study programme is adapted so that it reflects the sum of the mandatory and compulsory courses. This is currently 122 credits.

7. **Programme 2** (Master's Programme in "State Resource Management")

It is recommended that submitting the Master's Thesis to a refereed publication should not be mandatory. The process of submission, receiving reviewer feedback, preparing revisions, and potentially repeating the process can significantly extend the duration of study. The decision to submit the Master's Thesis to a refereed publication should rest with the student. The Expert Panel highly values the opportunities provided by the Scientific Research Centre for participants to engage in conferences.

- **Suggestions for the Programme Development**

Sub-Standard 1.4

1. **Programme 1** (Bachelor's Programme in "Management")

It is suggested that the credits value of the "Bachelor's Thesis" is increased to reflect the underlying workload. The current amount of 8 ECTS seems, also in comparison to the Master's Thesis in Programme 2, too low. Between 10 and 15 ECTS seem to be reasonable to reflect the associated workload.

Sub-Standard 2.4

2. **Programme 1** (Bachelor's Programme in "Management")

It is suggested to align the rules of the Academy and those of the Bachelor's Programme regarding the minimum thresholds applicable to the evaluation of exams.

Sub-Standard 4.1

3. **Programme 1** (Bachelor's Programme in "Management")

It is suggested that the number of subject areas of courses instructed by the same person is reduced. The teaching workload of a person should be covered in the same or adjacent domains.

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

None.

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

Getting acquainted with the argumentative Position of the National Defence Academy, the Expert Panel first wants to express its gratitude to the Academy's representatives for their detailed

analysis of the draft report and provided recommendations. Below, the experts give their following considerations. It is also noted that, according to Order №65/n of the Minister of Education and Science of Georgia, “On Approval of the Charter for the Accreditation of Educational Programmes of Higher Education Institutions”, post-visit changes (and newly received documents) cannot be considered; respectively, these recommendations remain unchanged.

Technical Notes

The Academy argues that the accreditation report erroneously states on page 4 that the Master’s Programme in “State Resource Management” awards a volume of 122 credits and that the volume of the programme submitted by the Academy for accreditation was 121 credits. The Panel does not share this view. As shown in the programme description on pages 9 and 10, the compulsory courses are worth 97 credits and the elective component is worth 25 credits (out of a total of 60 credits of proposed courses). This gives a total of 122 credits for the programme and the accreditation report cannot be amended to reflect the total number of credits awarded in this programme.

The Academy also argues that the qualification awarded on completion of the Master’s Programme in “State Resource Management” was incorrectly stated on page 4 of the accreditation report. The qualification was called “Master of Public Administration” and not, as written by the Expert Panel, “Master of State Resource Management”. The Expert Panel does not share this view. The Self-Assessment Report states on page 4 that the qualification is entitled “Master of State Resource Management” and is therefore correctly quoted in the accreditation report. It cannot therefore be changed.

The Academy points out that its charter only covers the positions of Heads of Master’s and Bachelor’s programmes, and not of a “Faculty Dean”. The Expert Panel thanks for this correction and the accreditation report has been amended accordingly on page 6.

Considering arguments for recommendations to Sub-Standard 1.2

1. Regarding the recommendation that the Bachelor’s Programme in “Management” should include compulsory courses that support the learning outcomes of the programme, like intermediate courses in the domains of management and economics, the Academy replied that it will not make any changes to its programme. They argue that the “academy prepares the officer corps with high ethics, strong morale and leadership qualities, equipped with a higher academic and military education.” However, in its current form, the study programme includes generic courses like “General Psychology”. Integrating the named aspects into a management programme can be easily accomplished, e.g. by embedding these courses into the corresponding context, and creating courses such as “Business Ethics”, “Business Psychology”, etc. In this regard, the recommendation remains unaltered.
2. Regarding the recommendation that the Master’s Programme in “State Resource Management” should include compulsory courses that support the learning outcomes of the programme, like advanced courses in (resource) economics and public administration, the Academy stated that it will not make any changes to its programme. They argue that courses like “Economics of the Firm”, ‘Economics of National Security’, ‘Sectoral Analysis of the

Georgian Economy’ are not focused only on conventional competitive firms, that is, on pure microeconomic analysis”. The Expert Panel does not disagree with this position. However, the accreditation report points out that the domains of (resource) economics and public administration should be strengthened. For this reason, the recommendation remains unaltered.

Considering arguments for recommendations to Sub-Standard 1.4

3. Answering to the recommendation that the descriptions of the Bachelor’s Programme in “Management” should be updated so that the number of credits adds up to 261, the Academy replied that this technical inaccuracy in the programme description has been already corrected. In regards to the aforementioned regulation regarding post-visit changes, the recommendation remains unaltered.
 4. Considering the recommendation that all courses offered in the “Free Component” of the Bachelor’s Programme in “Management” should be elective, the Academy stated that according to Article 6 of Order №69/n of the Minister of Education, Science, Culture and Sports of Georgia of April 10, 2019, free components may contain compulsory and elective courses. Double-checking the content of this Order, Article 6 reads as follows: “The Order shall enter into force upon promulgation.” For this reason, the recommendation remains unaltered.
 5. With respect to the recommendation that the number of credits awarded in the elective component of the Master’s Programme in “State Resource Management” is increased from 24 to 25, the Academy shares the view of the Expert Panel.
 6. Regarding the recommendation that the total credit value of the Master’s Programme in “State Resource Management” is adapted so that it reflects the sum of the mandatory and compulsory courses, the Academy shares the view of the Expert Panel.
 7. Answering to the recommendation that submitting the Master’s Thesis to a refereed publication should not be mandatory, the Academy replied that the Expert Panel had misinterpreted the documentation. The Academy stated that “a master’s student shall ... prepare at least one publication and publish it in a refereed journal.” From the standpoint of the Expert Panel, this does not make any difference. The reason is that the process of submission, receiving reviewer feedback, preparing revisions, and potentially repeating the process can significantly extend the duration of study. For this reason, the recommendation remains unaltered.
- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**
Changes made to the educational programmes within the cluster were made after the last accreditations (#145 for Programme 1 and #806151 for Programme 2) and prior to the recent self-assessment. They focused on improving learning outcomes, updating course content, and enhancing teaching methodologies. The modifications were influenced by recommendations from accreditation reports, changes in legislation, and the idea to align programmes more closely with the National Qualifications Framework and educational standards. Specifically, learning outcomes were rewritten with concise language and measurable verbs, literature was updated, and new teaching methods were introduced, including synchronous and asynchronous e-learning.

Programmes also integrated best practices from local and international higher education institutions.

For Programme 1 (Bachelor's Programme in "Management"), several substantial changes were made. Among other aspects, the total credits increased from 250 to 261, and the evaluation system was adjusted, increasing the minimum threshold for intermediate assessments. The structure of the curriculum was rebalanced by reducing economics courses and enhancing core management courses, such as "Research Methods in the Field of Management" and "Cross-Cultural Management". The introduction of practical components was a key change, adding a course titled "Internal Organisational Practice" to strengthen students' military-related practical experience that is obtained by an internship in one of the Academy's internal departments. The bachelor's thesis was moved from the final to the sixth semester to better separate the academic study component in the first three years from the combined arms command component which is found in the last study year. Additionally, foreign language options were expanded to include Turkish, allowing students more linguistic flexibility from their first semester.

Programme 2 (Master's Programme in "State Resource Management") was initially developed with the support of the Eisenhower School for National Security and Resources Strategy and advice from international defence education experts. After its initial Georgian accreditation, the programme saw modifications based on expert recommendations. Key changes included adding public administration topics to entry requirements, refining the programme's learning outcomes for greater alignment with master's level competencies, and updating literature and course content. Structural adjustments involved moving some courses between semesters for better progression and replacing or renaming certain electives to align with strategic content, such as introducing a course on "Terrorism" and renaming "International Conflicts and Non-Constituent States" to "International Conflicts". All syllabi were updated to reflect a uniform 16-week course duration with consistent intermediate and final exams. These changes aimed to enhance the practical and research competencies of students, align the programmes more closely with current educational and professional standards, and incorporate feedback from both internal evaluations and external expert recommendations.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation
2. Cluster evaluation

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 and individual
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 and individual
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
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster

5.2. External Quality Evaluation	Cluster and individual
5.3. Programme Monitoring and Periodic Review	Cluster

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 institution. 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.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The reviewed clustered study programmes are the following:

1. Bachelor's Programme in "Management"
2. Master's Programme in "State Resource Management"

The clustered programmes study the concepts and methods related to management of business and public administration in the military context at introductory and advanced levels, respectively. The domains are covered broadly, e.g. with respect to economic and political concepts, relevant functions like strategic management, accounting, finance and human resources, and methods like cybersecurity and statistical analysis. The objectives of the evaluated programmes are consistent with the Academy's mission, goals and strategies. The enclosed documents and interview results during the on-site visit confirm that the objectives of the programmes are clearly defined, realistic and achievable, and are in full compliance with the description of the field. In the Bachelor's Programme, students are aimed to develop broad sectoral knowledge, and in the Master's Programme, they deepen their professionalism in the relevant field.

Programme 1 (Bachelor's Programme in "Management")

The Bachelor's Programme in "Management" was already initially accredited and now obtains its routine re-accreditation. It is structured to align with the Academy's mission and strategic objectives, aiming to produce highly trained officers capable of meeting the demands of the Defence Forces of Georgia and the civilian sector. The programme's objectives are clearly defined, realistic, and reflect the knowledge, skills, and competencies that graduates are expected to acquire. These objectives are designed to meet both the current challenges of the military context and broader societal needs.

The programme aims to provide students with comprehensive knowledge in the functional areas of management and economics, preparing them to become managers who are equipped with general and sector-specific competencies. The curriculum is designed to enable graduates to act effectively in competitive environments, fostering their ability to create, manage, and contribute to personal and organisational development, all while adhering to ethical principles and demonstrating professional responsibility. These aims are particularly tailored to meet the educational requirements, interests, and strategic priorities of the Ministry of Defence of Georgia, the main client and employer of the Academy's graduates.

One of the key objectives is to produce graduates with modern management technologies and skills that allow them to respond to complex issues in management activities effectively. This focus aligns closely with the broader mission of training officers who embody ethical standards, strong moral principles, and leadership qualities, and who are well-prepared for loyal service to their country. The programme emphasises the integration of economic, organisational-technical, and social-psychological aspects of management to ensure that graduates possess a comprehensive understanding of both theoretical and practical components of the field. It further aims to develop transferable skills, preparing graduates not only for roles within the Defence Forces of Georgia but also for opportunities in the civilian sector. This approach ensures that students receive a broad education that enables them to be competitive in military, public and private civilian job markets. The practical focus of the programme equips students with the necessary abilities to adapt to a rapidly changing environment, making them well-suited for future-oriented roles in organisational leadership and management.

The goals of the programme are in full compliance with the Academy's overarching mission and priorities. While the programme is primarily aimed at Georgian nationals, the Academy has made information about the programme available on its website also in English, contributing to transparency and accessibility for a broader audience. The public availability of these objectives, both within the Academy and through external information sources, ensures that the programme remains aligned with the expectations of its stakeholders, including the Ministry of Defence and prospective students.

It should be noted that programmes usually follow the convention of having a total credit value that is divisible by 10. In this respect, it is somewhat unexpected that this is not the case for Programme 1.

Programme 2 (Master's Programme in "State Resource Management")

The Master's Programme in "State Resource Management" is an established programme at the Academy, which has successfully undergone initial accreditation. The programme's objectives are clearly defined, realistic and attainable, aligning with the skills and knowledge required to meet current demands within the field of national security. The programme aims to train qualified military and civilian leaders who possess multidisciplinary and in-depth expertise in state resource management in both national and international contexts.

The structure of the programme enables students to develop core competencies in strategic management and policy development, covering all levels of public administration, including national, municipal, sectoral, and organisational domains. It places strong emphasis on fostering practical skills applicable to the management of public sector institutions, as well as innovative thinking to develop

solutions that are in line with democratic values. Students are trained to independently implement administrative processes, make effective decisions, and communicate solutions effectively to political decision-makers.

Its overarching objectives are to prepare leaders who are capable of effectively managing the planning, programming, budgeting, and execution of resources in the public sector. The programme is designed to enhance graduates' ability to search for and apply information independently, develop innovative approaches to public challenges, and operate within the frameworks of both national and international best practices. Furthermore, the programme aims to produce professionals who can navigate complex and changing environments in the public sector, contributing to strategic decision-making processes in security and governance.

The goals of the Master's Programme in "State Resource Management" are consistent with the Academy's mission, development priorities, and the broader strategy of fostering highly qualified professionals for the Defence Forces and public service. The programme reflects the Academy's commitment to providing high-level education that meets the practical needs of modern public administration and security. By offering a practice-oriented curriculum aligned with the Ministry of Defence's requirements, the programme ensures that graduates are well-prepared for leadership roles in both military and civilian capacities. While the programme is primarily aimed at Georgian nationals, the Academy has made information about the programme available on its website also in English, contributing to transparency and accessibility for a broader audience.

It should be noted that programmes usually follow the convention of having a total credit value that is divisible by 10. In this respect, it is somewhat unexpected that this is not the case for Programme 2.

Evidences/Indicators

- Self-Evaluation Report
- Programme descriptions and curricula
- Course descriptions
- Academy website
- Mission of the academy
- Interview results during the on-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 1.1 Programme Objectives	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
 - Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.
-

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The provided documentation as well as the interview results during the on-site visit let to state that the learning outcomes of the clustered programmes are formulated in accordance with the given level of qualification, correspond to the programmes' objectives, and are consistent with the description of the corresponding level of the Higher Education Qualifications Framework. The learning outcomes of the Bachelor's Programme are related to the basic field knowledge, and in the Master's Programme, they demonstrate the in-depth knowledge of the related field issues.

Programme 1 (Bachelor's Programme in "Management")

The Bachelor's Programme in "Management" at the Academy has well-defined learning outcomes that align with the programme's objectives and the specific context of military education. These outcomes encompass a comprehensive range of knowledge, skills, responsibility, and autonomy, which are essential for a degree in management and meet the level 6 descriptors of the National Qualifications Framework. The outcomes have been formulated to ensure that graduates are well-prepared for roles both within the Defence Forces and in broader organisational contexts.

The learning outcomes are designed to enable students to gain a deep understanding of management principles, theories, and modern approaches. Graduates are expected to describe key concepts within the field, develop an awareness of universal management challenges, and understand the methodological foundations of business analysis. Furthermore, students are trained to perform core managerial functions while adhering to ethical standards and using contemporary techniques to address organisational problems. The programme emphasises the ability to participate effectively in the development and implementation of projects and strategies and to plan and execute platoon-level unit operations.

A notable aspect of the skill set provided to students is the emphasis on practical application and collaboration. Graduates are trained to work effectively in teams, utilise both oral and written communication in Georgian and foreign languages, and apply modern information technologies within a management context. The curriculum also encourages students to develop research skills, identify individual learning needs, and take charge of their own professional development. Additionally, students are equipped with the skills necessary to manage and plan platoon-level operations, emphasising leadership within a military framework.

However, it is unclear how some courses, like psychology-, philosophy- or history-related ones, in the current form contribute to the learning outcomes of the programme. For example, the course "Psychology" does not seem to refer to the concepts of management like behavioural strategy,

organisational psychology and development, behavioural risk management, etc. All courses should be set up in a way to contribute to the programme's overarching learning outcome in "Management". For this reason, the Expert Panel issues the following recommendation:

Recommendation 1:¹ It is recommended that the programme should include compulsory courses that support the learning outcomes of the programme, like intermediate courses in the domains of management and economics. This measure will strengthen the profile of this programme.

In sum the learning outcomes of the programme are measurable, realistic, and achievable, aligning closely with the programme's aims and broader sectoral characteristics. The Academy continuously monitors the achievement of these outcomes through academic performance statistics and regular evaluations, ensuring they meet the standards of the field. Feedback from the Ministry of Defence, the primary employer of graduates, is taken into account to maintain the relevance of the curriculum and to implement any required changes that reflect employer needs.

Interviews with academic staff, students, graduates, and the representative of the Georgian Defence Forces have highlighted the strong alignment of the learning outcomes with labour market requirements. All stakeholders particularly appreciated the clear structure of the programme and its focus on developing practical and leadership skills. The full employment rate of graduates further underscores the programme's success in preparing students for their future roles. The engagement of stakeholders in developing and refining the programme content ensures that it remains responsive to both the needs of the defence sector and the overall professional development of its students.

Programme 2 (Master's Programme in "State Resource Management")

The Master's Programme in "State Resource Management" at the Academy has well-defined learning outcomes that align with the programme's objectives and the specific demands of the field. These outcomes encompass a comprehensive range of knowledge, skills, responsibility, and autonomy required for the strategic management of state resources. They are formulated in accordance with level 7 descriptors of the National Qualifications Framework, ensuring their relevance to the multidisciplinary context of national security.

The learning outcomes are designed to enable students to gain an understanding of the principles and trends in modern public administration and economic security. Graduates are expected to discuss the impact of economic factors on national security and understand the strategic mechanisms for planning, programming, budgeting, and procurement. Additionally, the curriculum addresses leadership principles and resource management, equipping students to engage critically with complex issues in providing national security resources. The structure of the programme ensures that students are capable of analysing, developing strategies, and managing resources effectively within the public sector.

A notable aspect of the skill set provided to students is the emphasis on strategic and analytical capabilities at both national and departmental levels. Graduates are trained to analyse and manage

¹ The numbering of the recommendations corresponds to the list found in section II, *Accreditation Report Executive Summary*, subsection *Recommendations*.

strategic processes, develop future operational concepts, and plan resource provision in alignment with national strategies. The programme encourages independent research skills and the ability to present well-reasoned conclusions based on modern approaches while upholding principles of academic integrity and ethics. Moreover, students acquire negotiation skills suited for complex environments and are taught to develop human resource policies and evaluate management strategies critically. However, it remains unclear how some courses, like firm-focused courses, in the current form contribute to the learning outcomes of the programme. For this reason, the Expert Panel formulates this recommendation:

Recommendation 2: It is recommended that the programme should include compulsory courses that support the learning outcomes of the programme, like advanced courses in (resource) economics and public administration. This measure will strengthen the profile of this programme.

In sum, the learning outcomes of the programme are measurable, realistic, and achievable, as evidenced by the systematic monitoring of academic performance statistics and evaluation processes. The relevance of the outcomes to the employment sector is confirmed by a high rate of graduate employment, specifically within defence and public administration roles, and through validation by employer feedback. The alignment of the programme's learning outcomes with national qualifications standards and branch specifications in public administration further confirms its suitability and effectiveness.

Interviews with academic staff, students, graduates, and the representative from the Georgian Defence Forces reveal that the programme is well-received and continually improved based on stakeholder feedback. The integration of the teaching and training into the Defence Forces ensures that the programme meets the evolving needs of the military sector. Additionally, quality assurance processes involving surveys, feedback mechanisms, and consultations contribute to the continuous development of the programme to ensure its alignment with both labour market needs and the personal and professional development of its graduates.

Evidences/Indicators

- Self-Evaluation Report
- Programme descriptions and curricula
- Course descriptions
- Interview results during the on-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 (Bachelor's Programme in "Management")

Recommendation 1: It is recommended that the programme should include compulsory courses that support the learning outcomes of the programme, like intermediate courses in the domains of management and economics. This measure will strengthen the profile of this programme.

Programme 2 (Master's Programme in "State Resource Management")

Recommendation 2: It is recommended that the programme should include compulsory courses that support the learning outcomes of the programme, like advanced courses in (resource) economics and public administration. This measure will strengthen the profile of this programme.

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The learning outcomes of the Bachelor's Programme in "Management" and of the Master's Programme in "State Resource Management" are evaluated in a consistent and transparent manner. The evaluation process is overseen by the programme head in collaboration with academic and visiting staff, ensuring a comprehensive approach. Learning outcomes are formulated using Bloom's taxonomy, which enables clear and measurable outcomes. The evaluation system is transparent, using criteria that focus on what students know and can do as a result of each academic course. This system is reflected in all course syllabi, and students are informed of the evaluation criteria and methods through information sessions and feedback from course supervisors.

The periodicity and assessment system of learning outcomes are adapted to the specific characteristics of the field of study and educational level. The Academy employs both direct and indirect methods for assessing learning outcomes, such as written exams, presentations, and essays, as well as surveys of employers, graduates, and students. Kirkpatrick's methodology is used to align learning activities and evaluation tasks with programme outcomes, allowing for a thorough assessment of students' progress at various levels, including reaction, teaching, behaviour, and outcomes.

External stakeholders, including employers and alumni, are engaged in the evaluation of learning outcomes. Employer surveys focus on the compatibility of programme learning outcomes with practical requirements, and graduates provide feedback on the programme's effectiveness in preparing them for their careers. The involvement of graduates is notable, particularly as many programme and department heads are themselves alumni of the Academy, enhancing the flexibility and relevance of the evaluation process.

The programme has established benchmarks for each learning outcome, and the results of the evaluation are monitored and compared against these benchmarks. The academy utilises Gaussian distribution principles to assess whether the evaluation results align with expected performance levels. If deviations of 20% or more occur from the expected range, learning outcomes and evaluation methods are revised accordingly. Data analysis and feedback mechanisms are used to identify areas for improvement, and modifications to the programme are implemented as needed.

Academic and visiting staff are familiar with the methods for evaluating learning outcomes. The Academy provides ongoing training and support to staff for developing skills in measuring and analysing learning outcomes. For instance, it has implemented training modules on effective teaching and held regular information sessions with staff to enhance their capabilities in evaluating programme outcomes. Since 2015, the academy has provided training in "Effective Teaching", and in response to

the challenges posed by the pandemic, additional training on modern evaluation methods in distance learning has been conducted.

Stakeholders, including students, are kept informed of the analysis of learning outcomes through various platforms, such as “Ilias”, where relevant information and regulations are uploaded. This ensures that students are well aware of the evaluation system and can access the necessary resources to understand their performance and areas for improvement. Furthermore, an effective appeals system allows students to contest their evaluation results if necessary.

The results of the learning outcomes assessment are actively used to improve the programme. The Academy conducts regular programme analyses and comparisons with similar programmes offered by other institutions. External evaluations are also sought from other higher education institutions, ensuring that best practices are adopted where applicable. Feedback from these evaluations, combined with internal data analysis, informs programme modifications, including adjustments to content, learning outcomes, and teaching resources.

Evidences/Indicators

- Self-Evaluation report
- Syllabi and course descriptions
- Methodology of planning, development, and development of educational programmes
- Quality assurance manual
- Programme learning outcome evaluation plan/mechanisms
- Tools and instruments developed to evaluate learning outcomes
- Learning outcomes evaluation results and analysis
- Student papers
- Programme analysis documents
- Results of academic performance monitoring
- Results of the student, staff, alumni and employers’ surveys
- Programme maps
- Documentary material for the review of learning outcomes evaluation results
- Target marks

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

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

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Both study programmes presented in this cluster have been designed according to the “Evaluation Indicators and Rules for the Implementation of Educational Programs, Educational Programs Planning and Development Methodology” developed and adopted by the Academy. The programmes are distinguished by their content, scope, and level of complexity, which are appropriate for their respective educational levels. Moreover, the programmes have been developed in full compliance with the requirements of Georgian legislation and in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS).

The alignment between the learning outcomes of the study programmes and the training courses is depicted in respective learning outcomes maps. They illustrate the core areas of study within the courses and their relationship to each programme's learning outcomes. Overall, the alignment between the learning outcomes and the courses of study is logically coherent.

The internationalisation of the study programmes is demonstrated by several key parameters: the Academy offers foreign language courses to study various languages, and some of the administration courses are offered in English. English-language literature is actively integrated into the educational process of both types of programmes. Additionally, the programmes provide opportunities for both academic staff and students to participate in international conferences, workshops and training sessions. The fact that the development of both programmes is a collaborative process and engages all stakeholders is further highlighted in standard 5.3, and has been evidenced by the interviews held during the on-site visit.

Programme 1 (Bachelor's Programme in “Management”)

“Management” is a 261-credit Bachelor's programme delivered in Georgian that confers the qualification of a “Bachelor of Management”. In its first two years, the programme introduces basic and intermediate aspects of general management, and in the last year focuses on military training. All information regarding the curriculum, admission and staff involved are presented separately for Programme 1 in Georgian and English language on the Academy's website (<https://eta.edu.ge/en/page/44/mimoxilva>).

During the studies, a student must accumulate 261 credits, which contain:

- 124 credits in the major compulsory component
- 8 credits in the major elective component
- 119 credits in the free component of compulsory courses

- 10 credits in the free component of elective courses.

The programme provides comprehensive coverage in management through the following courses in the major compulsory component amounting to 124 credits: “Academic Writing”, “State Organisation and Fundamentals of Law”, “Fundamentals of Philosophy”, “Calculus”, “General Psychology”, “Principles of Microeconomics”, “Fundamentals of Finance”, “Fundamentals of Management”, “Probability Theory and Mathematical Statistics”, “Organisational Behaviour and Leadership”, “Human Resources Management”, “Principles of Macroeconomics”, “Fundamentals of Marketing”, “Cross-Cultural Management”, “Public Relations”, “Financial Accounting”, “Information Technologies in Management”, “Operational Management”, “Project Management”, “Managerial Accounting”, “Strategic Management”, “Public Management”, “Risk Management”, “Research Methods in the Field of Management”, “Innovative Management”, “Internal Organisational Practice” and the “Bachelor Thesis”.

Additionally, the students can choose 8 credits in the major elective component, i.e. two courses out of the following: “Logistics”, “Legal Regulation of Economic Activity”, “Self-Management and Time Management”, “Social Psychology”, “Corporate Finance”, “Negotiations and Conflicts”, “Taxation Theory and Practice”, “Fundamentals of Business Administration” and “International Management”.

Further, students take 119 credits in the free component of compulsory courses. Out of them, the following ones are academic courses: “English 1–6”, “French 1–6”, “German 1–6”, “Turkish 1–6”, “New and Modern History of Georgia” and “Linear Algebra and Analytic Geometry”. This is complemented by the following combined arms courses: “Combined Arms Command Military Science 1–5”, “Combined Arms Command Swimming 1–2”, “Fire Training 1–2”, “Military Topography”, “Military Supporting Courses 1–2” and “Combined Arms Tactics 1–2”.

Finally, 10 credits can be chosen in the free component of elective courses, i.e. two courses of the following: “Intensive Foreign Language Course 1”, “Intensive Foreign Language Course 2”, “Critical Thinking” and “Systems Thinking, Hybrid Warfare and National Security”.

In sum it can be stated that the content, volume and complexity of the programme corresponds to the learning cycle. Both, content and structure are highly individual, as only the Academy offers such a programme in Georgia. They are also consistent with the qualification to be awarded, a Bachelor of “Management”, and ensure the achievement of the underlying programme learning outcomes. As outlined, the programme considers new research findings and modern scientific achievements.

Even though, in general, the Bachelor’s Programme in “Management”, is well-defined, the Expert Panel sees room for some improvement with respect to a few minor issues. First of all, the number of credits that can be obtained in the compulsory major component totals 124 when the credits allocated to each course outlined in the curriculum are added up. However, the structure of the academic programme indicates a total of 129 credits. The following recommendation is therefore made:

Recommendation 3: It is recommended to update the programme descriptions so that the number of credits adds up to 261. This will ensure consistency between the textual description and the tables describing the credits allocated to the compulsory component.

In addition, the nature of a “free component” should be such that all of its courses are elective. However, making 119 out of 129 credits compulsory contradicts the idea of “free” choice. A free component should only include electives, a compulsory component only required courses. The Expert Group therefore recommends:

Recommendation 4: It is recommended that all courses offered in the “Free Component” are elective. The idea of such a component entails that students can have a free choice. Currently, 119 credits within this component relate to compulsory courses and should be transferred to a compulsory component.

It is recognised that many of the courses in the current “free component” cannot be offered as electives. In this respect, the creation of a new component containing these compulsory courses is recommended. Finally, the weighting of the Bachelor’s Thesis, with only 8 credits, seems too low compared to the total of 261 credits of the programme. The workload involved in deriving a research question, researching literature and data, and presenting it in a scientific manner requires more time at the undergraduate level. Also in comparison with the Master’s Thesis, which is worth 30 credits in Programme 2, an increase in the workload and credits allocated to the “Bachelor’s Thesis” course seems reasonable. The Expert Panel suggests:

Suggestion 1:² It is suggested that the credits value of the “Bachelor’s Thesis” is increased to reflect the underlying workload. The current amount of 8 ECTS seems, also in comparison to the Master’s Thesis in Programme 2, too low. Between 10 and 15 ECTS seem to be reasonable to reflect the associated workload.

Apart from these recommendations and suggestion, the programme structure is consistent, as its teaching and scientific-research components are logically organised.

Programme 2 (Master’s Programme in “State Resource Management”)

“State Resource Management” is a 122-credit Master’s programme delivered in Georgian that confers the qualification of a “Master of State Resource Management”. In its first three semesters, the programme deals with advanced aspects of public administration and resource management in a mix of required and elective courses. In the last semester, it focuses on creating the Master’s Thesis. All information regarding the curriculum, admission and staff involved are presented separately for Programme 2 in Georgian and English language on the Academy’s website (<https://eta.edu.ge/en/page/100/state-resource-management>).

During the studies, a student must accumulate 122 credits, which contain:

- 97 credits in the mandatory courses
- 25 credits in the elective courses.

² The numbering of the suggestions corresponds to the list found in section II, *Accreditation Report Executive Summary*, subsection *Suggestions for the Programme Development*.

The programme provides comprehensive coverage in resource management through the following courses in the mandatory component, amounting to 97 credits: “Academic Writing for Graduate Students”, “System Effectiveness Evaluation and Audit”, “State Organization and National Security”, “National Security Economy”, “Strategic Leadership”, “Strategic Communication”, “Economics of the Firm”, “Planning, Programming, Budgeting and Execution”, “Strategic Study – ‘State Administration in Peacetime, Crisis and War’”, “Cyber Security”, “Georgian Economy Sectors Analysis”, “Research Methods and Design” and the “Master’s Thesis”.

Out of the following elective offerings, 25 credits (i.e., five courses) can be taken: “Supply Chain Management”, “International Conflicts”, “Intelligence and Information Analysis”, “International Organizations in World Political Processes”, “Data Analysis”, “Terrorism”, “New and Recent Military History of Georgia”, “Management (Administration) Psychology”, “Public Finances”, “Advanced Strategy Course”, “Regional Security” and “International Economics”.

In sum it can be stated that The content, volume and complexity of the programme corresponds to the learning cycle. Both, content and structure are highly individual, as only the Academy offers such a programme in Georgia. They are also consistent with the qualification to be awarded, a Bachelor of “Management”, and ensure the achievement of the underlying programme learning outcomes. As outlined, the programme considers new research findings and modern scientific achievements.

Due to the fact that all elective courses are associated with 5 credits, the total number of credits that can be obtained by taking five of such courses amounts to 25. This makes the Expert Panel conclude:

Recommendation 5: It is recommended that the number of credits awarded in the elective component is increased from 24 to 25. The reason is that all elective courses have a credit value of 5 credits. Since these five elective courses can be taken over a span of three semesters, the workload will be distributed unevenly by construction.

It should be noted that the distribution of five courses over three semesters will lead to a certain imbalance in the course of study. It can be expected that two semesters will be spent choosing two electives and one semester will be spent choosing only one elective. Before making their first choice, students should be made aware of this fact and how different choices might affect their future workload. The fact that the number of credits awarded for compulsory courses is 22 in the first and third semesters and 23 in the second semester gives some indication of the total workload to be expected. Considering that the number of credits in the elective component has to be increased, this has an impact on the overall study programme. Hence, the Expert Panel recommends:

Recommendation 6: It is recommended that the total credit value of this study programme is adapted so that it reflects the sum of the mandatory and compulsory courses. This is currently 122 credits.

It is recognised that the Academy places a strong emphasis on the scientific research skills of its Masters graduates. In this regard, the publication of the Master’s thesis is a very effective way for students to make their first contribution to the academic community. However, the time available to complete a Master’s Thesis is limited, and most of the fourth semester will be spent researching

literature, data and writing the manuscript. The requirement to submit the thesis for refereed publication seems to be too time consuming. Typically, this process involves shortening the thesis to a chapter or article, allowing time for reviewers to read and comment on the submission, allowing time for the student to respond to the feedback by incorporating the comments into the analysis, and possibly going through this process a second time before the contribution is finally published. While some excellent students may be able to complete these requirements in the time allotted, this cannot be expected of every graduate. Therefore, the decision to submit the Master's Thesis for peer-reviewed publication should be left to the student. Alternatively, a student may wish to submit the thesis to a non-refereed publication. The Expert Panel therefore makes the following recommendation:

Recommendation 7: It is recommended that submitting the Master's Thesis to a refereed publication should not be mandatory. The process of submission, receiving reviewer feedback, preparing revisions, and potentially repeating the process can significantly extend the duration of study. The decision to submit the Master's Thesis to a refereed publication should rest with the student. The Expert Panel highly values the opportunities provided by the Scientific Research Centre for participants to engage in conferences.

In general, the Expert Panel got the impression that the Academy's Scientific Research Centre provides excellent opportunities for participants to take part in conferences, and to best prepare the Master's Thesis for publication.

Apart from these recommendations, the programme structure is consistent, as its teaching and scientific-research components are logically organised.

Evidences/Indicators

- Self-Evaluation Report
- Programme descriptions and curricula
- Course descriptions
- Interview results during the on-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 (Bachelor's Programme in "Management")

- **Recommendation 3:** It is recommended to update the programme descriptions so that the number of credits add up to 261. This will ensure consistency between the textual description and the tables describing the credits allocated to the compulsory component.

- **Recommendation 4:** It is recommended that all courses offered in the “Free Component” are elective. The idea of such a component entails that students can have a free choice. Currently, 119 credits within this component relate to compulsory courses and should be transferred to a compulsory component.
- **Suggestion 1:** It is suggested that the credits value of the “Bachelor’s Thesis” is increased to reflect the underlying workload. The current amount of 8 ECTS seems, also in comparison to the Master’s Thesis in Programme 2, too low. Between 10 and 15 ECTS seem to be reasonable to reflect the associated workload.

Programme 2 (Master’s Programme in “State Resource Management”)

- **Recommendation 5:** It is recommended that the number of credits awarded in the elective component is increased from 24 to 25. The reason is that all elective courses have a credit value of 5 credits. Since these five elective courses can be taken over a span of three semesters, the workload will be distributed unevenly by construction.
- **Recommendation 6:** It is recommended that the total credit value of this study programme is adapted so that it reflects the sum of the mandatory and compulsory courses. This is currently 122 credits.
- **Recommendation 7:** It is recommended that submitting the Master’s Thesis to a refereed publication should not be mandatory. The process of submission, receiving reviewer feedback, preparing revisions, and potentially repeating the process can significantly extend the duration of study. The decision to submit the Master’s Thesis to a refereed publication should rest with the student. The Expert Panel highly values the opportunities provided by the Scientific Research Centre for participants to engage in conferences.

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor’s Programme in “Management”, first level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in “State Resource Management”, second level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Programme 1 (Bachelor's Programme in "Management")

The content and learning outcomes of the academic courses in the Bachelor's Programme in "Management" are designed to align with the programme's learning outcomes and are consistent with the requirements of level 6 of the National Qualifications Framework and relevant branch specifications. The Quality Assurance Service, along with the academic staff, ensures that the credits assigned to each course correspond to both the course content and its learning outcomes. This alignment is further confirmed by the measurable and evaluable learning outcomes of each course, as demonstrated through the analysis of student performance.

The number of contact and independent hours allocated to each course is adequate and considers the specific nature of the course. The ratio between these hours has been carefully planned to ensure the appropriate balance, ensuring that the learning outcomes are met. The programme content reflects a thorough alignment between contact hours, course content, and the desired learning outcomes, although no further details regarding specific ratios are provided.

Each learning outcome of the academic courses is assessed, and the syllabi for the courses provide clear assessment criteria that correspond to the intended learning outcomes. The programme staff integrate learning resources into the courses that are based on the latest advancements in the field, ensuring the relevance and currency of the educational materials provided.

Each course description contains specific information regarding the compulsory literature or teaching and learning resources. Literature usually focuses on Georgian textbooks either published by the Academy's lecturers themselves or by authors from other reputable national universities. Generally, supporting references indicating English language material, is also given. The literature and all further given learning materials correspond to the achievements in the respective field within management science and also consider the latest research in these subject areas, taking into account the specifics of each academic course.

Programme 2 (Master's Programme in "State Resource Management")

The content and learning outcomes of the compulsory academic courses in the Master's Programme in "State Resource Management" are designed to be consistent with the programme's learning outcomes and aligned with the requirements of Level 7 of the National Qualifications Framework. The programme staff, in collaboration with the Quality Assurance Service, ensure that each course's content and objectives are harmonised with the overall goals of the programme. This process involves reviewing whether the course objectives align with the programme's learning outcomes and ensuring that the courses respond to the relevant branch-specific requirements.

The number of credits assigned to each course is regularly evaluated to ensure that it corresponds to both the content and learning outcomes of the course. The allocation of contact and independent study hours is also assessed, with the ratio between these hours being adequate and reflective of the specifics of the academic courses. The syllabi are technically reviewed by the Quality Assurance Service to confirm the accuracy of the information provided, including the total contact and non-contact hours, which must correspond to the course workload and credit distribution.

Every learning outcome of each academic course is measurable and evaluated. This is confirmed by the analysis of student academic performance, ensuring that the outcomes are properly assessed. However, specific details regarding how each learning outcome is assessed are not provided in the self-evaluation.

The compulsory literature and other learning resources for each course are listed in the course descriptions and are designed to support the achievement of the programme's learning outcomes. The literature includes textbooks by National Defence Academy lecturers and authors from other reputable national universities, with additional references to English-language material. These resources are aligned with the latest research or field advancements, and are based on the latest developments in the relevant academic fields.

Evidences/Indicators

- Self-Evaluation Report
- Syllabi and course descriptions
- Programme maps
- Results of the evaluation of learning outcomes of academic courses
- Survey results of the program implementation personnel and the Junkers

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

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
Programme 1 (Bachelor's Programme in "Management", first level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the engagement 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The National Defence Academy follows a structured approach to planning its student body, with the allocation of quotas for enrolment being regulated by the Ministry of Defence of Georgia. The academy, in line with the needs of the Defence Forces, sets an annual student quota, currently at 30 for each of the programmes in this cluster, based on considerations including classroom capacity, accommodation resources, academic and administrative staff availability, and the adequacy of technical equipment. These factors demonstrate a clear methodology for managing student intake that aligns with institutional resources and the specific requirements of the programme.

Admission to both programmes adheres to the established planning methodology. Although the quota is externally determined by the Ministry, the Academy ensures that enrolment is distributed according to its internal capacity, considering various logistical and academic factors. This indicates compliance with the planning process, even within the constraints of the externally set quota.

The academy ensures that admission preconditions are public, fair, and accessible. Information regarding admissions is published on the academy's website even in English language (i.e., for Programme 1: <https://eta.edu.ge/en/page/45/admission>; and for Programme 2: <https://eta.edu.ge/en/page/121/admission>), with additional dissemination through letters to relevant stakeholders and public announcements via social media, TV channels, and participation in education exhibitions. Brochures are distributed both in public spaces and through Houses of Justice across Georgia, ensuring broad access to information.

Programme 1 (Bachelor's Programme in "Management")

The admission preconditions of the National Defence Academy's Bachelor's Programme in "Management" take into account the programme's unique characteristics. Given the military-specific nature of the programme, the prerequisites include both academic and physical assessments, such as results from the unified national exams and internal selection processes, which encompass a medical examination, physical fitness test, and interview. These requirements ensure that entrants possess the relevant skills and competences necessary to successfully complete the programme.

The academy's admission preconditions and procedures are consistent with the existing legislation of Georgia. Entrants may gain admission through the unified national exams or, in some

cases, without passing these exams in accordance with legal provisions. This reflects the academy's compliance with national legal standards while maintaining the specific needs of the programme.

The admission preconditions are logically linked to the programme's content, learning outcomes, and the qualifications to be awarded. The selection process ensures that students meet both the academic and physical demands of the programme, which is designed to prepare them for future service in the Defence Forces. The combination of academic and military-oriented criteria ensures that students are well-prepared to meet the objectives of the curriculum.

Programme 2 (Master's Programme in "State Resource Management")

The admission preconditions for the Master's Programme in "State Resource Management" reflect the specific characteristics of the programme, which targets military personnel, civilians, and employees with special ranks within various state agencies. Applicants must hold at least a Bachelor's degree and pass both a common Master's exam and an entrance exam in the specialty, demonstrating relevant academic qualifications. Additionally, the requirement to pass an English language test, or provide equivalent certification, ensures that students possess the necessary language skills for the programme, which aligns with the professional and academic demands of the curriculum.

The programme's admission preconditions and procedures comply with existing legislation. While applicants are typically required to pass the common Master's exam, candidates can also be enrolled without passing this exam, in accordance with the legal provisions governing admission to higher education in Georgia. This demonstrates the academy's adherence to national laws, while offering a pathway for certain candidates, such as military personnel, under specific legal conditions.

The admission requirements are logically connected to the programme's content and learning outcomes. The combination of academic qualifications, professional background, and English language proficiency ensures that admitted students have the necessary foundation to succeed in the programme, which focuses on state resource management. The targeted enrolment of military personnel and other state agency employees further aligns with the programme's objectives, ensuring that the students are well-prepared to meet the professional and academic demands of the curriculum.

Evidences/Indicators

- Self-Evaluation Report
- Methodology for planning the number of Junkers
- Academy website

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 2.1 Programme Admission Preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The educational programmes grouped in the cluster ensure the development of the students' practical, scientific/research and transferable skills and their involvement in research projects in accordance with the programme learning outcomes. In order to develop practical, transferable and scientific skills, the Academy offers numerous opportunities. To sustain their practical skills development, it has established memorandums and agreements with internal services and centres, which means that students can have practical experience in different organisational contexts. For scientific research skills development, the Academy supports students' involvement in research projects, with master's students participating in initiatives like the "Total Defence as a Determining Factor of the Stability of Defence and Security of Georgia".

Programme 1 (Bachelor's Programme in "Management")

The Bachelor's Programme in "Management" integrates a practical component aligned with the programme's learning outcomes and the level of education. The programme follows a 3+1 structure, where the final year is primarily devoted to practical exercises such as tactics, topography, fire training, and communications, all of which are directly linked to the intended learning outcomes. The practical component is an essential and mandatory aspect of the military-focused bachelor's programme, reinforcing the theoretical knowledge gained throughout the earlier years of study.

The organisation and planning of the practical component align with the learning outcomes of the programme. Supervision of the practical component is provided by course heads and sergeants, ensuring that students are guided by qualified personnel. Evaluation criteria, including checklists attached to the course syllabi, ensure that student activities are assessed objectively and appropriately. The practical activities, such as visits to companies and military units, provide students with exposure to real-world organisational practices, directly supporting the programme's intended outcomes.

The practical component is supervised by qualified personnel who guide students through the activities and evaluate their performance based on predefined criteria. Each practical module has an associated evaluation framework, ensuring that student performance is measured against clear and relevant benchmarks. Supervisors include both academic and military personnel, ensuring expertise in both theoretical and practical aspects of the programme.

As the practical component is carried out inside of the Defence Forces, a long list of memoranda with internal services and centres has been signed by the Academy. In doing so, the programme includes organised visits to relevant companies and military units. These visits align with the learning outcomes and provide structured practical experiences that help students achieve the objectives of the programme. Furthermore, opportunities for internships abroad and engagement with international organisations enhance the students' practical learning, contributing to the overall educational experience.

Programme 2 (Master's Programme in "State Resource Management")

The Master's Programme in "State Resource Management" ensures the development of practical and research skills aligned with the programme's learning outcomes and the level of education. The practical component is integrated into the programme through a variety of exercises, such as operational planning, stability operations planning, and leadership development. These activities are described in the course syllabi, with clearly defined methods of assessment and time allocation, ensuring that students acquire the necessary field-specific skills and competencies.

The organisation and planning of the practical component correspond to the learning outcomes of the programme. Academic staff guide students through practical exercises, such as developing planning scenarios and group presentations, ensuring that the practical activities are directly tied to the intended outcomes of the master's level education. Specially developed evaluation sheets are attached to each syllabus to assess the acquisition of practical skills, ensuring consistency and alignment with the academic objectives.

Students are supervised by qualified academic staff during these practical components, who provide guidance and evaluate their activities. The involvement of experienced professors in the supervision process ensures that the students' practical exercises are effectively monitored, and their performance is assessed against clear and objective criteria.

As the practical component is carried out inside of the Defence Forces, a long list of memoranda with internal services and centres has been signed by the Academy. In doing so, the programme involves regular visits to state institutions where students can observe the defence and security sector in a practical context. Additionally, the Scientific Research Centre supports students' involvement in research projects, with master's students participating in initiatives like the "Total Defence as a Determining Factor of the Stability of Defence and Security of Georgia". The integration of practical and research components reinforces the programme's focus on developing both theoretical knowledge and practical expertise.

Evidences/Indicators

- Self-Evaluation Report
- 7-year strategic and 3-year action plans of the Academy
- Memoranda
- Implemented, ongoing and/or planned scientific research projects
- Collections of conferences and scientific works
- List of conferences where the Junkers are involved
- Information about the career development of the graduates

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 2.2 Development of practical, scientific/research/creative/performing and transferrable skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by using student-centered 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The teaching and learning methods used in the cluster of study programmes at the National Defence Academy are aligned with the level of education, course content, and intended learning outcomes. The methods ensure that the desired learning outcomes are achieved. The academy utilises approaches informed by the latest trends in educational science and pedagogy, incorporating best practices from institutions such as NATO Schools in foreign countries. These methods are integrated into the teaching-learning components of the programmes, ensuring they are relevant to the specific educational and military context of the academy.

Students are actively engaged in the learning process through interactive methods that foster participation, collaboration, and interaction between students and staff, as well as among students themselves. The academy's focus on developing critical and analytical skills is supported by various courses, including the "Critical Thinking" elective at the Bachelor's level, which may help promote these skills.

Teaching methods at the Academy are flexible and consider the individual needs of students. The academy has developed a system for creating individual academic plans, which allows for tailored learning paths in cases where students require additional support. This system helps prevent student attrition due to academic difficulties, with individual study plans being created for students who receive lower grades (D or below).

The academy has established strong support for electronic and distance learning. Learning materials are made available through platforms such as ILIAS, and these platforms are used for weekly assignments, mid-term and final and assessments. The Academy has also introduced guidelines for administering e-learning, ensuring that the methods used do not alter the objectives or outcomes of the programmes. The provision of laptops and internet packages to students during the distance learning period demonstrates the Academy's commitment to ensuring the continuity of education. The Distance Learning Centre, established in 2021, administers these platforms and operates according to NATO standards.

In response to the growing availability of artificial intelligence tools, the Expert Panel suggests that the Academy develop a strategy how to integrate or limit these tools in teaching and research. This would help ensure that the integration of AI technologies in educational processes is done responsibly and in line with the academy's academic objectives.

Evidences/Indicators

- Self-Evaluation Report
- Course programmes and syllabi
- Rule of individual academic plan development

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 2.3 Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

On the basis of the information presented in the Self-Evaluation Report together with the attached documents and collected during the on-site visit, the student evaluation system for both programmes is in compliance with the Order N3 of the Minister of Education and Science of Georgia of 5 January 2007 “On Approval of the Regulation on the Calculation of Higher Education Programmes with Credits”.

Students are informed about the evaluation criteria and components by the lecturer at the beginning of the course and the syllabus is available during the semester through the electronic platform “ILIAS”, which allows each student to view the evaluation components, criteria and grades. The interviews confirmed that students receive feedback on their learning outcomes, including their strengths and areas for improvement. A timetable is set up for additional consultations with lecturers and students are informed in advance.

The assessment system and procedures are fair and transparent. Students are assessed using a 100 point system, including interim and final assessments. Students must achieve a minimum of 51 points. The academy has a regulatory document “Instructions for organising, conducting and evaluating exams at the level of academic higher education”, which contains information regarding the specific assessment components, which does not match the information presented in the Self-Evaluation Report and the Bachelor program’s syllabi. In particular, it is mentioned in the self-evaluation document that the minimum threshold of competence for the mid-term assessment has been increased from 30% to 40% in line with the previous recommendations for the Bachelor’s programme, however according to the rule mentioned above, the minimum threshold for the mid-term exam and the intermediate assessment in Bachelor’s programmes is set at 30% and the minimum threshold for the final assessment is set at 40% of the maximum score. Hence, the Expert Panel makes the following suggestion:

Suggestion 2: It is suggested to align the rules of the Academy and those of the Bachelor’s Programme regarding the minimum thresholds applicable to the evaluation of exams.

In both programmes, Turnitin is used for undergraduate and graduate work to check for similarity, and clear rules on plagiarism underline the commitment to maintaining academic integrity. The site visit confirmed that students are aware of the relevant rules and regulations concerning assessment, the application process and the code of ethics. On the basis of the programme self-evaluation report and on-site interviews with those involved in the programme, it is confirmed that the academy has an effective system and policy in place to detect, prevent and respond to plagiarism.

The assessment components and methods of each course are designed according to the specifics of the course and correspond to the learning outcomes of that course. In particular, where necessary,

the academy uses distance learning methods, taking into account the specificity of the component, supported by well-equipped technical resources.

The Master's Programme in "State Resource Management" has transparent and fair procedures for the defence of the thesis. In order to comply with the requirements of academic style, the academy has adopted an academic style guide, which is an effective mechanism for properly planning the process of writing bachelor's and master's theses.

Evidences/Indicators

- Self-Evaluation Report
- Programme Curricula
- Course Syllabi
- Interview results during the on-site visit
- Instruction for conducting and evaluating exams at the level of academic higher education
- Plagiarism prevention, detection, and response mechanism
- An academic style guide of the academy

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 (Bachelor's Programme in "Management")

Suggestion 2: It is suggested to align the rules of the Academy and those of the Bachelor's Programme regarding the minimum thresholds applicable to the evaluation of exams.

Evaluation

Component 2.4 Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

On the basis of the Self-Evaluation Report, additional documentation and information gathered during the on-site visit, it is noted that students are supported by the academy in many ways. The Academy demonstrates a strong commitment to providing comprehensive support and guidance to students and ensures that students receive the necessary information about their learning process and career development opportunities. The specific nature of the academy and its training programmes ensure that students are involved in academic and military activities.

The students of the programmes are informed and participate in activities such as conferences, sports events and international exchange programmes. As demonstrated during the on-site visit, students participate in various projects, and student initiatives are taken into account in both programmes.

As confirmed during the site visit, students receive feedback and advice on planning their learning process, academic performance, professional development, etc. The academy has support mechanisms in place to improve the students' academic performance if their performance is below grade D, i.e. students receive additional lectures and consultations with lecturers to help them improve their performance.

The academy provides students with the necessary resources during their studies, including a well-equipped library and computer centres. For their academic development, students have access to international scientific electronic journals and, as confirmed during the on-site visit, both Bachelor and Master students use these resources while working on their theses. Further, all students are provided with individual laptops, access to sports complexes, a swimming pool, dormitories, a training centre, a recreation area, a cafeteria and a medical centre. All of this helps to create a conducive learning environment. In addition, all Ministry of Defence resources are available to students at the Academy should the need arise.

The academy has a unique financial support structure for students on the Bachelor's Programme in "Management". Firstly, this programme is fully funded and, in addition, students receive scholarships upon enrolment and can increase their scholarship based on their academic performance, which helps to motivate them to excel in their studies.

Both programmes also encourage students to show initiative. As mentioned during the on-site visit interviews, one of the initiatives taken by the students was to give presentations about the academy in the schools from which they graduated and in the regions where they were born. This initiative was supported by the Academy in order to promote the students' involvement in civic life. It is noteworthy that the students of both programmes are aware of the importance and role of the programmes for the country and appreciate the qualifications and experience of the lecturers. The academy also provides opportunities for students to visit foreign military educational institutions and learn from their experiences.

In particular, the full employment rate of graduates of the Bachelor's Programme in "Management" demonstrates that it fully prepares students for their future careers and equips them with the necessary skills, knowledge and opportunities. The students of the Master's Programme in "State Resource Management" are already employed when they enrol, but as was acknowledged during the site visit, the programme ensures the students' professional and career development.

Evidences/Indicators

- Self-Evaluation Report
- Programme Curricula
- Documents and information about students' involvement in local and international activities
- Interview results during the on-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.
 - Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.
-

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

This standard is only applicable to Master's and Doctoral study programmes. Hence, only Programme 2 (Master's Programme in "State Resource Management") will be discussed in the following.

Programme 2 (Master's Programme in "State Resource Management")

Based on the information provided in the self-evaluation document, additional documents and the on-site visit, the Academy has regulatory documents that define the rights and responsibilities of the supervisor and a co-supervisor of the Master's thesis. Within the framework of the Master's Programme in "State Resource Management", the role of the supervisor of the Master's thesis is to advise the student in the research process, more specifically, the role of the supervisor is to:

- advise students on the choice of topic; give recommendations on the preparation of the plan and the bibliography; periodically check the progress of the work on the topic; make notes and recommendations and, if the research is going in the wrong direction, give recommendations on how to correct it;
- evaluate the student's work according to the rules set out in the relevant syllabus; if there is a co-supervisor, the supervisor and the co-supervisor prepare joint recommendations and conclusions and make a joint evaluation; work with students face to face or remotely.

According to the specificity of the programme, the supervisors also act as intermediaries to the relevant state structures and departments and to the persons considering the research topic. As set out in the rules of the academy, a professor can supervise a maximum of 5 students. It is further stated there that a supervisor's duty is to conduct regulatory consultations with the student and, as was confirmed during the on-site visit, students meet with their supervisors on a regular basis. The frequency of consultations depends on the specificity of the research topic.

The Master's Programme in "State Resource Management" requires students to have one publication in a peer-reviewed journal as a prerequisite for the Master's thesis defence, which demonstrates the academy's commitment to fostering students' academic and scientific development. As already discussed with respect to Recommendation 7 for Sub-Standard 1.4, the Expert Panel concludes that this compulsory regulation unnecessarily increases the students' workload while working on the thesis and the procedures for publishing the article in a peer-reviewed journal.

The following table illustrates the number of supervisors, master's students and the resulting ratio for the Master's Programme in "State Resource Management":

Data related to the supervision of master's students Programme 2 (Master's Programme in "State Resource Management", second level)	
Number of master's theses supervisors	9
Number of master's students	20
Ratio - supervisors of master's theses/master's students	0.45

Evidences/Indicators

- Self-Evaluation Report
- Form of the agreement of the supervisor/co-supervisor of master's students and/or the document defining the appointment, replacement, and rights and duties of the supervisor
- Ratio of supervisors and active status graduate students
- Methodology for determining the number of supervisors in the programme
- Interview results during the on-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 3.2 Master's and Doctoral student supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the 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 with relevant competence.
-

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Academic and invited staff shall be selected in accordance with legislation and the internal rules of the academy. The qualifications of the staff are in line with the required competencies, responsibilities and applicable legislation. In addition, the qualifications of academic staff shall be validated by scientific work or practical projects completed within the last five years, demonstrating their expertise in their respective fields. Visiting staff and teachers must have the necessary knowledge, experience and competencies to achieve the learning outcomes of the programme. The lecturers' qualifications are similarly underpinned by their professional experience. Each member of the academic staff keeps abreast of the latest developments in their field by actively participating in research and publishing academic papers.

The academy currently operates a semester-based renewable workload scheme for academic and visiting staff, which includes teaching, hours allocated for student supervision, research and other duties as assigned. The academy ensures that all staff on the programme are affiliated to the institution. This affiliation is seen as a strength and a guarantee of the sustainability of the programme. The Academy regularly verifies these affiliations through relevant databases. The overall workload of academic and visiting staff is structured to support the smooth running of the educational programme, ensuring both sustainability and quality performance of assigned functions. The staff-student ratio is determined according to a methodology based on student enrolment. During the reporting period, the distribution of workload among academic and visiting staff was managed to maintain the sustainability of the programme.

Following legislative changes in 2020, the position of the head of programme (director) has been militarised; previously, the head was a civilian with appropriate qualifications for programme development. The Academy ensures that the programmes have adequate administrative and support

staff, with qualifications and experience appropriate to their roles, to further support the functions of the programme.

Programme 1 (Bachelor's Programme in "Management")

The programme head, referred to as the director, holds the position of Vice-President and has the necessary knowledge and experience to develop the programme, supported by relevant training and practical experience. The Director has been actively involved in evaluating and developing the programme, interacting with students and contributing to various planned events. The tables below show the number of academic and invited staff, their affiliations, sector experience and degrees.

Programme 1 (Bachelor's Programme in "Management")				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	37	30	30	30
- Professor	5	3	3	5
- Associate Professor	25	24	24	25
- Assistant Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	7	3	3	—
Scientific Staff	-	-	-	—

As evidenced by the personal files (CVs) as well as confirmed during the on-site interviews, several persons instruct a wide range of subject areas. Usually, the same person instructs courses within the same domain (e.g., logistics or economics), but not in several different domains at the same time. The reason is that higher education is highly specialised and requires detailed knowledge of theories, methods, concepts, use cases and applications in the respective domains. In addition, academic knowledge evolves rapidly. Hence, the Expert Panel makes the following suggestion:

Suggestion 3: It is suggested that the number of subject areas of courses instructed by the same person is reduced. The teaching workload of a person should be covered in the same or adjacent domains.

Programme 2 (Master's Programme in "State Resource Management")

The programme head, referred to as the head of the direction, has long standing practical experience in the field and possesses the necessary knowledge for the programme development. The tables below show the numbers of academic and invited staff members with affiliations, sectoral experiences and degrees.

Programme 2 (Master's Programme in "State Resource Management")				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	20	12	12	16
- Professor	3	2	2	3
- Associate Professor	13	7	7	13
- Assistant Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	4	3	3	—
Scientific Staff	-	-	-	—

Evidences/Indicators

- CVs of Staff Members
- Self-Evaluation Report
- Interviews conducted during accreditation visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 (Bachelor's Programme in "Management")

Suggestion 3: It is suggested that the number of subject areas of courses instructed by the same person is reduced. The teaching workload of a person should be covered in the same or adjacent domains.

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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.

Programme 1 (Bachelor's Programme in "Management")

Requirements of this component are not applicable to the Bachelor's Programme in "Management".

Programme 2 (Master's Programme in "State Resource Management")

The academic/visiting staff employed at the Academy are distinguished by their in-depth knowledge of the field. The academic supervisor of each Master's student is equipped with the latest knowledge, conducts academic research activities and has knowledge and skills corresponding to the general and/or specific topics of Master's theses. The interviews conducted during the accreditation visit revealed that students are given the opportunity to benefit from the expertise of local or international experts when necessary.

Programme 2 (Master's Programme in "State Resource Management")			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, affiliated academic staff
Number of supervisors of Master's/Doctoral theses	20	12	16
- Professor	3	2	3
- Associate Professor	13	7	13
- Assistant Professor	-	-	-
Invited Staff	4	3	—
Scientific Staff			—

Evidences/Indicators

- CVs
- Self-Evaluation Report
- Interviews conducted during accreditation visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 4.2 Qualification of supervisors of Master's and Doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The academy has adopted a Civilian Personnel Evaluation Handbook, the purpose of which is to outline the Academy's evaluation methods and systems and to regulate the processes involved. This document specifies the evaluation procedures, the rights and responsibilities of those involved, the relationships and the basic principles of the evaluation process. Academic and visiting staff are required to complete a self-evaluation form based on the handbook, which is submitted to the head of the relevant educational unit. The head of the unit, together with the Vice-Rector, evaluates the academic staff on the basis of these submissions. Evaluations of military personnel are conducted in accordance with the "Guidelines for the Evaluation of Military Personnel (Officers and NCOs) of the Ministry of Defence of Georgia". The academy regularly evaluates the personnel involved in the implementation of the programme and analyses the results, using the results of satisfaction surveys. Evaluations include assessments of both teaching and research activities. According to the "Civilian Staff Evaluation Manual", exceptional evaluation results may lead to recognition, such as an appreciation card, and staff may also receive financial rewards.

Staff also participate in international projects, exchange programmes and business trips, exchange experiences with international military educational institutions, attend conferences and engage in various research activities. Interviews conducted during the accreditation visit revealed that the academy is very active in supporting its staff with relevant resources needed to participate in academic/scientific activities.

To facilitate professional development, the Quality Assurance Service has implemented programmes on "effective teaching" and "trainers training", focusing on modern active teaching and evaluation methods in the educational process.

Evidences/Indicators

- Evaluation Manual
- Self-Evaluation Report
- Interviews conducted during the accreditation visit
- Guidelines for the Evaluation of Military Personnel (Officers and NCOs) of the Ministry of Defence of Georgia
- Civilian Staff Evaluation Manual

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The programmes conducted at the National Defence Academy meet NATO standards and are equipped with state-of-the-art infrastructure and technology. The facility includes lecture halls, laboratories, a library, academic staff offices, computer centres, dormitories, a simulation centre, sports and training facilities, a recreation area, a cafeteria and a medical centre. In addition, the Academy has successfully implemented an electronic learning platform. There is also an examination centre, equipped with modern computer technology, where mid-term and final examinations are held.

The library has the right to participate in the project “Electronic Information for Libraries (eIFL)” which involves access to the following electronic resources:

- Cambridge Journals Online
- e-Duke Journals Scholarly Collection
- Edward Elgar Publishing Journals and Development Studies e-books
- Edward Elgar Publishing Journals
- European Respiratory Journal
- IMechE Journals
- Mathematical Sciences Publishers Journals
- Openedition Journals
- Royal Society Journals Collection
- SAGE Journals.

As part of this project collaboration, the academy can publish articles in various international journals at no cost or with a 50% discount. Additionally, the academy regularly receives materials from both the Ministry of Defence of Georgia and partner institutions.

Further, various activities, training and other initiatives are organised based on staff needs and research to support their professional development. Incentive events are also part of the Academy’s operational activities. According to the administration, the academy fully supports the printing of articles authored by students and staff. It has its own printing press and the Ministry of Defence also has a printing press, which streamlines the printing process. Participation in international conferences and seminars is also financially supported. For example, one professor mentioned that he was funded to study at the Krakow Academy, while a visiting lecturer shared that he participated in the Erasmus+ exchange programme in Romania.

Another professor noted that the HEI administration provided infrastructure to support his research on energy and security, and with funding from the Rustaveli Foundation and the HEI, he published a textbook on macroeconomics. Furthermore, HEI administration representatives emphasised that employees are offered comprehensive medical insurance, covering both employees and their family members. Additionally, the Ministry of Defense covers half of the education fees for employees' children.

Finally, since 2010, the university has provided transportation services for staff residing in Tbilisi through a fleet of eight buses, further supporting the wellbeing and convenience of its employees.

Evidences/Indicators

- Self-Evaluation Report
- On-site visit
- Library catalogue

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

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

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Both programmes in the cluster are financially sustainable and have sufficient resources to run smoothly. The academy operates as a legal entity under public law within the Ministry of Defence of Georgia. As outlined in the Georgian Law on the State Budget, the academy is part of the sub-programme “29 02 02 - Military Education” under the ministry, with its primary funding coming from the state budget allocations. In addition to the state budget, funding for the Academy may come from various sources, including:

1. Targeted funds allocated from the relevant budget
2. Income received through grants
3. Income received from the work performed based on the contract
4. Donations
5. Other incomes permitted by law.

The resources available for programme funding are sufficient to meet the needs of the programmes and to provide high quality training for specific contingents. The academy’s budget also includes provisions for the funding of scientific research. This includes, but is not limited to, expenses related to the organisation of scientific conferences, the printing of textbooks for the faculty, the improvement of staff qualifications and the financing of business trips. Additional funding may be provided from the approved budget as required.

Programme 1 (Bachelor’s Programme in “Management”)

Bachelor’s Programme in “Management” is allocated 80,250.00 GEL for personnel costs and additional financial resources for refurbishment of auditoriums and renewal of library resources.

Programme 2 (Master’s Programme in “State Resource Management”)

The total budget of the Master’s Programme in “State Resource Management” is 207,882.00 GEL that covers necessary expenses for the staff remuneration, funds for staff bonus payments, furniture and library resource renewal.

Evidences/Indicators

- Budgets of the programmes

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial stability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The documents presented and the interviews conducted during the visit reveal that issues related to internal quality assurance are coordinated by the Academy's Quality Assurance Service, which is structurally subordinate to the institution's First Deputy Rector. The Quality Assurance Service, a key university management body, has the primary task of improving the quality of teaching and research and promoting integration into the common European educational space.

It should be noted that the heads of the programmes grouped within the cluster, alongside staff from the Quality Assurance Service, participate in the planning of programme quality assessments, the development of assessment tools, and the implementation of these assessments. Relevant procedures, evaluation tools, and mechanisms are described in the university's internal quality assurance concept and programme implementation evaluation procedures. The self-evaluation process, which is based on student studies, graduate focus group reports, employer feedback, and external evaluation of bachelor's and master's programmes, is considered crucial.

The Quality Assurance Service participates in the preparation of self-assessments for university authorisation and accreditation by evaluating educational and research activities, supporting the professional development of academic staff, and making appropriate recommendations. They work in collaboration with academic and administrative staff to identify strengths and weaknesses in relation to the standards and develop recommendations to address identified weaknesses. To ensure these processes, the Quality Assurance Service follows the regulatory provisions governing its activities. The Academy has well-planned procedures for evaluating ongoing processes and follows a continuous improvement cycle based on the "Plan, Implement, Test, Develop" principle.

It is important to note that stakeholder participation in surveys not only provides valuable feedback but also fosters shared responsibility for programme improvement. The evaluation of educational programmes is a regular process, utilising both direct and indirect methods, as well as quantitative and qualitative data. This was confirmed by the documents presented and the information shared in interviews. Additionally, interviews revealed that surveys of stakeholders—such as students, staff, and employers—are conducted to assess satisfaction with service quality, the material and

technical base, and library resources. The questionnaires are periodically updated, and both recommended and field-specific questionnaires are employed in the survey process.

Interviews also indicated that various types of surveys are conducted, including those involving students, graduates, and the employer, along with analyses of the questionnaires. The collegial evaluation system is actively in place and plays a significant role in the developmental evaluation of the educational programmes. During interviews with professors, it was revealed that colleagues, programme heads, and representatives of the Quality Assurance Service regularly attend their lectures as part of a collegial observation framework. These visits are approved by the academic council, and a schedule is set. As noted by quality representatives, “we all attend according to the schedule. Attendance is ongoing this semester as well, and if any weaknesses are identified with a lecturer, attendance becomes more frequent. The lecturer is then provided with recommendations and offered training if needed. For example, one lecturer was recommended for training in teaching methods after it was observed that their methods were too monotonous, and they have since undergone that training.”

Additionally, it was mentioned that “staff are required to be present at the Academy during administrative hours, and during this time, they attend other lecturers’ sessions as part of the collegial attendance framework.” It should also be noted that there is a focus on quality assurance in relation to military affairs. As one responsible lieutenant colonel stated, “I supervise the academic progress of graduates in this field.”

The internationalisation component at the HEI includes a wide range of activities. According to quality representatives, “effective cooperation with NATO began in 2011, and 200 activities are planned on an international scale this year alone.” The evaluation of academic staff is also actively pursued. According to the academic staff, “we have an annual report form that we fill out for the academic year, which includes various activities, both scientific and other. We have individual workload plans, and at the end of the semester, we submit a report. We are required to complete 400 points, with different activities contributing to this total.”

As noted by representatives of the Quality Assurance Service, the collected data is then processed by the service, and proposals are sent to staff, highlighting areas for improvement. Based on identified needs, activities are planned individually with academic staff. The scientific and practical hours to be completed by staff are outlined in their signed contracts. The Quality Assurance Service regularly consults with academic, scientific, visiting, administrative, and support staff on matters related to internal and external quality assurance, authorisation, and accreditation.

Students are systematically surveyed regarding the organisation of the educational process and its evaluation. It is also worth noting the active cooperation between programme heads, programme personnel, and the Quality Assurance Service. They are actively involved in various types of meetings organised by the Quality Assurance Service, covering topics such as the smooth operation of the educational-scientific process, programme development, and syllabus preparation. Based on feedback, individual courses are continuously modified, and various consulting and training formats are utilised.

When introducing new regulations or updating internal policies, it is important to reflect the information gathered from assessment tools and regulations in the programme. Thus, the internal

quality mechanism follows a cycle of planning, implementation, evaluation, and development, all aimed at improving the quality of the educational programme. In summary, the internal quality assessment mechanisms employed by the educational programmes in the cluster are sound and effective.

During the meetings, it became clear from the interviews that both undergraduate and graduate academic staff and invited faculty are familiar with the quality assurance mechanisms and consider their use effective for programme improvement and personal development. Deficiencies identified by the internal quality mechanisms are actively discussed by the self-assessment working group, leading to valuable recommendations and appropriate changes based on these insights. In interviews, it was noted that the results of staff evaluations are taken into account in the programme development process, which increases the responsibility of professors and contributes to enhancing the quality of the educational process.

Stakeholders were involved in the preparation of the educational programme and the self-assessment report for accreditation, working closely with the self-assessment group. During the interview with the self-evaluation group, it was revealed that the programme structure was modified based on recommendations received during the pre-accreditation process. It is evident that the focus of the Quality Assurance Service's activities is on students, aiming to improve the quality of teaching and research.

The high quality of teaching resources and services is properly ensured at the Academy, alongside the internationalisation of teaching and research, periodic and effective monitoring, evaluation, and timely responses. The educational programmes in the presented cluster use internal quality assessment mechanisms in accordance with the institution's quality policy. These mechanisms are based on principles of quality planning, evaluation, monitoring, and continuous improvement. A review of the documents and the results of the interviews show that the internal quality assurance mechanisms in the cluster include rules for developing, evaluating, and enhancing educational programmes, assessing the performance of scientific personnel, monitoring students' academic progress, studying graduate employment, and analysing employer needs and labour market trends. These tools are aimed at evaluating and improving educational programmes, the educational process, and the development of academic staff.

It is also important to note that monitoring the learning process, developing, evaluating, and improving educational programmes, assessing and enhancing staff activities, learning resources, services, and the internationalisation of teaching and research are all directed towards internal quality assurance. This process includes producing periodic studies and developing recommendations. During the interview with the self-evaluation group, it was revealed that in the pre-accreditation period, the work was well-coordinated and active. The relationship between the learning outcomes of educational courses and achievement activities was reviewed, and some gaps in the evaluation criteria were addressed.

The Quality Assurance Service is dedicated to improving the quality of the educational process. It develops the necessary tools and methods for evaluating this process, plans the frequency of evaluations, conducts assessments, and provides recommendations based on the data collected to improve the quality of education. Programme heads in the cluster, along with personnel involved in

the programme, cooperate with the Quality Assurance Service and participate in meetings organised by the service. These meetings include training sessions related to the educational-scientific process, programme and syllabus evaluation, and meetings focused on introducing new regulations or updating internal ones.

When making decisions related to the programme, academic and guest staff take into account the results of quality assessments, as they are well-informed and make use of survey results. The Quality Assurance Service systematically conducts surveys of students, graduates, and employers, and the results of these surveys are considered to improve the programme's learning outcomes, update the programme, and better plan the work of professors.

Evidences/Indicators

- Regulation of the Quality Assurance Service
- Activity rules for programme managers
- External quality assessment results
- Minutes of meetings
- Developmental peer evaluation
- Results of external quality assessment
- Student and alumni research reports
- Employer focus group reports
- Evaluations by external experts
- Analysis of internal and external evaluation of the programme
- University structure
- On-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 5.1 Internal quality evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

Programme utilizes the results of external quality assurance on a regular basis.

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

It is clearly evident from the presented documentation and interviews that during the preparation of the programmes in the cluster, the results of the external evaluations mandated by Georgian legislation (accreditation, monitoring, authorisation) were fully considered for the purposes of external quality assurance. All relevant information regarding the conduct of external evaluations and potential legal implications was shared with stakeholders.

It is worth noting that, for the external evaluation of the educational programmes in the cluster, a survey of employer opinions was planned and conducted by the Scientific Research Centre of the Ukrainian Academy of Sciences, in collaboration with the programme's working groups. According to quality representatives, to obtain feedback on the programmes, the educational programmes within the cluster were sent in advance to employers and external experts. Written feedback from these external evaluators was subsequently received.

Programme 1 (Bachelor's Programme in "Management")

According to the representatives of the Quality Assurance Service, the previous group of accreditation experts had received documents from the NCEQE regarding the Bachelor's Programme in "Management" at the Academy. These documents had been submitted in accordance with established procedures. This expert group of the prior external quality evaluation assessed the documentation provided by the HEI for compliance with accreditation standards as part of the three-year accreditation report. To determine compliance with accreditation standards, both the 1st and 2nd standards were fully reviewed for Programme 1.

Based on the current documentation and interviews, it is clear that the recommendations and advice given by the previous accreditation experts have been fully adopted. For instance, mandatory courses such as "Risk Management" and "Self-Management and Time Management" have been added to the programme structure. Additionally, counselling services have been introduced, and a practical component in the form of professional practice has been included in Programme 1. As a result, students now have the opportunity to intern in civil sector organisations, depending on their interests.

The employers noted that the practical component in this bachelor's programme has been strengthened, which aligns with their advice. It is important to mention that during the programme's development, the following similar programmes from both national and international universities were reviewed:

1. Ivane Javakhishvili Tbilisi State University: Bachelor's Programme in "Business Administration", module "Management"
2. Gori State University: Bachelor's Programme in "Business Organisation and Management"
3. National University of Georgia, Bachelor's Programme in "Management"
4. Warsaw School of Economics (SGH): Bachelor's Programme in "Management"

According to representatives of the Quality Assurance Service, “the programmes of Ivane Javakhishvili Tbilisi State University, National University of Georgia, and SGH Warsaw School of Economics share common courses, particularly in functional areas of management and economics.” Additionally, they noted that the goal of the Bachelor’s Programme in “Management” is aligned with that of the SGH Warsaw School of Economics. Both programmes provide a solid foundation of theoretical and practical knowledge in management and related disciplines. There is also alignment in the research components, as both programmes include a course on research methodology.

Programme 2 (Master’s Programme in “State Resource Management”)

The presented programme has been previously evaluated by external experts as well. According to the conclusion of one of the external evaluation experts—a representative of the Defence Education Improvement Program (DEEP)—“the programme presents an approach that emphasises the development of national security and strategy, which is achieved by the inclusion of subjects such as economics, planning, programming, budgeting, and supply chain management, all of which are critical in the 21st century for training professional personnel in the security sector of Georgia’s national resources.”

According to the assessment of representatives from the Strategic Centre of Georgia, the programme is very important in terms of the national and regional security of Georgia, and the practical component has been strengthened to ensure the training of competitive specialists. As this group notes, “a comparative analysis of the educational programmes of various local, international military, and civilian higher education institutions revealed that the HEI actively cooperates with the Eisenhower School of State Security and Resource Strategy of the U.S. National Defense University. As a result of this cooperation, the ‘State Resource Management’ programme incorporates the advice of Eisenhower School experts and representatives of the professional employment field in Georgia, as well as the best practices of various leading universities.”

Graduates’ advice is also taken into account. According to one graduate employed in the border police, his master’s thesis helped him gain valuable experience in the field. Another graduate highlights that state-level strategic thinking is one of the key features of the programme, making it highly valuable. According to the employer, the presented programme is crucial. The Ministry of Defence regularly supports the programme’s graduates. Additionally, “by order of the Ministry of Defence, we participate in the development of the presented programmes”, stated an employer representative. He further explained that “NATO representatives assist in the implementation of NATO standards. Representatives from different countries support this process, and students and graduates are sent to various countries to strengthen different components of defence and security.”

The analysis of the documents, interviews, and comparisons with other universities highlighted the convergence of study courses, programme goals, and results with those of the Caucasus School of State Management. Additionally, the programme aligns with similar programmes at institutions such as Sulkhan-Saba Orbelian University of Georgia, Ivane Javakhishvili Tbilisi State University, and the University of Georgia. These programmes, like the one presented, share common

courses in public administration and management and place an emphasis on practical components to equip students with essential skills for careers in national defence and security.

Evidences/Indicators

- Reports of focus groups of potential employers
- Evaluations by external experts of the programmes
- Minutes of meeting of working groups
- Conclusions of accreditation experts/protocol of the council
- Analysis of internal and external evaluation of the programme
- Analogy documents
- On-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 5.2 External quality evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Management", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the interviews and analysis of the presented documentation, it is evident that a central role in the development of the programmes within the cluster is given to the periodic internal self-evaluation of the educational programmes at the Academy. This process is closely linked to the preparation of the internal self-evaluation report for the programmes, aimed at identifying strengths and areas for improvement based on evaluations of the programmes implemented at the university. The data gathered is then used to plan targeted interventions for further enhancement. Regular studies include the analysis of students' academic performance, semester surveys of students related to courses, alumni surveys, and evaluations of visiting and academic staff based on student feedback.

According to the Quality Assurance Service representatives, the ongoing monitoring of programme target outcomes and constant evaluation of students' academic performance, processed on a semesterly basis, play a significant role in improving the programme. Employer assessments and evaluations by external experts are also regularly conducted, ensuring a well-rounded approach to quality improvement. Representatives of the Quality Assurance Service report that efforts to improve evaluation mechanisms, develop additional tools, and build capacity within the quality assurance system are continuously carried out throughout the programme's implementation.

Evidences/Indicators

- Regulation of the Quality Assurance Service
- Procedure for analysis, planning, development, implementation, evaluation, and approval of academic educational programmes
- Method of evaluating the implementation of the educational programme
- On-site visit

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes: None.

Evaluation

Component 5.3 Programme monitoring and periodic review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Programme in "Management", first level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Programme in "State Resource Manage- ment", second level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Bachelor's Programme in "Management", first level)	Substantially complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements
Programme 2 (Master's Programme in "State Resource Management", second level)	Substantially complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements

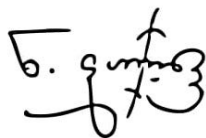
Signatures

Chair of Accreditation Experts Panel



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