



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor's degree programme “Early Childhood, Development and Education”

Integrated Bachelor's and Master's Degree Teacher Training Program “Primary
Teacher Education (with optional modules in Social Sciences and Special Education)”

Master's degree program “Educational Administration”

Doctoral educational program "Educational Science"

Teacher training educational programs:

Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics,
Natural Sciences - Grades I-IV);

Educational program for training primary and secondary school teachers (Georgian language and literature,
mathematics, history, geography, civics, biology, physics);

Educational program for training primary, basic and secondary school teachers (English language, German
language, Russian language, Georgian as a second language, fine and applied arts, music, computer
technologies);

Special Education Teacher Training Program.

LEPL - Ilia State University

Evaluation Date(s)
April 22-25, 2025

Report Submission Date
July 11, 2025

Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Ilia State University - Legal entity under public law
Identification Code of Institution	204861970
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Peter Van Petegem, University of Antwerp, Belgium
Member (Name, Surname, HEI/Organization, Country)	Marine Gognelashvili, LEPL Ivane Javakhishvili Tbilisi State University, Georgia
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Member (Name, Surname, HEI/Organization, Country)	Ilia Botsvadze, European University, Georgia
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7	Programme 8
Name of the educational programme	Early Childhood, Development and Education	Primary Teacher Education (with optional modules of social sciences and special education teaching)	Educational Administration	Educational Science	Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences - I-IV Grades)	Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics)	Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies)	Special Teacher Training Educational Program
Level of higher education	Bachelor's Studies	Integrated Bachelor and Master	Master's Studies	Doctoral Studies	Certificate	Certificate	Certificate	Certificate
Qualification to be awarded	Bachelor of Preschool Education	MA in Education (Primary School (I-VI grades) with	Master of Education Administration	Doctor of Educational Science / PHD of				

		the right to teach Georgian Language and Literature, Mathematics and Natural Sciences)		Educational Science				
Name and code of the detailed field	0112 Preschool teacher training	0114 Teacher training with subject specialization	0188 Interdisciplinary – includes education	0111 Educational science				
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	–	Primary school teacher of Georgian language and literature, mathematics, natural sciences and social sciences, grades I-VI Primary school teacher of Georgian language and literature, mathematics and natural sciences,	–	–	Primary school teacher of Georgian language and literature, mathematics, natural sciences, grades I-IV	English language teacher for primary-basic-secondary levels German language teacher for elementary-basic-intermediate levels Russian language teacher for primary-basic-secondary levels	Georgian language and literature at the basic-secondary level Elementary-Secondary Mathematics Teacher Elementary and secondary history teacher Elementary-Secondary Geography Teacher Elementary-Secondary Biology Teacher	Special teacher

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

		grades I-VI, and special teacher				Teacher of Georgian as a second/foreign language at primary-basic- secondary level Elementary- Basic- Secondary Music Teacher Fine and Applied Arts Teacher, Primary- Basic- Secondary Level Computer Technology Teacher for Elementary- Basic- Secondary Levels	Secondary Physics Teacher	
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240 ECTS	300 ECTS	120 ECTS	60 ECTS	60 ECTS	60 ECTS	60 ECTS	60 ECTS
Programme Status (Accredited/Non- accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited	Accredited	New	New	Accredited	New	New	New

II. Accreditation Report Executive Summary

• General Information on the Cluster of Education Programmes²

The programs grouped in the cluster are united under the detailed field of Educational Science.

Of the eight educational programs included in the cluster, 3 are in the reaccreditation process:

1. "Early Childhood, Development and Education" (Accreditation Council Decision MES 6 24 0000719125, 21/06/2024);
2. The integrated bachelor's and master's degree educational program "Primary Level Teacher Education (I-VI Grades)" (Accreditation Council Decision N94, 03.08.2018);
3. "Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades)" (Accreditation Council Decision N361578, 04.05.2020);

Of the eight educational programs included in the cluster, 5 are new and in the accreditation process:

1. Master's program: "Educational Administration";
2. Doctoral program: "Educational Science";
3. "Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics)";
4. "Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies)";
5. "Special teacher training educational program".

The higher education institution has presented an analysis of the results of internal and external quality assessment of the educational programs consolidated in the cluster.

The bachelor's educational program "Early Childhood, Development and Education" was granted accreditation on June 21, 2024 (MES 6240000719125). The program is presented for reaccreditation, having taken into consideration the recommendations from external evaluation (accreditation experts). The program has been positively evaluated by Nino Labartkava (expert, Associate Professor, Ivane Javakhishvili Tbilisi State University, Faculty of Psychology and Educational Sciences, Associate Professor; Manager of Preschool Education and Development Subprogram, LEPL National Center for Teacher Professional Development), with no recommendations/suggestions expressed.

Ilia University has many years of experience in implementing 60-credit teacher training educational programs.

Currently, 4 programs are being implemented:

² When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

1. "Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences - I-IV Grades)" accredited on May 4, 2020 (Decision N 361578) - presented for reaccreditation among the programs grouped in the cluster.
2. The Teacher Training Educational Program accredited on March 17, 2016 (Decision 6) with the following subject directions: Georgian Language and Literature, Mathematics, History, Civics Education, Geography, Biology, Physics, English Language, German Language, Russian Language, Georgian as a Second/Foreign Language - presented in the form of a new educational program among the programs grouped in the cluster.
3. "Primary, Lower and Upper Secondary School Teacher Training Educational Program (Music)" accredited on May 22, 2022 (Decision N 408238) - presented in the form of a new educational program among the programs grouped in the cluster.
4. "Primary, Lower and Upper Secondary School Teacher Training Educational Program (Fine and Applied Arts)" accredited on May 22, 2022 (Decision N 408238) - presented in the form of a new educational program among the programs grouped in the cluster.

The main classification criterion for grouping subject directions in the 60-credit teacher training educational programs was determined according to the teaching subject level(s) in the National Curriculum, and two independent new programs were created:

1. "Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics)";
2. "Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies)".

The higher education institution has presented justification for submitting teacher training educational programs as new programs for accreditation.

The "Special Teacher Training Educational Program" is a newly created program. However, it should be noted that the higher education institution has experience in implementing both training programs and a master's program for special teachers based at the Child Development Institute.

The teacher training educational programs have been positively evaluated by Maia Zibzibadze (Head of Expert-Consultants Group, Education E-House Subprogram, LEPL National Center for Teacher Professional Development), with no recommendations/suggestions expressed.

The higher education institution has submitted the self-assessment report for the 60-credit teacher training educational programs for the 2023-2024 academic year.

- **Overview of the Accreditation Site Visit**

The accreditation visit took place from April, 22-April, 25. Meetings were held with different stakeholders related to the programs of the cluster of programs under study, such as the University Administration, the Self-Assessment group, the Heads of the Programmes, Academic Staff, Invited Staff, Students, Employers, and Quality Assurance Services.

During the site visit, the expert panel had access to the premises, including offices, lecture rooms, computer resource centers, the library, and research laboratories.

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

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Standard 1: **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 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Standard 1: **Complies with requirements**

Standard 2: **Substantially complies with requirements**

Standard 3: **Complies with requirements**

Standard 4: **Complies with requirements**

Standard 5: **Complies with requirements**

Programme 3 - Educational Administration, Master's Studies

Standard 1: **Complies with requirements**

Standard 2: **Substantially complies with requirements**

Standard 3: **Complies with requirements**

Standard 4: **Complies with requirements**

Standard 5: **Complies with requirements**

Programme 4 - Educational Science, Doctoral Studies

Standard 1: **Substantially complies with requirements**

Standard 2: **Substantially complies with requirements**

Standard 3: **Complies with requirements**

Standard 4: **Complies with requirements**

Standard 5: **Complies with requirements**

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Standard 1: **Substantially complies the requirements**

Standard 2: **Complies with requirements**

Standard 3: **Complies with requirements**

Standard 4: **Complies with requirements**

Standard 5: **Complies with requirements**

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Standard 1: **Substantially complies the requirements**

Standard 2: **Complies with requirements**

Standard 3: **Complies with requirements**

Standard 4: **Complies with requirements**

Standard 5: **Complies with requirements**

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Standard 1: **Substantially complies the requirements**

Standard 2: **Complies with requirements**

Standard 3: **Complies with requirements**

Standard 4: **Complies with requirements**

Standard 5: **Complies with requirements**

Programme 8 - Special Teacher Training Educational Program, Certificate

Standard 1: **Complies with requirements**

Standard 2: **Complies with requirements**

Standard 3: **Complies with requirements**

Standard 4: **Complies with requirements**

Standard 5: **Complies with requirements**

- **Recommendations**

1.2 Programme Learning Outcomes

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

- It is recommended that the program implement an individual research component to ensure each student demonstrates personal mastery of research methodology, data analysis, and independent scholarly writing skills required for the research learning outcome.

Programme 3 - Educational Administration, Master's Studies

- It is recommended that the program implement an individual research component to ensure each student demonstrates personal mastery of research methodology, data analysis, and independent scholarly writing skills required for the research learning outcome.

1.3. Evaluation Mechanism of the Programme Learning Outcomes

Programme 4 - Educational Science, Doctoral Studies

- It is recommended to review and update the curriculum map to ensure that program learning outcomes are fully aligned with and achieved through the core curriculum. To ensure comprehensive evaluation and alignment with Learning Outcome 3, a multi-faceted assessment

approach should be implemented. This could include, for example, scientific writing for different audiences, oral presentations at conferences, and public engagement activities.

1.4 Structure and Content of Educational Programme

Programme 4 - Educational Science, Doctoral Studies

- To ensure well-rounded scholarly development regardless of educational background, it is recommended to establish a minimum credit requirement from the elective block's foundational courses in educational theory, development, policy, and teaching

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

- It is recommended to detail the issues related to the program portfolio defense process.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

- It is recommended to detail the issues related to the program portfolio defense process.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

- It is recommended to detail the issues related to the program portfolio defense process.

1.5 Academic Course/Subject

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

- It is recommended to ensure systematic integration of concept-based pedagogy, safe school protocols, SOLO taxonomy, EU key competencies, democratic cultural competencies, sustainable development goals, and children's rights across compulsory courses in pedagogical modules, subject-specific modules, or school practicum blocks.

-

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

- It is recommended to ensure systematic integration of concept-based pedagogy, safe school protocols, SOLO taxonomy, EU key competencies, democratic cultural competencies, sustainable

development goals, and children's rights across compulsory courses in pedagogical modules, subject-specific modules, or school practicum blocks.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

- It is recommended to ensure systematic integration of concept-based pedagogy, safe school protocols, SOLO taxonomy, EU key competencies, democratic cultural competencies, sustainable development goals, and children's rights across compulsory courses in pedagogical modules, subject-specific modules, or school practicum blocks.

2.1. Programme Admission Preconditions

Programme 4 - Educational Science, Doctoral Studies

- It is recommended that more targeted educational background requirements be established to strengthen the logical connection between admission preconditions and program content while better preparing students for success in their doctoral studies.

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

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

- Reconsider the dominant use of action research as research approach to educate research skills to ensure that students get acquainted with the full spectrum of research approaches and methodologies.

Programme 3 - Educational Administration, Master's Studies

- Reconsider the dominant use of action research as research approach to educate research skills to ensure that students get acquainted with the full spectrum of research approaches and methodologies.

Programme 4 - Educational Science, Doctoral Studies

- Reconsider the balance between the compulsory and elective part of the doctoral training programme to guarantee that the doctoral students get acquainted with the wide spectrum of research methods.

2.4. Student Evaluation

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

- Transition from team-based assessment of master theses to individual assessment methods or implement mechanisms that ensure each student's grade accurately reflects their personal contribution and effort at all stages of master thesis completion, thereby preserving the fairness, validity, and reliability of academic evaluation.

Programme 3 - Educational Administration, Master's Studies

- Transition from team-based assessment of master theses to individual assessment methods or implement mechanisms that ensure each student's grade accurately reflects their personal contribution and effort at all stages of Master thesis completion, thereby preserving the fairness, validity, and reliability of academic evaluation.

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

- Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardise portfolio supervision and grading.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

- Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardize portfolio supervision and grading.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

- Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardise portfolio supervision and grading.

Programme 8 - Special Teacher Training Educational Program, Certificate

- Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardise portfolio supervision and grading.

3.2. Master's and Doctoral Student Supervision

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

- It is recommended for students to work on their master's theses individually, so that the role of each master's student in the process of writing a master's thesis is clear.

Programme 3 - Educational Administration, Master's Studies

- It is recommended for students to work on their master's theses individually, so that the role of each master's student in the process of writing a master's thesis is clear.
- **Suggestions for the Programme Development**

1.1. Programme Objectives

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

- It is advisable to reformulate the statement in the objectives of the 60-credit teacher training educational programs - "who possesses the appropriate competencies for successful professional activity and can meet the modern requirements for teachers" - in such a manner that allows for the assessment of its achievability.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

- It is advisable to reformulate the statement in the objectives of the 60-credit teacher training educational programs - "who possesses the appropriate competencies for successful professional activity and can meet the modern requirements for teachers" - in such a manner that allows for the assessment of its achievability.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

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1.2 Programme Learning Outcomes

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

- It is suggested that the content of the first learning outcome of the teacher training educational programs be expanded to include, along with the essential theories of development and education of person, a critical understanding of the general foundations of pedagogy, specifically the basic concepts - education, upbringing and teaching.
- It is suggested that the learning outcomes of the teacher training educational programs additionally include competence in upholding professional ethics and academic integrity, essential values and attitudes for the teaching profession.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

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- It is suggested that the learning outcomes of the teacher training educational programs additionally include competence in upholding professional ethics and academic integrity, essential values and attitudes for the teaching profession.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate;

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- It is suggested that the learning outcomes of the teacher training educational programs additionally include competence in upholding professional ethics and academic integrity, essential values and attitudes for the teaching profession.

1.3. Evaluation Mechanism of the Programme Learning Outcomes

Cluster

- It is desirable that programmes should define possible margins of deviation from target, define response mechanisms in case of non-achievement of the target marks; establish if necessary indirect evaluation methods with clear and coherent mechanism;
- It is desirable that programme implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes.

Programme 4 - Educational Science, Doctoral Studies

- To reflect the advanced expectations of a doctoral program, it is suggested that the benchmark be raised to require at least 70% of Ph.D. students to achieve cum laude or higher at their dissertation defense. This enhancement would ensure that program maintains high academic standards and more accurately evaluates doctoral-level competencies.

1.4 Structure and Content of Educational Programme

1.5 Academic Course/Subject

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

- It is suggested that program leaders take a holistic approach when reviewing contact hours in relation to subject teaching blocks.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

- It is suggested that program leaders take a holistic approach when reviewing contact hours in relation to subject teaching blocks.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

- It is suggested that program leaders take a holistic approach when reviewing contact hours in relation to subject teaching blocks.

2.1. Programme Admission Preconditions

Programme 3 - Educational Administration, Master's Studies

- It is suggested to revise the assessment rubric scoring range from 0-3 to 1-3 points to provide more meaningful differentiation between candidate performance levels.

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

Programme 4 - Educational Science, Doctoral Studies

- In line with the recommendation in component 2.1, more targeted educational background requirements would better support the development of advanced research and transferable skills required at doctoral level.

2.4. Student Evaluation

Cluster:

- Develop explicit, detailed policies regarding generative AI use in academic contexts, particularly for assessments. These should address what constitutes acceptable use, citation requirements, and consequences of policy violations.
- Create resources that help students understand how to ethically use AI tools in their academic work.
- Implement mandatory academic integrity training programs or/and active informational meetings on research ethics, academic writing standards, and plagiarism prevention that requires all students to attend.

Programme 3 - Educational Administration, Master's Studies

- Identify program components best suited for full digital transformation, while carefully considering credit limitations prescribed by law, ensuring all digital implementations remain compliant with established academic and regulatory requirements.

Programme 4 - Educational Science, Doctoral Studies

- Identify program components best suited for full digital transformation, while carefully considering credit limitations prescribed by law, ensuring all digital implementations remain compliant with established academic and regulatory requirements.

Cluster:

5.2. External Quality Evaluation

- It is desirable for the program to use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching.

- **Brief Overview of the Best Practices (if applicable)³**

The programs in this cluster deserve high appreciation for their strong emphasis on nexus research-education through the integration of research with teaching, aligning with the Humboldtian ideal. By embedding current research findings into coursework, the programs ensure that academic learning remains both evidence-informed, scientifically and socially relevant. This approach not only enhances students' academic development but also deepens their understanding of how research insights can be applied to address nowadays real-world challenges. The programs' commitment to societal responsibility is also commendable, given its focus on community engagement and the strive for impact on education. By striving to create value for contemporary society and supporting a wide range of stakeholders (including pupils, teachers, schools, educational and other organizations, and the wider community), these programs exemplify the transformative potential of higher education in advancing both knowledge and social good.

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

The expert group doesn't share the university's argumentative position, and the report remains unchanged.

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

³ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

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

⁴ **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

⁵ **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

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 and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
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.

Cluster and individual evaluation

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

The cluster of education programs at Ilia State University demonstrates clear alignment with the institution's mission of knowledge creation, transfer, and application for societal advancement. The programs contribute significantly to field development through research initiatives that enhance educational organizations' research capacity and support evidence-based organizational change. The school practice model exemplifies effective university-school collaboration, addressing both student skill acquisition and teacher professional development. The Natural Sciences Education Research Center (SALiS) facilitates technology transfer and methodological innovation for teachers and students. Program goals align with the Faculty of Business, Technology and Education strategy of preparing competitive professionals equipped for the changing environment. The School of Education's mission synchronizes research, teaching, and practice in professional preparation. The programs feature differentiated focuses: bachelor's programs emphasize broad knowledge and transferable skills; master's programs concentrate on specialization and research capabilities; 60-credit teacher training programs develop pedagogical competencies; and doctoral programs prioritize knowledge creation and research implementation. Quality assurance mechanisms include employer requirement analysis and sectoral evaluations through focus groups with potential employers and practitioner involvement. Program modifications responded to identified challenges in knowledge transfer and research competency development. Internationalization efforts include benchmarking against global best practices and external expert evaluation. Program information is publicly accessible via the university website, ensuring transparency.

The teacher education programs grouped in this cluster — covering early childhood, primary, lower/upper secondary, special, and subject-specific education — demonstrate a unified approach in aligning with the

national field-specific characteristics of higher education in teacher education and the professional standards for (senior) teachers, including those for special education. Each program articulates its aims and learning outcomes clearly and focuses on preparing professionals with relevant pedagogical, methodological, and transferable competencies.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

The bachelor's program "Early Childhood, Development and Education" prioritizes the comprehensive acquisition of disciplinary knowledge and the cultivation of applied and transferable competencies, which are essential for developing professionally competitive graduates capable of successful labor market integration and facilitating academic progression to subsequent educational levels.

The goal of the program is to prepare a competitive, reflective, and creative specialist in preschool education who will:

- Be capable of supporting the holistic development and well-being of the child by applying child-centered approaches in practice.
- Possess a systemic view of early childhood education, enabling them to understand the specificity, diversity, and mutual influence of different systems.
- Master strategies promoting autonomy, curiosity, self-expression, and tolerance in oneself and others, as the main characteristics of professional activity in early education.
- Be able to address challenges in professional practice and make and/or implement evidence-based recommendations for successful practice.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

The program objectives are clearly defined, focusing on preparing competitive teachers with up-to-date knowledge and skills in primary education. The program's goal to prepare competitive primary school teachers with up-to-date knowledge and skills represents concrete, attainable objectives that are appropriately scoped for the field. The four main competency areas (subject and professional competence, student-centered learning, positive learning environment, and evidence-based decision making) provide clear direction for curriculum development and assessment.

The program objectives appropriately address the requirements of primary education by focusing on specific subject areas (Georgian language and literature, mathematics, natural sciences (grades I-VI), and social sciences (grades I-VI) or special education). This specialization reflects the distinct nature of teaching at the primary level and acknowledges the importance of subject-specific expertise. The program clearly articulates desired knowledge, skills and competences including: subject and professional competence in teaching; ability to plan, conduct, and evaluate student-centered learning; skills to create a positive learning environment; data and evidence-based decision-making abilities; transferable skills (oral and written communication, quantitative reasoning, critical thinking, teamwork, and problem-solving). These competencies comprehensively cover both the specialized knowledge required for primary education and

broader professional capabilities essential for effective teaching. By preparing teachers who can implement student-centered approaches and make evidence-based decisions, the program objectives contribute to advancing primary education quality. However, the collaborative nature of master's thesis work (2-3 students per thesis) presents an area for enhancement, as it may limit individual research skill development and assessment of personal research competencies (See the recommendation in 1.2).

The program's focus on competitive, up-to-date knowledge and evidence-based practice aligns with the mission, objectives, and strategy of the university. The emphasis on both subject-specific expertise (Georgian language and literature, mathematics, natural sciences, social sciences) and special education provides graduates with versatile skills that address various employment needs within the education sector. The inclusion of English communication skills indicates an international orientation, preparing graduates to engage with global research and practice in education. The evidence-based approach also suggests alignment with international best practices in teacher preparation.

The objectives are publicly available, ensuring transparency for prospective students, employers, and other stakeholders in the education system. As confirmed in the interview, the objectives were shared by the stakeholders.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

The program objectives are clearly defined, realistic, and achievable, focusing on preparing competitive professionals in general or higher education administration. The program's goal to prepare competitive professionals in education administration represents concrete, attainable objectives that are appropriately scoped for a master level program. The objectives focus on three main competency areas: research-based management, leadership with ethical principles, and independent professional development. Focusing on both general and higher education contexts, the program objectives reflect the specialized nature of educational leadership and management. The program objectives clearly articulate desired knowledge, skills, and competencies, including: management of educational processes based on research results, leadership competencies specific to the education sector, professional and academic ethical principles, and independent professional development capabilities. These competencies comprehensively cover both specialized knowledge in educational administration and advanced professional capabilities expected at the master's level. By preparing administrators who can transform educational processes based on research, the program contributes to evidence-based improvement in educational institutions. However, the collaborative nature of master's thesis work (2-3 students per thesis) presents an area for enhancement, as it may limit individual research skill development and assessment of personal research competencies (See the recommendation in 1.2).

The program's focus on competitive professionals, research-based practice, and ethical leadership aligns with the mission, objectives, and strategy of the university. The focus on preparing competitive professionals in both general and higher education administration indicates attention to various employment sectors. While not explicitly mentioned, the research-based approach to education administration suggests alignment with international best practices in the field. The objectives are publicly available, ensuring transparency for prospective students, employers, and other stakeholders in the education system. As confirmed in the interview, the objectives were shared by the stakeholders.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

The PhD program in Educational Science aims to prepare competitive researchers and scholars capable of conducting innovative research in educational science and contributing to the international scientific community. The emphasis on sharing research results in the international scientific space demonstrates clear consideration of internationalization requirements and contribution to field development. The program's dual focus on academic excellence and practical application in various organizational contexts (private, state, and non-governmental) shows alignment with labor market demands and reflects a comprehensive understanding of career pathways for educational science graduates. However, structural flexibility in the curriculum presents challenges that may compromise the program's ability to ensure comprehensive scholarly development across all graduates. The program's flexibility, while advantageous in some respects, presents significant challenges to achieving its comprehensive aims. With 36 out of 60 ECTS available as free credits, students have substantial autonomy in shaping their academic trajectory. This structure raises concerns about whether all graduates will develop the well-rounded scholarly foundation necessary for competitive research in educational science (See the recommendation in 1.4). The objectives are publicly available, ensuring transparency for prospective students, employers, and other stakeholders in the education system. As confirmed in the interview, the objectives were shared by the stakeholders.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

The program aims to prepare primary school (grades I-IV) teachers of Georgian language and literature, mathematics, and natural sciences who possess appropriate competencies for successful professional activity and can effectively respond to modern requirements for teachers, enabling them to:

- create a positive learning environment;
- design, conduct, and evaluate a student-centered learning process;
- engage in self-evaluation through reflection, devise and plan relevant professional development activities, and enhance the learning process.

In addition, the program aims to cultivate transferable skills essential to teachers, including effective oral and written communication, analytical, critical, and creative thinking, effective teamwork and team-building skills, and the ability to identify a problem and resolve it independently and effectively.

The program aims and learning outcomes are consistent with the field characteristics of higher education in teacher education and with the requirements set forth by the professional standards established for senior teachers.

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

The program aims to prepare lower and upper secondary school teachers of respective subject areas, who possess appropriate competencies for successful professional activity and can effectively respond to modern requirements for teachers, enabling them to:

- create a positive learning environment;
- plan, conduct, and evaluate a student-centered learning process;
- engage in reflection-based self-evaluation, devise and plan relevant professional development activities, and enhance the learning process.

In addition, the program aims to cultivate transferable skills essential to teachers, including effective oral and written communication, analytical, critical, and creative thinking, effective teamwork and team-building skills, and the ability to identify a problem and resolve it independently and effectively.

The program aims and learning outcomes are consistent with the field characteristics of higher education in teacher education and align with the requirements set forth by the professional standards established for senior teachers.

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

The program aims to prepare primary, lower, and upper secondary school teachers of respective subject areas, who possess appropriate competencies for successful professional activity and can effectively respond to modern requirements for teachers, enabling them to:

- create a positive learning environment;
- plan, conduct, and evaluate a student-centered learning process;
- engage in reflection-based self-evaluation, devise and plan relevant professional development activities, and enhance the learning process.

In addition, the program aims to cultivate transferable skills essential to teachers, including effective oral and written communication, analytical, critical, and creative thinking, effective teamwork and team-building skills, and the ability to identify a problem and resolve it independently and effectively.

The program aims and learning outcomes are consistent with the field characteristics of higher education in teacher education and align with the requirements set forth by the professional standards established for senior teachers.

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

The program aims to cultivate competitive special education teachers equipped with contemporary knowledge and skills, tailored to the modern educational landscape, who, based on in-depth and systematic theoretical, empirical, and practical knowledge, will be able to:

- create a positive learning environment;
- plan, conduct, and evaluate a student-centered learning process;

- engage in reflection-based self-evaluation, devise and plan relevant professional development activities, and enhance the learning process.

In addition, the program aims to cultivate transferable skills essential to educators, including effective oral and written communication.

The program aims and learning outcomes are consistent with the field characteristics of higher education in special education teaching and align with the requirements set forth by the professional standards established specifically for special education teachers.

Evidences/Indicators

- Component Program learning outcomes assessment mechanism;
- Curriculum map;
- Educational programmes grouped in the cluster;
- Self-evaluation report;
- Expert Panel's meeting with the head of the programmes, academic and invited staff, representatives of quality assurance service, students, graduates and employers of the programs;
- University Website.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and Suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None.

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): It is advisable to reformulate the statement in the objectives of the 60-credit teacher training educational programs - "who possesses the appropriate competencies for successful professional activity and can meet the modern requirements for teachers" - in such a manner that allows for the assessment of its achievability.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): It is advisable to reformulate the statement in the objectives of the 60-credit teacher training educational programs - "who possesses the appropriate competencies for successful professional activity and can meet the modern requirements for teachers" - in such a manner that allows for the assessment of its achievability.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): It is advisable to reformulate the statement in the objectives of the 60-credit teacher training educational programs - "who possesses the appropriate competencies for successful professional activity and can meet the modern requirements for teachers" - in such a manner that allows for the assessment of its achievability.

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None.

Evaluation ⁶

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language,	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁶ Evaluation is performed for each programme separately.

Fine and Applied Art, Music,
Computer Technologies),
Certificate

Programme 8 - Special Teacher
Training Educational Program,
Certificate

x

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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.

Cluster and individual evaluation

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

Overall, the learning outcomes of programs within a given cluster align with their stated objectives. These outcomes are developed in accordance with the sector-specific characteristics of each field, ensuring alignment with labor market demands. They are also consistent with the descriptors of the relevant level of the National Qualifications Framework, the awarded qualification, and the official classifier of fields of study.

The structure, content, and integration of program components are designed to support the achievement of the intended learning outcomes, as confirmed by the program outcome mapping. These outcomes are clearly defined, measurable, realistic, and appropriate to the level of study, specifying the required knowledge, skills, responsibilities, and autonomy for each field. Specific comments can be found in the programme description and analysis section.

The formulation of learning outcomes involved active participation from program working groups, including program leaders, academic and invited staff, faculty and university administration, as well as experts from the connected labour market. This development process was informed by surveys of students and graduates, peer reviews, and feedback from potential employers.

In view of transparency and accessibility, program curricula (including learning outcomes) are published on the university website and updated regularly in response to curriculum revisions and stakeholder feedback.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

The learning outcomes of the program were developed by studying and taking into account the experience of the universities of Sydney, Plymouth and New England.

Graduates of the program will be able to:

- Ascertain the well-being and holistic development of children (birth to 8 years) in light of both local and international contexts, drawing on early education theories and models (including those related to multilingual education and second language acquisition).
- Evaluate, plan, and create an effective, democratic, and inclusive educational environment based on principles of equality and promoting diverse play.
- Utilize modern, evidence-based strategies and approaches in both individual and team work with children.
- When dealing with families and the community, employ strategies that foster partnership relations grounded in mutual respect, trust, and cooperation.
- Conduct continuous assessment of their own and others' practices and engage in reflection and experience sharing, by using teamwork principles and a broad range of strategies.
- Plan and implement practice research in collaboration with colleagues to enhance existing practices.
- Demonstrate creativity, autonomy, and responsive communication, serving as a supportive partner in encouraging children's autonomy, curiosity, creativity, and self-expression.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

The program effectively addresses its core aims through well-structured learning outcomes across three distinct pathways: compulsory modules (10 outcomes), social sciences specialization (8 outcomes), and special education teacher training (7 outcomes). This comprehensive coverage ensures graduates develop the full spectrum of knowledge, skills, and professional autonomy required for effective primary education teaching. The learning outcomes demonstrate clear measurability through specific, action-oriented language. The learning outcomes strategically prepare graduates for modern teaching demands, including technology integration, artificial intelligence applications, and inclusive education practices. The research methodology component (outcome 8) and professional development planning (outcome 9) effectively position graduates for advanced study and career progression. The collaborative master's thesis format (2-3 students per thesis) presents a consideration for learning outcome 4, which emphasizes individual research capabilities. The current approach may limit the ability to fully assess and guarantee that each student achieves the required research competencies at an individual level. This collaborative structure, while fostering teamwork skills, may not adequately demonstrate individual mastery of research methodology, data analysis, and independent scholarly writing expected at the master's level. According to Article N48, Paragraph N5 of the Law on Higher Education, "A master's degree educational program, except for a higher specialty in the field of art and creativity or sports, cannot consist solely of teaching. It must necessarily include the student's independent conduct of research or the implementation of activities on the basis of which he or she will be able to submit a master's thesis and/or project, taking into account the characteristics of the direction, field/specialty or subfield/specialization."

Interview results with students revealed that in collaborative work, each member typically focused on writing sections aligned with their individual strengths and expertise.

The program demonstrates strong alignment with contemporary educational needs through its emphasis on inclusive education, sustainable development principles, and digital literacy. The special attention to universal design for learning and differentiated instruction reflects current best practices in primary education. The outcomes align with higher education sectoral characteristics for both primary school teacher education and special education teacher training programs, ensuring consistency with national educational standards and professional requirements.

As confirmed in the interview, the learning outcomes were shared by the stakeholders.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

The program's five learning outcomes effectively correspond to the master's level aims and comprehensively cover the essential knowledge, skills, responsibility, and autonomy required in educational administration. The outcomes span critical areas including leadership, curriculum development, research methodology, communication, and professional ethics.

The learning outcomes demonstrate strong consistency with master 's-level qualifications in educational administration. They reflect the advanced analytical, leadership, and research capabilities expected at this educational level, incorporating both theoretical understanding and practical application. The program shows clear alignment with sectoral benchmarks and National Qualifications Framework requirements. The outcomes directly address current demands in educational leadership and administration, preparing graduates for contemporary challenges in educational organizations. The emphasis on research skills, critical analysis, and professional development supports both career advancement and academic progression.

Each learning outcome is clearly articulated with specific, measurable competencies. The outcomes are realistic and achievable within the master's program framework, providing concrete benchmarks for student assessment and program evaluation. However, there are some concerns regarding individual achievement of the learning outcome related to research, as the collaborative master's thesis format may not fully guarantee individual mastery of research competencies. The collaborative master's thesis format (2-3 students per thesis) presents a consideration for learning outcome 4, which emphasizes individual research capabilities. The current approach may limit the ability to fully assess and guarantee that each student achieves the required research competencies at an individual level. This collaborative structure, while fostering teamwork skills, may not adequately demonstrate individual mastery of research methodology, data analysis, and independent scholarly writing expected at the master's level. According to Article N48, Paragraph N5 of the Law on Higher Education, "A master's degree educational program, except for a higher specialty in the field of art and creativity or sports, cannot consist solely of teaching. It must necessarily include the student's independent conduct of research or the implementation of activities on

the basis of which he or she will be able to submit a master's thesis and/or project, taking into account the characteristics of the direction, field/specialty or subfield/specialization.”

Interview results with students revealed that in collaborative work, each member typically focused on writing sections aligned with their individual strengths and expertise.

The outcomes demonstrate strong consistency with educational administration field peculiarities and labor market demands. The integration of modern leadership approaches, student-centered learning principles, and technology utilization reflects current industry requirements. The program's use of international university experiences (George Washington, Cassel, and Fresebius Universities) and incorporation of peer evaluation results demonstrates a collaborative approach involving multiple stakeholders and best practices from established institutions. As confirmed in the interview, the learning outcomes were shared by the stakeholders.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

The program defines six comprehensive learning outcomes developed with reference to international best practices from Washington State, Harvard, and Stanford Universities. The learning outcomes comprehensively address the program's doctoral-level objectives. The learning outcomes appropriately reflect doctoral-level expectations, emphasizing original research, independent scholarship, and academic leadership. Each outcome targets specific competencies essential for educational scholars: Research Design and Methodology, Independent Research Conduct, Communication and Dissemination, Resource Management, Ethical Standards, and Academic Leadership. The learning outcomes are clearly articulated and measurable through research outputs, publications, and demonstrated competencies. However, the flexible credit structure (36 ECTS of free choice) may compromise consistent achievement across all students, particularly those entering with diverse educational backgrounds. According to the curriculum map, the sixth learning outcome, 'demonstrates the competencies required for teaching and academic leadership at the university level and actively fosters the promotion of academic integrity within the university environment' is developed in the course 'Introduction to Doctoral Studies' and mastered in the Teaching and Research Assistantship courses. However, the 'Introduction to Doctoral Studies' course does not focus on developing teaching competence, as it primarily aims to equip doctoral students with research skills, critical evaluation abilities, and methodological knowledge for completing their doctoral program rather than pedagogical competencies.

The Teaching Assistantship, where this learning outcome is supposedly mastered, involves practical activities including student assessment, course material preparation, conducting seminars and laboratory work, and even independently teaching entire courses. This presents a gap in the curriculum design, as students are expected to master teaching competencies through practical application without receiving any foundational theoretical input on pedagogy, educational psychology, or instructional design. Requiring doctoral students to conduct independent teaching or assist in complex educational activities without prior theoretical grounding in teaching methodologies raises concerns about both the quality of instruction

provided to undergraduate students and the effectiveness of competency development for the doctoral candidates themselves (See the recommendation in 1.4.)

As confirmed in the interview, the learning outcomes were shared by the stakeholders.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

In the formulation of learning outcomes, the requirements of teacher profession regulatory documents at the national level have been taken into consideration, as well as international practices. Specifically, the experience of German and British universities was predominantly considered when developing the learning outcomes of the program. In particular, at the University of Cologne (Germany), teacher preparation encompasses theoretical learning integrated with practical experience, which is represented in teacher training programs through practicum components embedded within theoretical courses. Nearly all European programs incorporate the utilization of technology and digital tools in the instructional process. This aspect is particularly emphasized at Lufthansa University.

The learning outcomes 5-7 of the programs are formulated in a similar manner, with the differentiation appearing only in the first learning outcome where the teaching level is specified - primary/lower-upper secondary/primary-lower-upper secondary - which is determined by the specific subject area characteristics and subject standards.

Common for all subject areas/directions:

1. can examine the significance of applying major theories of personality, development, and education in the learning process while fostering a secure, inclusive, free, supportive, and motivating learning environment that promotes the physical, socio-emotional, and cognitive development of both the entire class collectively and each individual student, including those with special needs.
2. can develop curricular and extracurricular educational programs based on the national objectives of general education, the fundamental principles of the national curriculum, and specific subject area standards of teaching, as well as school priorities along with the targeted use of the universal learning design, differentiated teaching, and remediation, thereby promoting equipping each student, including SEN students, with essential academic skills and high-order thinking and socio-emotional competencies;

3. can find/create and use educational resources, information technologies, and applications, including artificial intelligence, while considering curricular objectives, students' needs, and age appropriateness.
4. can use assessment both to measure learning outcomes and to identify ways for their improvement; exhibit extensive knowledge in the selection/modification/invention of assessment methodologies and tools and use them in practice purposefully to assess both their own and the student's performance.
5. can analyze and evaluate their own professional needs and devise appropriate professional development activities through effective communication, dialogue, and collaboration with groups and individuals.

The teacher training educational programs are focused on developing the following transferable skills in teachers: effective oral and written communication, analytical, critical and creative thinking skills, the ability to work effectively in a team, and the capacity to identify problems and resolve them autonomously and effectively.

It is advisable that the learning outcomes of the teacher training educational programs additionally include: competence in upholding professional ethics and academic integrity, which is stipulated by the National Qualifications Framework and the Classification of Fields of Study at level 6 in the responsibility and autonomy component, by the Teacher Professional Standards (Article 12), and the Teacher Training Higher Education Field Characteristics document (Component 7.4). It should be noted that the aforementioned is recorded in the teacher training program currently in operation at the higher education institution.

Essential values and attitudes for the teaching profession, such as: protection of children's rights, adherence to sustainable development goals, responsibility toward the natural and social environment, democratic cultural competencies, and others. Moreover, the national goals of general education and the subject-level outcomes according to the National Curriculum include educational-value/upbringing aspects.

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

The program graduate can:

1. discuss the cognitive, social, emotional, behavioral, adaptive, and motor skills of the individual along with the age-specific characteristics of holistic development, relevant approaches and theoretical foundations.
2. examine the philosophical, historical, and legal aspects of inclusive education.
3. evaluate the student's academic performance by applying the principle of holistic assessment, evaluate previous academic achievements and academic skills and purposefully employ development-promoting strategies and tactics that foster academic progress.
4. use the principles of universal design for learning and a differentiated approach in lesson planning.
5. can find/create and use educational resources, information technologies, and applications, including artificial intelligence, while considering curricular objectives, students' needs, and age appropriateness.

6. engage in the implementation of approaches, programs, and strategies that promote the formation of positive relationships in the school environment.
7. examine the possibilities of conscientious and unbiased decision-making and organize the work process within the scope of professional activities and competence.
8. select effective ways to enhance, improve, and refine professional practice.

Evidences/Indicators

- Educational programs grouped in the cluster;
- Syllabi;
- Map of program learning outcomes;
- Program evaluation reports ;
- Self-evaluation report;
- University Website;
- Interview Results.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): It is recommended that the program implement an individual research component to ensure each student demonstrates personal mastery of research methodology, data analysis, and independent scholarly writing skills required for the research learning outcome.

Suggestion(s): None

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): It is recommended that the program implement an individual research component to ensure each student demonstrates personal mastery of research methodology, data analysis, and independent scholarly writing skills required for the research learning outcome.

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s):

Suggestion(s): It is suggested that the content of the first learning outcome of the teacher training educational programs be expanded to include, along with the essential theories of development and education of person, a critical understanding of the general foundations of pedagogy, specifically the basic concepts - education, upbringing and teaching.

It is suggested that the learning outcomes of the teacher training educational programs additionally include: competence in upholding professional ethics and academic integrity, essential values and attitudes for the teaching profession.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s):

Suggestion(s): It is suggested that the content of the first learning outcome of the teacher training educational programs be expanded to include, along with the essential theories of development and education of person, a critical understanding of the general foundations of pedagogy, specifically the basic concepts - education, upbringing and teaching.

It is suggested that the learning outcomes of the teacher training educational programs additionally include: competence in upholding professional ethics and academic integrity, essential values and attitudes for the teaching profession.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s):

Suggestion(s): It is suggested that the content of the first learning outcome of the teacher training educational programs be expanded to include, along with the essential theories of development and education of person, a critical understanding of the general foundations of pedagogy, specifically the basic concepts - education, upbringing and teaching.

It is suggested that the learning outcomes of the teacher training educational programs additionally include: competence in upholding professional ethics and academic integrity, essential values and attitudes for the teaching profession.

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Programme 8 - Special Teacher Training Educational Program, Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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.

Cluster and individual evaluation

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

A mechanism for evaluating learning outcomes has been developed within the framework of Cluster of educational programs at LEPL Ilia State University.

Assessment of learning outcomes is done consistently and transparently, with a periodicity specific for the field. The programmes present a map of the compatibility of goals and learning outcomes. The programme curriculum map shows the alignment of the course learning outcome(s) with the programme learning outcome(s) and show to what level the programme's learning outcome(s) are being developed/achieved (introductory, deepening, mastering). The system and periodicity of the evaluation of learning results take

into account the specificity of the field and include adequate forms and methods of evaluation, which allow determining the achievement of the learning results of the educational programme by students; The use of the mechanism and the implementation of evaluations, the analysis of the academic performance of students (direct method of evaluation of learning outcomes) and the results of the evaluation of learning outcomes are monitored and compared with the target benchmarks. For each learning outcome of the programme, a target benchmark has been established that reflects the expectation that students will achieve the learning outcomes. Each learning outcome expresses a specific skill and knowledge that the student should acquire at the end of the program. Acquiring and developing the mentioned knowledge and skills is carried out through a combination of specific academic courses.

However, the expert panel finds that the current combination of compulsory courses in the educational science doctoral program does not fully ensure the achievement of all learning outcomes (see corresponding narrative in sub-standard 1.2 and recommendation in 1.4. sub-standard). The curriculum map indicates that elective courses also contribute to achieving program learning outcomes. This approach compromises the guarantee that all students will achieve the required learning outcomes, as students can select different elective courses based on their preferences, including 36 ECTS (out of 60 ECTS) as free credits from different doctoral programs. Therefore, it is recommended to review and update the curriculum map to ensure that program learning outcomes are fully aligned with and achieved through the core curriculum.

Each learning outcome in the educational science program has a target benchmark set. The first, second, fourth and fifth learning outcomes are assessed by a doctoral dissertation in the 10th semester. The current benchmark stating "The majority of Ph.D. students (more than half) will be graded at least cum laude at the defense of their doctoral dissertation" requires enhancement to better reflect doctoral-level expectations and provide more comprehensive assessment criteria. The benchmark should be elevated to require at least 70% of Ph.D. students to achieve cum laude or higher at dissertation defense, reflecting the rigorous nature of doctoral education. Therefore, it is suggested to revise the current learning outcome benchmarks for the educational science doctoral program.

The current assessment of Learning Outcome 3, 'establishes verbal and written communication with a wide audience, including publishing scientific publications in internationally peer-reviewed journals, to share new knowledge', through a scientific article, does not demonstrate the full scope of this competency. The assessment should be expanded to include multiple components that comprehensively evaluate both written and verbal communication skills with diverse audiences. Therefore, it is recommended to implement a multi-faceted evaluation approach that requires students to demonstrate communication proficiency through various formats and contexts, ensuring alignment between the breadth of the learning outcome and its evaluation methods.

Various direct assessment tools can be used for evaluation, including final or mid-term exam of the academic course, practical work, activity, test, etc. Accordingly, an approach allows to measure and evaluate how successfully the student was able to achieve the learning outcome defined by the program. Data collection will take place twice during the academic year (during fall and spring semesters). In case of non-fulfilment of the given targets, the program committee together with the head of the programmes is obliged to investigate the reasons and, if necessary, to take appropriate action, and at a later stage the processes are evaluated by the quality assurance service of the faculty. Although, a mechanism doesn't define the

permitted deviation percentage from each target benchmark – and the measures that should be taken in case of failure to reach the target benchmarks, therefore it is desirable to define possible margins of deviation from target and response mechanisms in case of non-achievement of the target marks.

University employs evaluation of learning outcomes of the program using an indirect method, in particular, graduate and employer survey form has been developed, through which graduates and employers evaluate the learning outcomes they have achieved within the program. The university operates an annual survey mechanism of graduates and employers, based on the analysis of the results of which the compliance of the program results with the established target marks is determined. However, it is not clear and nor document describes how this mechanism works.

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

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- o Cluster of educational programs;
- o Programme Self-Assessment Report;
- o Map of the compatibility of goals and learning outcomes;
- o Programme curriculum map;
- o Direct Assessment of Program Learning Outcomes - Target Benchmarks Guide;
- o Expert Panel's meeting with the head of the programmes, academic and invited staff, representatives of quality assurance service, students, graduates and employers of the programme.

General recommendations of the cluster: None.

General suggestions of the cluster:

- o It is desirable that programmes should define possible margins of deviation from target, define response mechanisms in case of non-achievement of the target marks; establish if necessary indirect evaluation methods with clear and coherent mechanism;
- o It is desirable that programme implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes.

Recommendations and Suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None.

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): It is recommended to review and update the curriculum map to ensure that program learning outcomes are fully aligned with and achieved through the core curriculum.

To ensure comprehensive evaluation and alignment with Learning Outcome 3, a multi-faceted assessment approach should be implemented. This could include, for example, scientific writing for different audiences, oral presentations at conferences and public engagement activities.

Suggestion(s):

To reflect the advanced expectations of a doctoral program, it is suggested that the benchmark be raised to require at least 70% of Ph.D. students to achieve cum laude or higher at their dissertation defense. This enhancement would ensure that program maintains high academic standards and more accurately evaluates doctoral-level competencies.

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): 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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language,	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Programme 8 - Special Teacher Training Educational Program, Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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

The programs within the cluster were developed in accordance with Ilia State University's *Rules and Procedures for Developing, Approving, Amending, and Cancelling an Educational Program*. With a few noted exceptions (see below), these programs comply with Georgian legislation and are structured based on the European Credit Transfer and Accumulation System (ECTS). The structure of the programs within the cluster reflects a logical sequence of components, designed aimed to allow progressive achievement of learning outcomes. Study materials and teaching methods are selected based on these outcomes, with the aim of developing students’ skills in line with their qualifications and level of study. Prerequisites for specific program components are defined by considering prior study courses. These requirements are communicated through the program descriptions and syllabi available on the Argus platform.

The preparation process to establish the programmes is outlined in the self-evaluation report and included the following steps:

- A working group was established, comprising program leaders, faculty members, guest lecturers, representatives of the Faculty Quality Assurance Service, the internship coordinator, and representatives from partner organizations (including school principals and teachers).
- This group developed the initial versions of the programs and their components (such as curricula, syllabi, conceptual frameworks, learning outcomes maps, goal maps, and target indicators) drawing on the updated National Qualifications Framework, the field classification system, sector-specific characteristics, and international best practices in education.
- Throughout the process, the working group consulted with the university’s Quality Assurance Service to gather feedback.
- The revised programs underwent external evaluation by field experts.

- Additional input was considered from students, graduates, potential employers, peer reviews, academic performance data, international benchmarks, and student effectiveness assessments.
- The finalized programs were submitted for review to the Faculty and Education Council.
- Following the Faculty's review, the programs were forwarded to the University Academic Council for approval.
- Upon a recommendation from the University's Quality Assurance Service, the Academic Council granted final approval.

General information about the programs is accessible on the university's website (www.iliauni.edu.ge) and is also provided through the Student Relations Office.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Program Duration 8 Semesters, 240 ECTS: Free component - General Module- 48 ECTS, Major program- 132 ECTS, Minor program/ free component - 60 ECTS.

Free Component - General Module - 48 ECTS:

- Introduction to Modern Thought I and Introduction to Modern Thought II: 12 credits
- Academic Techniques: 6 credits
- English Language Practical Courses: 24 credits
- Introduction to Early Education and Development: 6 credits

Major Program - 132 ECTS:

- Compulsory (Core) Courses: 72 credits
- Compulsory-Elective Courses in the Major - Thematic Directions: 9 credits
- Elective Courses: 9 credits
- Kindergarten Practice Block: 42 credits

Minor Program or Free Component – 60 ECTS.

During the first academic year, the program stipulates completion of the general module within the free component framework and mandatory courses in the main field of study.

The courses within the general module are directed toward developing transferable skills such as effective oral and written communication in Georgian and English, and analytical and critical thinking abilities. Within the general module, during the very first semester, students take the course "Introduction to Early Education and Development," which aims to familiarize them with the basic principles of early education.

The content of courses in the mandatory specialization block focuses on contemporary and evidence-based knowledge, skills, and values in the field of early education, which establishes the foundation for effective interaction and successful professional activity.

The content of the compulsory-elective specialization course block is oriented toward establishing competencies corresponding to thematic directions (art, literacy, science). The courses are divided into thematic clusters, each containing three courses. Students are required to complete one thematic cluster in its entirety.

The practicum is implemented throughout the entire program, both in the form of embedded components within courses and as active practice in kindergarten settings. The practical experience of other bachelor's/master's programs in the education field at Ilia State University and the practical experience of the group working directly on this program (part of which is employed in kindergartens) were taken into consideration during the development of the practicum concept. Students undertake courses with embedded practice from the first semester of the program, while independent practicum courses are offered in the 8th and 9th semesters. The kindergarten practicum block integrates the knowledge, skills, and experience that students have acquired during the theoretical courses and embedded practice periods. The practicum block involves working in a private or public kindergarten and weekly supervision with a lecturer from Ilia State University.

The development of research skills - which will help students improve existing practices based on practical research and thereby contribute to their professional development.

Within the framework of the specialization elective course block, in-depth courses developing research competencies are also offered - Bachelor's Research Paper Seminar and Bachelor's Thesis. Within these courses, students are given the opportunity to select a research design according to their professional interests and to plan and complete a research paper in accordance with this design.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

The program was developed according to the university's established "Rules and Procedures for the Development, Approval, Amendments and Cancellation of Educational Programs" and specific teacher training regulations, ensuring methodological consistency with institutional standards. The 300-credit, 5-year integrated program structure appropriately aligns with the learning cycle requirements for combined Bachelor's and Master's degree qualifications, while maintaining full compliance with Georgian legislation and utilizing the European Credit Transfer System (ECTS).

The program's structure reflects careful pedagogical planning and logical progression of learning components. It begins with a 42-credit free component comprising general modules in the first two semesters, designed to broaden students' horizons and develop essential transferable skills for academic navigation. The main field of study encompasses 258 credits distributed across several mandatory blocks: a pedagogy-psychology foundation (51 credits), comprehensive subject and methodology training (126 credits subdivided into Georgian language and literature at 42 credits, mathematics at 33 credits, and natural sciences at 30 credits), practical school experience (21 credits including 6 credits each for Georgian, mathematics, and natural sciences practice plus 3 credits for pedagogical reflection), and a substantial

research component (45 credits introduced systematically from the 6th semester onwards). The program's individuality is particularly evident in its dual specialization pathway, where students can choose between a social sciences teacher training module (66 credits) or special teacher training module (66 credits) beginning in the 7th semester, each incorporating additional pedagogy-psychology components, subject-specific content, and independent practice courses totaling 6 credits within their respective specializations.

The program demonstrates stakeholder engagement through its collaborative development process, involving program leaders, faculty members, invited lecturers, quality assurance representatives, practice coordinators, school directors, teachers, foreign experts, students, graduates, and employers across multiple feedback mechanisms, including focus groups and peer evaluations. This comprehensive consultation approach, combined with external expert reviews and analysis of international best practices, ensures the program's relevance and quality. The logical sequencing of components is reinforced through clearly defined prerequisites communicated via the "Argus" electronic system, while the integration of built-in practical components from the first semester alongside independent practice courses in the 8th and 9th semesters ensures consistent skill development. The program concludes with a summative portfolio assessment requiring students to demonstrate competencies through their best work, complementing the master's thesis requirement. Information accessibility is well-maintained through multiple channels, including the university website, the Student Relations Office, and the Quality Assurance Office.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

The program was developed according to the university's established "Rules and Procedures for the Development, Approval, Amendments and Cancellation of Educational Programs," ensuring methodological consistency with institutional standards. The 120-credit, 2-year program structure appropriately aligns with the learning cycle requirements for Master's degree qualifications, while maintaining full compliance with Georgian legislation and utilizing the European Credit Transfer System (ECTS).

The program's structure reflects a pedagogical planning and logical progression of learning components designed to achieve specific goals and learning outcomes in educational administration. The 120-credit framework is strategically distributed across several key blocks: compulsory courses totaling 42 credits (including 30 credits of common compulsory courses for both general and higher education administration directions, plus 12 credits of specialized compulsory courses for each respective direction), a comprehensive compulsory-elective block of 24 credits (featuring 6 credits common to both directions and 18 credits specific to either general or higher education administration), and a flexible elective block of 12 credits that allows students to select courses from within the program or from other master's programs across the university. The program's individuality is particularly evident in its dual specialization pathway, accommodating both general education and higher education administration tracks, while the substantial Practice and Research Block comprising 42 credits ensures practical application and scholarly development. The logical sequencing culminates in the final academic year dedicated to master's thesis work, complemented by active practice opportunities in the third semester through the "Change Management"

course, where students collaborate with partner organizations to study real-world challenges and implement change management solutions.

The program demonstrates stakeholder engagement through its collaborative development process, involving program leaders, faculty members, invited lecturers, quality assurance representatives, practice coordinators, school directors, teachers, foreign experts, students, graduates, and employers across multiple feedback mechanisms, including focus groups and peer evaluations. This comprehensive consultation approach, combined with external expert reviews and analysis of international best practices, ensures the program's relevance and quality. The integration of theoretical knowledge with practical application is reinforced through the substantial practice and research component, while the program concludes with a summative portfolio assessment requiring students to demonstrate competencies through their best work alongside the master's thesis requirement. Information accessibility is well-maintained through multiple channels, including the university website, the Student Relations Office, and the Quality Assurance Office.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

The 60-credit framework in PhD program in Educational Science is strategically distributed across three key components: a foundational compulsory component of 18 credits encompassing Introduction to Doctoral Studies (6 credits), Research Design (6 credits), Teaching Assistantship (3 credits), and Research Assistantship (3 credits), which establishes essential doctoral competencies; a compulsory-elective research block requiring a minimum of 6 credits to ensure research specialization; and a substantial allocation of 36 remaining credits that can be fulfilled through compulsory-elective blocks, elective courses, or courses from other doctoral programs across the university. While this flexible structure accommodates diverse student backgrounds and research interests, it raises important questions about scholarly breadth and depth. The program's individuality is evident in its high degree of customization, allowing students significant autonomy in shaping their academic trajectory. However, this flexibility presents potential challenges when 36 out of 60 total credits (60% of the program) can be freely selected, particularly given that doctoral candidates enter with varying educational foundations. There is a legitimate concern that students might inadvertently avoid foundational areas crucial for well-rounded educational scholarship, such as Contemporary Trends in Subject-Specific and General Discussions, Contemporary Theories of Development and Learning, and Theories of Educational Politics, which are housed within the elective block. Therefore, to ensure well-rounded scholarly development regardless of educational background, it is recommended to establish a minimum credit requirement from the elective block's foundational courses in educational theory, development, policy, and teaching.

The program demonstrates stakeholder engagement through its collaborative development process, involving program leaders, faculty members, invited lecturers, quality assurance representatives, practice coordinators, school directors, teachers, foreign experts, students, graduates, and employers across multiple feedback mechanisms, including focus groups and peer evaluations. Information accessibility is well-

maintained through multiple channels, including the university website, Student Relations Office, and Quality Assurance Office, ensuring transparency for all stakeholders.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

To successfully graduate from the program, a student enrolled in the primary-level teacher training direction of general education - Georgian language and literature, mathematics, natural sciences - grades I-IV, must complete:

- From the pedagogy-psychology block - 27 credits
- From the subject methodology block - 27 credits:
 - Teaching Georgian language and literature - 12 credits;
 - Teaching mathematics - 9 credits;
 - Teaching natural sciences - 6 credits
- From the school practice block - 6 credits;

The practicum is implemented throughout the entire program both in an embedded format within courses (Effective Teaching, Communication and Classroom Management (6 ECTS, of which 2 ECTS is practice), Developmental Characteristics of Primary School Age Children (6 ECTS, of which 1 ECTS is practice), Formative Assessment - (3 ECTS, of which 1 ECTS is practice), as well as in the format of active school practice (6 ECTS) in general educational institutions.

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

For successful completion of the General Education Lower and Upper Secondary School Teacher Training Educational Program (Georgian language and literature, mathematics, history, civics, geography, biology, physics), the student must pass:

- From the pedagogy-psychology block- 30 credits
- From the subject teaching block - 24 credits:
 - a. Georgian language and literature - 24 credits
 - b. Mathematics - 24 credits
 - c. History - 24 credits
 - d. Geography - 24 credits
 - e. Civics - 24 credits
 - f. Physics - 24 credits
 - g. Biology - 24 credits
- From the school practicum block for each direction - 6 credits;

The practicum is implemented throughout the entire programme both in an embedded format within courses (Effective Teaching, Communication and Classroom Management (6 ECTS, of which 2 ECTS is practice), Psychology of School-Age Child Development and Education (6 ECTS, of which 1 ECTS is practice), Classroom Assessment - (6 ECTS, of which 1 ECTS is practice), as well as in the format of active school practice (6 ECTS) in general educational institutions.

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Under the program's guidelines, the student is required to earn 60 credits distributed as follows:

- Pedagogy-psychology block - 30 credits
- From the subject teaching module - 24 credits:
 - English Language - 24 credits
 - German language - 24 credits
 - Russian Language - 24 Credits
 - Georgian as a Second Language - 24 credits
 - Fine and Applied Arts - 24 credits
 - Music - 24 credits
 - Computer Technologies - 24 credits
- For each direction from the school practicum block - 6 credits;

The practicum is implemented throughout the entire program both in an embedded format within courses (Effective Teaching, Communication and Classroom Management (6 ECTS, of which 2 ECTS is practice), Psychology of School-Age Child Development and Education (6 ECTS, of which 1 ECTS is practice), Classroom Assessment - (6 ECTS, of which 1 ECTS is practice), as well as in the format of active school practice (6 ECTS) in general educational institutions.

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

Under the guidelines of the program, a student must earn a total of 60 credits distributed as follows:

The student of the Special Education Teacher Training Program must complete:

- Pedagogy-Psychology block - 18 credits
- Subject teaching methods block - 6 credits
- Special education block - 30 credits
- Special education teacher school practicum - 6 credits

The practicum is implemented throughout the entire programme both in an embedded format within courses (Effective Teaching, Communication and Classroom Management (6 ECTS, of which 2 ECTS is practice), Developmental Characteristics of Primary School Age Children (6 ECTS), Holistic Assessment of Students (6 ECTS, of which 2 ECTS is practice), as well as in the format of Special Education Teacher Practice (6 ECTS) in general educational institutions.

Evidences/Indicators

- Educational programs grouped in the cluster;
- Syllabi;
- Map of program learning outcomes;
- Rules for developing, approving, amending and canceling the educational program of Ilia State University;
- Rules and procedures for developing, approving, amending and canceling the educational programs of LEPL Ilia State University for teacher training;
- Program evaluation reports;
- Self-evaluation report;
- University Website;
- Interview Results.

General recommendations of the cluster: None.

General suggestion of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): To ensure well-rounded scholarly development regardless of educational background, it is recommended to establish a minimum credit requirement from the elective block's foundational courses in educational theory, development, policy, and teaching

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): It is recommended to detail the issues related to the program portfolio defense process.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): It is recommended to detail the issues related to the program portfolio defense process.

Suggestion(s): None

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): It is recommended to detail the issues related to the program portfolio defense process.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None

Suggestion(s): None

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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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 each course or component of the programmes in the cluster are aligned with the overall program learning outcomes. To ensure this alignment, a program-level learning outcomes map was developed, identifying how each course contributes to the achievement of specific program outcomes. This map demonstrates the connection between individual courses and the broader learning goals of the program.

Course credit allocation is determined by the course content, intended learning outcomes, and associated student workload. Each syllabus outlines the assessment methods, criteria, and rubrics used to evaluate learning outcomes, along with the required literature and other learning resources. Mandatory readings are available in the university library, with electronic versions accessible through the library portal. Additional materials are shared via the Argus platform.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Generally, all courses are aligned with the program goals and meet the requirements of 1.5 sub-standard of Accreditation Standards for Higher Education Programmes standards. Moreover, the Early Childhood Education, Development and Education program has recently received accreditation, and all recommendations and suggestions have been taken into account.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

The program in Primary Teacher Education shows a clear alignment between course learning outcomes and program objectives, evidenced by the creation of a detailed program learning outcomes map that identifies which learning components influence specific program outcomes and clearly demonstrates relevant connections between program and course-level learning outcomes. Credit allocation is fully consistent with course content, learning outcomes, and workload requirements, with contact and independent hours carefully determined by considering course content, practical work volume, and complexity of independent tasks. The program systematically addresses learning outcome assessment through well-defined syllabi that describe assessment methods, criteria, and rubrics, with assessment components and criteria designed to evaluate each learning outcome defined by course objectives. Literature and resource alignment is strong, with syllabi indicating the latest available literature and learning resources that represent current, relevant, and modern trends in the field, ensuring achievement

of specified learning outcomes, while mandatory literature and readers are accessible through the university library and electronic portal, with additional resources shared through the "Argus" platform. The program effectively integrates current research and field achievements through its comprehensive structure that includes general university modules for transferable skills development, "Introduction to the Teaching Profession" orientation, integrated school practice built into courses alongside independent practice courses implemented with professor and supervisor cooperation, and culminating master's thesis requirements that enable collaborative research design (not at individual level) and implementation, all supported by modern teaching and assessment methods that reflect the program's commitment to both theoretical depth and practical application in primary education.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

The program shows a clear alignment between course learning outcomes and program objectives, evidenced by the creation of a detailed program learning outcomes map that identifies which learning components influence specific program outcomes and clearly demonstrates relevant connections between program and course-level learning outcomes, with each course component designed to match the depth and complexity appropriate for second-level higher education (Master's degree). Credit allocation is fully consistent with course content, learning outcomes, and workload requirements, with the number of credits for each course reflecting its content and learning outcomes while contact and independent hours are carefully determined by considering course content, practical work volume, and complexity of independent tasks, particularly with strengthened practical/research components and correspondingly adjusted contact hour loads. The program systematically addresses learning outcome assessment through comprehensive syllabi that describe specific methods, criteria, and rubrics for assessing learning outcomes, with assessment components and criteria designed to evaluate each learning outcome defined by course objectives, utilizing the latest and most modern teaching and assessment methods. Literature and resource alignment is robust, with syllabi indicating the latest literature and learning resources available in the field that represent current, relevant, and modern trends and achievements for course topics, ensuring achievement of specified learning outcomes, while mandatory literature and readers are accessible through the university library with electronic versions posted on the library portal and additional learning resources shared through the "Argus" platform. The program effectively integrates current research and field achievements by focusing on both transfer of in-depth and systematic knowledge in educational administration and development of practical and research skills, with the master's thesis serving as a crucial component that provides students with the ability to collaboratively design and implement research processes (not at the individual level), all supported by modern teaching materials and assessment methods that reflect the program's dual commitment to theoretical depth and practical application in educational administration.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

The program shows a correspondence between course learning outcomes and program objectives, evidenced by the creation of a detailed program learning outcomes map that identifies which learning

components influence specific program outcomes and clearly demonstrates relevant connections between program and course-level learning outcomes, with each course component specifically designed to match the depth and complexity appropriate for third-level higher education (doctoral studies) while being oriented towards the individual research needs of doctoral students. Credit allocation is fully consistent with course content, learning outcomes, and workload requirements, with the number of credits for each course reflecting its content and learning outcomes while contact and independent hours are carefully determined by considering course content, practical work volume, and complexity of independent tasks, with the program's volume, workload, and teaching methods specifically designed to reflect doctoral-level specificity and serve the achievement of program learning outcomes. The program systematically addresses learning outcome assessment through comprehensive syllabi that describe specific methods, criteria, and rubrics for assessing learning outcomes, with assessment components and criteria designed to evaluate each learning outcome defined by course objectives, utilizing the latest and most modern teaching and assessment methods that align with program goals and learning outcomes. Literature and resource alignment is robust, with syllabi indicating the latest literature and learning resources available in the field that represent current, relevant, and modern trends and achievements for course topics, ensuring achievement of specified learning outcomes, while mandatory literature and readers are accessible through the university library with electronic versions posted on the library portal and additional learning resources shared through the "Argus" platform, supported by the latest and most modern teaching materials that correspond to program objectives.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

The content of each academic course is appropriately designed to support the achievement of the defined course-level learning outcomes. Courses in the main field of study are directly aligned with the overall program learning outcomes, ensuring curricular coherence. Additionally, the learning materials specified in the syllabi are relevant and sufficient to facilitate the attainment of both course and program-level outcomes.

Despite the fact that the themes stipulated by the National Curriculum and the Teacher Professional Standards are described and covered differently in the differentiated subject modules, it is advisable to holistically verify the cross-cutting presence of the following themes in both pedagogy-psychology block and subject teaching blocks: issues of concept-based pedagogy, safe school manual, SOLO taxonomy, the

Council of the European Union recommendation of May 22, 2018, on key competencies for lifelong learning, democratic cultural competencies, sustainable development goals, and children's rights.

The credit allocation of the most academic course is appropriately designed to support the achievement of the defined course-level learning outcomes. During the interviews, it was mentioned that modern teaching methods—such as the flipped classroom—are being implemented during contact hours. However, allocating only two contact hours per week for subjects related to subject teaching methods (strategies, approaches and methods) regardless of the methods used, may not be sufficient to fully achieve the program's goals.

Evidences/Indicators

- Educational programs grouped in the cluster;
- Syllabi;
- Self-evaluation report;
- University Website;
- Interview Results.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): It is recommended to ensure systematic integration of concept-based pedagogy, safe school protocols, SOLO taxonomy, EU key competencies, democratic cultural competencies, sustainable development goals, and children's rights across compulsory courses in pedagogical modules, subject-specific modules, or school practicum blocks.

Suggestion(s): It is suggested that program leaders take a holistic approach when reviewing contact hours in relation to subject teaching blocks.

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): It is recommended to ensure systematic integration of concept-based pedagogy, safe school protocols, SOLO taxonomy, EU key competencies, democratic cultural competencies, sustainable development goals, and children's rights across compulsory courses in pedagogical modules, subject-specific modules, or school practicum blocks.

Suggestion(s): It is suggested that program leaders take a holistic approach when reviewing contact hours in relation to subject teaching blocks.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): It is recommended to ensure systematic integration of concept-based pedagogy, safe school protocols, SOLO taxonomy, EU key competencies, democratic cultural competencies, sustainable development goals, and children's rights across compulsory courses in pedagogical modules, subject-specific modules, or school practicum blocks.

Suggestion(s): It is suggested that program leaders take a holistic approach when reviewing contact hours in relation to subject teaching blocks.

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None

Suggestion(s): None

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate		x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate		x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate		x	<input type="checkbox"/>	<input type="checkbox"/>

Programme 8 - Special Teacher
Training Educational Program,
Certificate

x

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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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	x	<input 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 admission conditions and procedures for programs within the cluster are defined and publicly accessible. Detailed information is available on the websites of both the National Center for Assessment and Examinations and the university.

Admission requirements reflect the appropriate level of study and the specific nature of each program. Applicants to bachelor's and integrated bachelor's-master's programs must take the Unified National Exams, in accordance with regulations set by Georgia's Ministry of Education, Science, and Youth. Admission to master's programs requires passing the Common Master's Exam and internal university examinations, while doctoral program candidates must undergo an internal university selection process. Applicants to teacher training programs must hold at least a bachelor's or equivalent degree and demonstrate subject-specific competence through a national teacher certification exam. For special teacher training programs, a minimum of two years of relevant professional experience and successful completion of an internal exam are required. Specific comments for particular programmes are described below.

To determine the student contingent for the programmes, established mechanisms and methodologies are followed.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

To be eligible for enrollment, individuals need to have passed the unified national exams in compliance with the rules set forth by the Ministry of Education and Science of Georgia, having covered the scope determined by the unified national exams.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

The admission procedures for the primary teacher education program fully comply with the established evaluation criteria, demonstrating comprehensive alignment with legislative requirements and institutional standards. All procedures maintain strict compliance with existing legislation through mandatory Unified National Examinations administered by the Ministry of Education, Science, and Youth of Georgia. The institution has implemented a student body planning methodology that considers program specificity and institutional resources, incorporating factors such as study levels, student-to-staff ratios, various student status categories, and mobility indicators to ensure smooth educational process administration. The admission procedures are fair, public, and accessible, with all relevant information transparently available on the National Center for Assessment and Examinations website and directory, as well as on the Ilia State University website, ensuring prospective students have complete access to admission requirements and procedures.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

The admission preconditions are fair, public, and accessible, with all conditions and procedures transparently published and fully aligned with applicable legislation. The requirements are logically linked to program content and learning outcomes, requiring applicants to hold a Bachelor's degree in any field and demonstrate English language proficiency at B2 level or higher through various internationally recognized certificates or university-administered exams.

The English language requirements offer multiple pathways for demonstrating B2-level proficiency, including Cambridge Exams (Cambridge English Scale 160-180, IELTS Bands 5.5, Cambridge First FCE, BEC Vantage, ILEC with B2 pass, Aptis Test), Pearson Tests (PTE General Level 3, PTE Academic 59-75), TOEFL iBT (score 72), EF SET (51-60), Duolingo (90-115), certificates from the National Center for Assessment and Examinations (Certus), or diplomas confirming completion of English-language bachelor's programs. The methodology for planning student body capacity takes into account program specificity, institutional resources, student-to-staff ratios, and various student status categories (active, suspended, terminated, restored) along with graduation rates and mobility indicators to ensure smooth educational process administration.

The admission process includes both standardized common master's examinations and internal university oral examinations that comprehensively evaluate candidates across five key areas: discussion of current educational issues to assess awareness of contemporary trends, exploration of academic and professional interests including research goals and motivations, alignment of candidate interests with program specifics, communication skills assessment through oral proficiency evaluation, and professional experience evaluation including work experience and participation in field-related activities. This multi-dimensional approach ensures that admitted students possess the necessary knowledge, skills, and competencies to successfully complete program requirements while maintaining systematic quality assurance through structured evaluation processes.

The program employs a standardized assessment rubric for candidate evaluation; however, the current scoring range of 0-3 points presents a logical inconsistency, as a score of 0 indicates complete absence of competency or non-participation rather than a meaningful assessment level. To enhance the evaluation framework's effectiveness and logical coherence, it is suggested to implement a refined scoring system such as 1-3 points (where 1 = inadequate, 2 = developing, 3 = proficient). This adjustment would provide more nuanced differentiation between performance levels while eliminating the problematic zero-point baseline, thereby improving the assessment's diagnostic value and ensuring that all evaluated candidates receive meaningful feedback within a constructive scoring framework.

All detailed admission procedures and requirements are readily available on the university's website for prospective applicants, demonstrating the institution's commitment to transparency and accessibility in higher education administration.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

The doctoral program admission procedures demonstrate transparency and accessibility while maintaining compliance with established standards. The admission process ensures fairness through a commission-based evaluation system incorporating internal university examinations and oral interviews conducted according to predetermined requirements and criteria. Current admission preconditions require applicants to hold a Master's degree or equivalent academic degree, demonstrate relevant field expertise through paper/publication in the relevant field and/or participation in scientific-research projects and events and/or 2 years of work experience in the relevant field, submit a doctoral research application, and prove English language proficiency at B2 level. The English proficiency requirement is comprehensively outlined, accepting various international certificates including Cambridge ESOL Exams (Cambridge English Scale: 160-179), IELTS (5.5-6.5), TOEFL iBT (72-94), PTE (59-75), Duolingo (90-115), and other recognized assessments, with alternative options for university-administered exams or certificates confirming English-medium education. The admission criteria would benefit from greater specificity regarding educational background requirements, particularly given the program's 60-credit framework, where 36 credits (60% of the program) can be selected through compulsory-elective blocks, elective courses, or courses from other doctoral programs. This flexibility, combined with the current broad admission criteria accepting Master's degrees from any field, may present challenges for students engaging with specialized educational concepts. Establishing more targeted educational background requirements

would strengthen the logical connection between admission preconditions and program content while better preparing students for success in their doctoral studies.

The institution has established a methodology for student body planning that considers program level, student/academic/visiting staff ratios, various student status categories (active, suspended, terminated, restored), graduating students, and internal/external mobility indicators to ensure optimal resource allocation and smooth educational process administration. All admission conditions and procedures are made publicly accessible through the university website, maintaining full compliance with applicable legislation.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

The admission prerequisites for the Teacher Training Educational Program comply with the requirements of the Order of the Minister of Education and Science of Georgia dated September 5, 2016, "On the Approval of the Rules for Admission to Teacher Training Educational Programs" (No. 111/N).

Requirements: a) Successful completion of the relevant subject examination; b) Completion of the examination determined by the higher education institution.

Furthermore, it should be noted that the Higher Education Institution has developed regulations governing the implementation of the Teacher Training Educational Program as an independently existing program at Ilia State University, including procedures for admission, certificate issuance, and status regulation of enrolled individuals.

The format of the examination organized by the Higher Education Institution is a 30-point oral interview. The benchmark for the intra-university exam is 16 points. An applicant scoring below 16 points is excluded from the ranking list.

The intra-university oral examination includes an oral case study. The examination committee presents to the applicant a case illustrating a specific school-life scenario. During the examination, the candidate is required to demonstrate:

- awareness of contemporary innovations in the teaching profession and readiness to adopt and implement them;
- motivation;
- problem-solving and argumentative reasoning skills (assessed through a case study)

To evaluate the applicant's awareness of contemporary advancements in the field of general education and their openness to innovations, questions will be asked regarding current practices in the field. To exhibit

motivation, the candidate should articulate their interest in the program from the perspective of future professional/career growth. When analyzing a case, the applicant should demonstrate the ability to identify the problem, specify its cause(s), and provide potential solutions; in the discussion, relevant arguments should be presented.

Criteria of Oral Examination Assessment Rubric: Awareness of contemporary innovations in the teaching profession and readiness to adopt and implement them, Motivation, Problem-solving and argumentative reasoning skills.

Information regarding program admission prerequisites is posted on the university website.

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

The admission prerequisites for the Special Education Teacher Program comply with the requirements of the Order of the Minister of Education, Science and Youth of Georgia dated July 1, 2024, "On the Approval of the Rules for Admission to Special Education Teacher Training Educational Programs" (No. 113/N).

Requirements: a) Successful completion of the basic professional skills examination; b) Completion of the examination determined by the higher education institution.

Program Admission Prerequisites (Requirements)

1. A person is eligible to enroll in the Teacher Training Educational Program if they hold at least a bachelor's degree or an equivalent academic qualification and have successfully passed the basic professional skills exam intended for applicants of the special teacher training program, organized by the National Assessment and Examinations Center.
2. Successful completion of the internal university examination is also required.

Unlike other teacher training programs, enrollment in the Special Education Teacher Program requires at least 2 years of work experience in educational institutions (school, kindergarten, vocational school).

The format of the examination organized by the Higher Education Institution is a 30-point oral interview. The benchmark for the intra-university exam is 16 points. An applicant scoring below 16 points is excluded from the ranking list.

The intra-university oral examination includes an oral case study. The examination committee presents to the applicant a case illustrating a specific school-life scenario. During the examination, the candidate is required to demonstrate:

- awareness of contemporary innovations in the teaching profession and readiness to adopt and implement them.
- Motivation.
- problem-solving and argumentative reasoning skills (assessed through a case study).

To evaluate the applicant's awareness of contemporary advancements in the field of general education and their openness to innovations, questions will be asked regarding current practices in the field. To exhibit motivation, the candidate should articulate their interest in the program from the perspective of future professional/career growth. When analyzing a case, the applicant should demonstrate the ability to identify the problem, specify its cause(s), and provide potential solutions; in the discussion, relevant arguments should be presented.

Criteria of Oral Examination Assessment Rubric: Awareness of contemporary innovations in the teaching profession and readiness to adopt and implement them, Motivation, Problem-solving and argumentative reasoning skills.

Information regarding program admission prerequisites is posted on the university website.

Evidences/Indicators

- Educational programs grouped in the cluster;
- Program admission documents;
- Ilia State University student contingent planning mechanism and methodology document;
- University Website;
- Interview Results.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): It is suggested to revise the assessment rubric scoring range from 0-3 to 1-3 points to provide more meaningful differentiation between candidate performance levels.

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): It is recommended that more targeted educational background requirements be established to strengthen the logical connection between admission preconditions and program content while better preparing students for success in their doctoral studies.

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

In general, the educational programs grouped in this cluster take care of the development of students' practical, research and transferable skills and their involvement in research projects based on the

programme learning outcomes. This is visible in the overall structure and construction of the curricula and the syllabi, and it was confirmed during the interviews with students, staff, and employers. Though specific elements need to be looked after and can be subject for improvement (see below).

In view of the development of practical skills, a practice component is provided in all programs. This practicing is facilitated during the courses, but moreover, the educational programmes can also rely on several memoranda of understanding that are signed with external partner organisations to allow the students to practice in a real context of nowadays Georgia. These contacts with external stakeholders are very important in view of the acquisition of practical skills.

The educational programs can profit from the availability of the research centers connected to the Faculty and Ilia University to involve students in ongoing research and update them with current methodologies and thus develop their research skills. At the same time, also external partners provide opportunities to conduct research (mainly, if not exclusively action research) and are an interesting and relevant biotope for the students.

At master level, the guidance and supervision of the development of the research skills is provided via academic and invited staff, and at doctoral level via academic staff. The students are receiving feedback based on formative assessments and are evaluated based on summative assessments. Students are trained to function in the academic environment by offering autonomy in conducting research, that includes the development of communication skills, informed decision-making, problem-solving and academic integrity.

The academic staff of the master programmes is in favor of and have a strong tradition in using action research as dominant (or even sole) approach to conduct educational research, inspired by the UCLA-tradition. While the panel acknowledges the importance, the relevance and overall potential of action research, more guarantees are needed to ensure that the students get fully acquainted with different approaches and methods to conduct educational research to develop a broad spectrum of research competences, that can be expected from master students.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

The Bachelor programme is structured in such a way that it allows the development of students' practical and transferable skills. In the first year, the courses focus on the development of transferable skills, e.g. critical thinking, quantitative reasoning. Students are offered English language courses to develop their language competences.

During the courses students are trained in transferable skills and these are assessed via presentations, e.g., in project work. The programme includes sufficient contact hours to allow practical training of the requested skills. From the first semester onwards, students are challenged to function in practical activities. Within the framework of the 'Early Childhood, Development and Education' -program, on the one hand the practice is built in the theoretical courses, and on the other hand, the program also includes independent practice courses. From the third semester onwards, the programme includes a 6-credit points Kindergarten

practicum course, that doubles in size in the last semester of the final Ba-year to 12 EC. In total the program includes 51 EC internship.

In the 6th semester, students are inducted in research work which culminates in the delivery of a practical research report. In the elective block, additional courses are foreseen to allow the students to further train their research skills in a research project.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

The programme offers the opportunity for students to develop their research skills at master level via a variety of courses, e.g, Qualitative Research Methods, Quantitative Research methods, and Research Design. In the final semester of the integrated program, the master thesis is 'the icing on the cake', for which 24 EC are foreseen.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

Specifically for this programme, an independent practice course 'Change Management (practice)' is included in the programme to develop the students' practical skills and to get acquainted with the practice of the planning and implementation of changes at organizational level.

The programme provides a path to develop research skills in compliance with principles of academic integrity and ethics. Students can develop their writing skills via an elective course. On demand, students can consult the Academic Writing Center to get support in their writing process development.

In line with the other programs at master level, the program includes a master thesis component to be completed in the last semester of the study in an area and with a topic in line with the field of educational administration. This includes group work to conduct the research activities and a joint master thesis.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

Logically, the central aim of the doctoral programme is to develop research skills that lead to a doctoral dissertation and a successful public defense. The students are expected to develop new knowledge and publish their research outcomes in international refereed journals. The program includes 16 EC mandatory courses, more specifically, Introduction to Doctoral Studies (6 EC), Research Design (6 EC) and Reaching Assistantship (3 EC) and Research Assistantship (3 EC). Next, there is a compulsory research course (6 EC) that can be chosen from a series of elective research methods courses. The remainder of the doctoral programme (36 EC) consists of elective courses. The advantage of this approach is that students can choose courses based on their research needs, but at the same time this large amount of elective EC (the majority of the program) can create potential escape routes for the students. In the meeting with the doctoral supervisors, it was explained that the students' choice in their electives is discussed with their supervisor. But that decision process can be subject of flexibility and subjectivity. This creates a potential pitfall, given the way the programme is currently structured and organized, to guarantee that the students acquire all

research and other competencies that can be expected at this level of education. The panel advises the PhD programme coordinator to rethink this approach. This potential weakness has the danger that it can even be strengthened in combination with the open access policy of the doctoral program due to which master students with a variety of study careers can enter the doctoral program, also those without a background in (research skills) in educational sciences. As part of the entrance requirements, students need to write a research proposal but that's not an absolute guarantee that the incoming doctoral students have adequate competencies in the field, based on acquired knowledge or relevant experience.

As part of the programme, students are expected to be involved in weekly scientific discussion groups, and in the yearly colloquium which facilitates their transferable skills, a.o., interdisciplinary skills. Students working in the area of science education are extra challenged to develop their interdisciplinary skills, also due to the nature of this area.

Students can receive support during their studies from the *Center for Educational Research*.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

The application of a variety of teaching methods and assessments in the program allows students to train transferable skills. E.g., via the use of case-based and problem-based learning, that offers opportunities to train critical thinking, next to the use of projects, reflection, observation, presentation, that allow the acquisition of communication skills.

Comparable to other programs, practice is built in courses, next to independent practice courses to develop the students' practical skills. The school practice component is integrated from the first semester onwards. These practice skills are both trained and assessed. The training courses require and receive a sufficient number of contact hours for practical work. An independent practice course (6 EC, mandatory for each major) consolidates and integrates the knowledge, skills, and experience that the student has gained during the preceding theoretical and practical courses.

Evidences/Indicators

- Self-evaluation report;
- Syllabi;
- Memoranda of Understanding signed between Ilia State University and partner institutions;
- Interviews with qualified academic and invited staff, students, and employers.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): Reconsider the dominant use of action research as research approach to educate research skills to ensure that students get acquainted with the full spectrum of research approaches and methodologies.

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): Reconsider the dominant use of action research as research approach to educate research skills to ensure that students get acquainted with the full spectrum of research approaches and methodologies.

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): Reconsider the balance between the compulsory and elective part of the doctoral training programme to guarantee that the doctoral students get acquainted with the wide spectrum of research methods.

Suggestion(s): In line with the recommendation in component 2.1, more targeted educational background requirements would better support the development of advanced research and transferable skills required at doctoral level.

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s):

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	x	<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 program is implemented using student-centered teaching and learning methods that are aligned with the level of education, the content of the courses, and the intended learning outcomes. These methods are designed to ensure the effective achievement of learning goals.

Within the cluster of related programs, a variety of teaching and learning methods are employed. These methods are tailored to the academic level and subject matter, and they are selected to support the attainment of the course-specific learning outcomes. Their application is designed to foster active student engagement, promote interaction among students and between students and instructors, and contribute to the development of key competencies, including autonomy, critical thinking, and analytical skills.

The teaching methods utilized in each program are outlined in the relevant curriculum documents and course syllabi. Based on these materials, several types of teaching methods could be distinguished in the programmes: traditional instructional methods (e.g. lectures, demonstration method), interactive and

discussion-based methods (e.g. seminars, discussion, brainstorming), practical and experiential methods (e.g., practical and laboratory work, role-playing and simulation, experiential learning), collaborative and group learning (e.g., group work, problem-based learning, flipped classroom), reflective and individual learning (e.g., reflection, individual work), analytical and creative thinking (e.g., case analysis, analysis, synthesis, modelling), and project-based and applied methods (projects, presentation). This variety of teaching methods offers opportunities for students to facilitate their achievement of the learning goals.

To address the diverse needs of students (e.g., special educational needs, individual academic preparation) and to ensure their integration into the educational process, the University develops Individualized Study Plans. These plans consider students' varying requirements, academic backgrounds, and specific educational needs. They offer a flexible curriculum, as well as tailored forms and conditions of teaching, learning, and assessment where appropriate. When developing an individualized curriculum for students with special educational needs, the University also considers the possibility of conducting the educational process in an adapted environment and, if necessary, provides appropriate human resources. The University's research institute, the *Child Development Institute*, is actively involved in this process.

Furthermore, an individualized curriculum may be created in cases where an academic program is modified or discontinued by the University.

To further support students, individual consultation meetings with lecturers are foreseen. These meetings are either scheduled at the beginning of the semester in agreement with the student or organized upon individual request via the Argus system or through institutional email. Additionally, students may register online for individual consultations with tutors from the *Academic Writing Center* to receive feedback on written assignments or to discuss specific academic concerns in a one-on-one format.

Evidences/Indicators

- Educational programmes in the cluster;
- Program syllabi;
- Interviews with students, academic and invited staff.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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Evaluation

Please, evaluate the compliance of the programmes with the component

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 - Early Childhood, Development and Education, Bachelor's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Computer Technologies),
Certificate

Programme 8 - Special Teacher
Training Educational Program,
Certificate

x



2.4. Student Evaluation

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

Cluster and individual evaluation

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

The student evaluation process adheres to both internal university policies and external regulations, including Order No. 3 issued by the Minister of Education and Science of Georgia, titled *“On Approval of the Rules for Calculating Higher Education Programs by Credits,”* as well as Ilia State University's *“Rules for Determining the Evaluation, Awarding of Credits, Rating, and Payment of Fees for Additional or Repeated Courses/Components for Students and Professional Students.”* These regulations are aimed to guarantee the assessments’ fairness, validity, transparency and reliability.

The university uses a 100-point evaluation system, with 100 as the maximum positive score and 51 as the minimum positive score. There are five categories of positive grades: A (91-100), B (81-90), C (71-80), D (61-70), and E (51-60). There are two categories of negative grades: FX (41-50) and F (0-40).

Within the courses offered in the programs, student assessment is conducted using methods and components according to the specific nature of each course. These assessments are designed to evaluate the achievement of the course’s intended learning outcomes through defined and measurable criteria and rubrics.

The course syllabi mention the assessment method and specify assessment criteria. They are also accessible via the e-platform ‘Argus’; thus, the students have the possibility to get acquainted with the course expectations.

The programmes use a multi-component assessment system, including midterm assessments and a final assessment. Minimum competency thresholds for both types of assessments are defined. Together with their assessments, students can receive feedback about their scores and work and ways to further improve their competencies. Argus is used as a communication tool for this aim, or individual consultation can take place.

There is an evaluation appeal procedure in case that a student disagrees with the assessment results, with procedures that are described in the document *‘Procedure for appeal of assessment results’*. Students have the chance to get acquainted with the existence and details of these procedures.

For the master and doctoral theses, the assessment is conducted through a collegial process. Different parties are involved in this assessment: the thesis supervisor, an appointed reviewer, and a defense commission composed of academic staff, invited experts, and active professionals in the relevant field. The thesis defenses (both at master and doctoral level) are public. The evaluation procedures and criteria are defined, as described in guidelines for master and doctoral theses. Students have the opportunity to get familiar with the rules for research and academic writing (e.g., with regard to research ethics, academic integrity, academic writing, plagiarism prevention). A more formal and stringent approach however with obligatory study of the rules and procedures for academic integrity and plagiarism prevention should be considered, because as for now these topics are not always mandatory or information is delivered on a more non-binding basis.

For their master's theses, students are allowed to work in small groups (2-3 persons) to conduct their research, and they can deliver a jointly written report. Students can choose their own team members, and *'the work is divided according to who is good in what'* (quote from the meeting with alumni). The expert panel expresses serious concerns with this approach as it complicates the assessment of the individual contribution to this group work and the group result. This approach can negatively effect the fairness, validity and the reliability of the assessment. This is discussed during the meetings with the academic staff and staff responsible for master's thesis supervision. The staff members clarify that a number of measures are at place to get a clear view on the individual contributions (e.g., students' reflections, contribution to the process and presentation skills are assessed individually). But, also after considering this additional explanation, the expert panel reconfirms its concerns and advises strongly to adjust this current way of working. The master thesis is a final product in view of the graduation at a master level that ought to demonstrate the integrated mastery of different competencies. Therefore, absolute guarantees have to be present to ensure that each individual student masters the different competencies, and the grade must express the individual research and other competencies of the individual student. There is also specific Georgian legislation that requires guarantees with respect to the assessment of the master's thesis at an individual basis. The cornerstone of ensuring individual academic achievement, on the one hand, lies in implementing a comprehensive individual thesis requirement for all master's level students. This requirement serves as the primary mechanism through which students demonstrate their independent research capabilities, critical thinking skills, and mastery of their chosen field of study. The individual thesis represents a substantial body of original work that may not be diluted by group contributions or shared responsibilities. On the other hand, to address concerns about collaborative work and ensure proper attribution of individual efforts, a framework for documenting individual contributions may be established as well. This system requires explicit identification and documentation of each student's specific contributions within any collaborative or group-based components of their thesis that also will be presented before the Thesis Defence Commission. These documentations serve multiple purposes including demonstrating research methodology understanding, showcasing analytical capabilities, and providing evidence of original thinking and contribution to the field of study. To sum it up, it's up to the institution to decide which path they will take and ensure the compliance of the standard's component with either introducing the obligation of presenting Master's thesis individually or ensuring the individual evidence

based assessments are made within collaborative research work at all stages of the Master thesis preparation and its defence before the Commission.

Across different panel meetings, it became clear that there is no explicit policy with regard to the use of generative artificial intelligence (AI) in general, nor in relation to assessment more specifically. Students (both at master and doctoral level) were not aware of such a policy or regulations, while the staff stated that this is mentioned explicitly. In the syllabi, and more specifically in the assessment part, no information was delivered in this respect. To the extent that policies and regulations are at place, it is clear that this should be made more explicit in the regulations regarding teaching and assessment regulations to guarantee a sufficient understanding and application at the level of the students.

Specifically, for the doctoral thesis programme, there is a yearly formative assessment of the students' progress.

The institution has established rigorous protocols for maintaining academic integrity within research components. These include systematic plagiarism detection procedures utilizing the Turnitin software platform. The consequences for academic dishonesty are clearly articulated and differentiated by academic level:

- At the master's level, an initial plagiarism detection triggers a one-week remediation period, after which persistent plagiarism results in component cancellation.
- At the doctoral level, plagiarism detection at any procedural stage results in immediate disqualification from defense proceedings and program expulsion.

These graduated consequences reflect an institutional recognition of differential expectations regarding scholarly integrity at various academic levels.

ISU has established an e-learning framework as an alternative to traditional in-person evaluations. This adaptive system preserves the core educational integrity and learning objectives across all academic components regardless of delivery method. The e-learning evaluation methodology is specifically designed to function across diverse learning environments, providing students with assessment experiences tailored to each course's requirements. However, the institution could continue to develop its e-learning capabilities in accordance with evolving legislative frameworks governing digital education. Looking forward, the institution could plan a more extensive integration of online components into its curriculum. This expansion will follow a systematic approach to identify program components best suited for full digital transformation. The strategic assessment will carefully consider credit limitations prescribed by the Order №142/n of The Minister of Education and Science of Georgia, ensuring all digital implementations remain compliant with established academic and regulatory requirements. Through this measured approach, the university could aim to thoughtfully expand its digital learning infrastructure, increasing educational flexibility while meeting the growing student demand for e-learning opportunities.

Both at individual course level and at programme level, the assessment results are monitored by a working group, including amongst others, the program director and staff from the faculty's quality assurance service. The Argus platform provides tools to get analytical insight in these statistics. Part of this monitoring process

also includes feedback from students based on their evaluation of the courses, a.o. with respect to the assessment phase of the course.

The '*Personal and Professional Development Center* (PPDC)' provides courses to familiarize staff, but also program administrators and managers, with up-to-date knowledge, experience and practice with regard to assessment methods.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

At the end of the program, students must submit a summary portfolio showcasing their best work, demonstrating the competencies outlined in the program's learning outcomes. The portfolio is assessed on a credit basis, and a positive evaluation is required for graduation.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

In the teacher training programs, a portfolio is used to collect evidence on (the development of) the teaching and other skills. This integrative approach is applauded, and the intrinsic value is clear (e.g., from the employers' perspective), but during the meetings with the students and employers, it became clear that more and precise communication is needed to fully understand the meaning and to fully benefit from added value of this assessment approach. The potential value is not used in its full sense (at this moment the portfolio seems merely to be a collection of the individual tasks and assignments, and it does not contain an overall reflection of the development processes). The role and function of the program portfolio and the practicum portfolio need to become clearer as well.

Evidences/Indicators

- o Self-assessment report;
- o Assessment methods and criteria outlined in the syllabi;
- o Document "*On Approval of the Rules for Calculating Higher Education Programs by Credits*";
- o Document "*Rules for Determining the Evaluation, Awarding of Credits, Rating, and Payment of Fees for Additional or Repeated Courses/Components for Students and Professional Students*";
- o Document '*Procedure for appeal of assessment results*';

- o Interviews with students, academic and invited staff;
- o Ilia State University Academic Integrity Rule for Students;
- o Ethical Norms for the Doctoral Program in "Educational Sciences" Faculty of Business, Technology, and Education;
- o Iliauni E-learning portal <https://elearning.iliauni.edu.ge/>.

General recommendations of the cluster: None.

General suggestions of the cluster:

- Develop explicit, detailed policies regarding generative AI use in academic contexts, particularly for assessments. These should address what constitutes acceptable use, citation requirements, and consequences of policy violations.
- Create resources that help students understand how to ethically use AI tools in their academic work.
- Implement mandatory academic integrity training programs or/and active informational meetings on research ethics, academic writing standards, and plagiarism prevention that requires all students to attend.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): Transition from team-based assessment of master theses to individual assessment methods or implement mechanisms that ensure each student's grade accurately reflects their personal contribution and effort at all stages of master thesis completion, thereby preserving the fairness, validity, and reliability of academic evaluation.

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): Transition from team-based assessment of master theses to individual assessment methods or implement mechanisms that ensure each student's grade accurately reflects their personal contribution and effort at all stages of Master thesis completion, thereby preserving the fairness, validity, and reliability of academic evaluation.

Suggestion(s): Identify program components best suited for full digital transformation, while carefully considering credit limitations prescribed by law, ensuring all digital implementations remain compliant with established academic and regulatory requirements.

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None.

Suggestion(s): Identify program components best suited for full digital transformation, while carefully considering credit limitations prescribed by law, ensuring all digital implementations remain compliant with established academic and regulatory requirements.

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardize portfolio supervision and grading.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardize portfolio supervision and grading.

Suggestion(s): None

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardize portfolio supervision and grading.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): Redesign the portfolio format to include before, during and after teaching reflections, clear mapping of evidence to the Program Learning Outcomes, and assessment rubrics that measure the professional growth and integration of feedback. Also further standardize portfolio supervision and grading.

Suggestion(s): None

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

a Second/Foreign Language,
Fine and Applied Art, Music,
Computer Technologies),
Certificate

Programme 8 - Special Teacher
Training Educational Program,
Certificate

☐

x

☐
☐

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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	x	<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.

Cluster and individual evaluation

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

Ilia State University has established an elaborate institutional framework designed to provide comprehensive support to students across all academic levels, including their learning process, academic achievements, and career development. The documents provided and the site visit findings indicate that students receive tailored information concerning planning their learning process, improving academic achievements, and issues related to employment and career advancement. The institution conducts regular informational meetings for students enrolled in Bachelor's, Bachelor's-Master's, Master's, Doctoral, and Teacher Training (Certificate) programs within the Faculty of Business, Technology, and Education. These structured meetings serve as platforms where students receive detailed information about the learning environment and opportunities, thus ensuring that students have access to program-specific information at the beginning of their academic life. A distinguishing feature of the university's support framework is the formal allocation of consultation hours within the workload of academic and administrative teaching staff. Course syllabi explicitly detail the consultation opportunities available with both academic and visiting staff, making this information transparent and accessible to all students from the outset of their courses.

The university employs a specialized software system called "Argus" to manage and support the educational process. Argus functions as a comprehensive learning management system that extends beyond basic course selection and grade monitoring functions. It serves as an environment of choice where the university registers all students, offers courses, and posts electronic educational materials and syllabi. The Argus system's sophistication is evident in its multi functionality, for instance:

- It enables transparent and objective assessment processes by providing detailed information on assessment systems, components, methods, and criteria in course syllabi.
- Students can select courses, track their grades, and monitor accumulated credits through the platform.
- The system displays both final and interim assessments, allowing students to conduct self-assessments of their performance across different course components.
- Based on these evaluations, students can develop targeted strategies for improving learning outcomes before reaching final assessment.
- It functions as a communication medium connecting academic staff, other educational process participants, and students.
- Students maintain continuous contact with academic component heads throughout the academic year, receiving ongoing information and feedback for academic improvement.

This comprehensive digital infrastructure substantially enhances the learning experience by providing students with tools for informed decision-making regarding their academic paths and performance improvement strategies.

The university implements a well-defined consultation cycle that encompasses multiple touchpoints throughout a student's academic journey:

Upon admission, students sign detailed agreements that clearly articulate study conditions and define the responsibilities of all parties involved. This contractual approach ensures clarity of expectations from the beginning of the educational relationship. Newly admitted students then participate in orientation meetings that familiarize them with the primary aspects of the learning process, establishing a foundation for successful integration into the academic community.

The information integration process begins immediately upon enrollment, with students receiving corporate email accounts and Argus passwords that grant them full access to the university's internal information system. At the commencement of each academic year, the Student Affairs Department develops a comprehensive "Newcomer's Guide" that details the university's internal procedures related to the educational process. This guide serves as a reference document covering various university regulations, ethical norms, and academic integrity issues. The guide is distributed electronically to first-year students across all levels and to students enrolled through mobility programs, ensuring consistent information dissemination. Additionally, this resource is posted on the university website and sent to students via email and through the Argus system, maximizing accessibility.

The university offers additional academic support resources to enhance student learning. The Academic Writing Center represents a significant institutional investment in developing students' writing capabilities. The center offers online registration for seminars that are synchronized with various learning components, providing targeted assistance in developing writing skills. The center also maintains extensive online resources accessible through its dedicated website. The center's use of advanced tools like the E-learning platform and Turnitin demonstrates a commitment to incorporating educational technology into academic support services.

For students experiencing psychological challenges, the university operates a Student Psychological Counseling Center staffed by qualified specialists. The center addresses common psychosocial problems such as anxiety, low mood, fears, relationship problems, and stress-related conditions.

Ilia State University has established a dedicated structural unit, the Iliauni Student Affairs Department, to support students' academic and career advancement. This department implements various events and projects in collaboration with university services and external partners. The Student Affairs Department operates the UNIJOBS employment promotion program, registering students and graduates with the Career Development Services of Ilia State University. This program filters vacancies, internship programs, and career development offers based on registered information and sends relevant opportunities to students via email. The university regularly organizes employment days throughout the year, bringing company representatives and students together to discuss vacancies. Additionally, the Student Affairs Department holds a year-end employment week and forum featuring dozens of companies with current job openings. Information about these events is disseminated through the university's email system, website, and social media channels.

The university recognizes that a well-rounded education extends beyond classroom learning and has developed extensive opportunities for extracurricular engagement. To facilitate the integration of new students into university life, the Student Affairs Department organizes outing camps for high-performing freshmen. These camps provide opportunities for students to familiarize themselves with the university environment and principles while learning about available opportunities. These camps also include sessions by the Academic Writing Center to raise awareness about plagiarism, demonstrating an integrated approach to academic integrity education. The university supports a diverse ecosystem of student clubs that encourage extracurricular activities and facilitate student integration into the university community. These clubs function as student communities united by common interests and serve as platforms for developing extracurricular skills and networks. Financial support for student initiatives is provided through a permanent fund dedicated to backing projects initiated by students, student clubs, and student initiative groups. Supported projects have included participation in cultural festivals both domestically and internationally.

Field schools and camps form another significant component of extracurricular activities. The Department of Student Affairs, in collaboration with faculties, organizes schools/camps on various topics. Sports activities are well-supported at the university, by the same department. The university organizes sports activities, including intra-university championships in different types of sports and university teams.

Beyond local activities, the university regularly hosts international seasonal schools that bring together foreign professors and students with Ilia State University students and academic staff, creating opportunities for international exchange and cross-cultural learning.

The International Relations Office at Ilia State University plays a crucial role in administering international exchange programs such as Erasmus+ and creating international mobility opportunities. The office provides a comprehensive suite of support services designed to facilitate student participation in international programs:

1. Information dissemination occurs through multiple channels including the university website, Argus system, email communications, and social media platforms.
2. Regular informational meetings are conducted to provide general orientation about available opportunities.
3. Individual counselling sessions are available for students interested in specific programs.
4. The office assists students in negotiating study agreements with faculties, ensuring academic continuity during mobility periods.
5. Pre-departure orientation meetings are organized for selected students to prepare them for their international experience.
6. Support for student visa applications includes preparing relevant official letters and providing guidance through the application process.
7. Students receive information about internal university procedures related to international mobility.
8. Ongoing support during the mobility period helps resolve various issues that may arise while students are abroad.

Additionally, the International Relations Office shares information about international opportunities not administered by the university, such as summer schools, international scholarships, conferences, and internships. An International Students and Programs Marketing Service has been established to promote international programs, attract local and foreign students, and provide support for international students.

Fablab Iliauni provides students with opportunities to turn innovative ideas into reality. The lab offers free training courses in technology, focusing on practical, applied skills relevant to market requirements. Courses include graphic design, 3D modeling, programming, entrepreneurship, mobile application development, and robotics. Fablab Iliauni has trained thousands of students and supported over hundreds of startup projects. Furthermore, the Center for Technological Entrepreneurship and Innovation Development was established, bringing together Fablab Iliauni, Zoomout Pre-Accelerator, and Gamelab. The center focuses on providing career support services tailored to student needs.

Doctoral students at Ilia State University receive tailored support designed to address the unique challenges of advanced research education. Within the framework of program colloquiums, doctoral students can obtain feedback on their research progress from both staff and fellow doctoral students. This peer and expert feedback mechanism creates a collaborative research environment that enhances the quality of doctoral research.

The Faculty of Business, Technology and Education has developed a commemorative document containing comprehensive information about mandatory doctoral program components. This resource serves as a reference guide for both doctoral students and their supervisors, ensuring clarity regarding program requirements and expectations.

Professional development opportunities for doctoral students are available through multiple channels. The Personal and Professional Development Center (PPDC) offers specialized training in areas such as "Modern Teaching Methods" and "Active Learning in a Flipped Classroom," which are particularly relevant for doctoral students preparing for academic careers. The International Doctoral School provides an additional layer of professional development through diverse training programs targeting specific skills needed by emerging researchers. The school also conducts a summer school on research methods specifically designed for doctoral students and young researchers. This comprehensive suite of professional development opportunities contributes significantly to the holistic development of doctoral researchers.

All support services at Ilia State University employ multiple channels for information dissemination, including dedicated websites, the Argus system, email communications, and social media platforms. The university maintains extensive documentation of its support systems, including formal regulations governing various services, web resources, exchange program documentation, and service research reports. These documents provide evidence of the systematic and institutionalized nature of the university's support mechanisms.

Site visit findings confirmed that the documented evidence accurately reflects the actual implementation of these support systems. Students demonstrated awareness of available resources and reported receiving regular information about local and international projects and events aligned with their teaching and research objectives. The confirmation through site visits strengthens the assessment that the university is effectively communicating opportunities to students and providing the documented support services.

Based on comprehensive analysis of the provided document and corroborating site visit findings, Ilia State University demonstrates its commitment to student consultation and support. The university has implemented a framework that addresses academic planning, achievement improvement, career development, and learning process diversification. The evidence indicates that students receive support from both program personnel and institutional structures through formal consultation mechanisms, digital platforms, specialized centers, and extracurricular opportunities. Students have numerous avenues to diversify their learning experiences through international mobility, technological innovation, entrepreneurship initiatives, and participation in student clubs and projects.

A particularly noteworthy aspect of the university's approach is the integration of information about local and international projects and events that align with students' teaching and research objectives. Site visit findings confirmed that students are regularly informed about these opportunities through multiple communication channels, enhancing their ability to engage with relevant academic and professional activities.

In summary, Ilia State University not only meets but exceeds the standard requirements for providing consultation and support to students in planning their learning process, improving academic achievements, pursuing career development, and diversifying their educational experiences.

Evidences/Indicators

- Annex 2 - Programs and syllabi;
- Annex 3 – Staff Workload;
- Annex 6 - Staff responsibilities, contract samples;
- Annex 9 – Employees;
- Annex 13 -Research and analysis document;
- Annex 14 - Other evidence;
- Annex 14- "Regulations for Funding Participation in International Scientific Conferences and Publication of Scientific Articles in International Journals at Ilia State University";
- Annex – 9 Memoranda;
- Regulations of the International Relations Service;
- International Students and Programs Marketing Service Regulations;
- Regulations of the Scientific Research Coordination Service;
- Development Service Regulation;
- Student Psychological Counseling Center <https://iliauni.edu.ge/en/studentebistvis/iliaunis-studentta-fsiqologiuri-konsultirebis-centri>
- Regulations of the Department of Student Affairs;
- Ilia University Library - <http://library.iliauni.edu.ge>
- Information on the International exchange programs:
<https://iliauni.edu.ge/ge/iliauni/units/foreignrelations/gacvliti-programebi>;
- Choice Environment Assurance System "Argus": <http://argus.ge/ge/>
- Personal and Professional Development Center <https://ppdc.iliauni.edu.ge/shida-sauniversiteto-treningebi/>
- Academic Writing Center Charter and Website: <http://writingcentre.iliauni.edu.ge>;
- Fablab Iliauni's website: <https://fablab.iliauni.edu.ge/>;
- Statute of the Center for Personal and Professional Development;
- Trainings conducted by the Personal and Professional Development Center;
- Additionally requested documentation – Memoranda –Mobility;
- Self-assessment report;
- Interview results;
- University website <https://iliauni.edu.ge/ge>.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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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 - Early Childhood, Development and Education, Bachelor's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Programme 8 - Special Teacher Training Educational Program, Certificate

X

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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.

Cluster and individual evaluation

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

The evaluation of scientific supervision standards requires systematic examination of institutional structures, processes, and practices that facilitate scholarly investigation at advanced educational levels, to the extent to which the Faculty of Business, Technology and Education adheres to established standards for scientific supervision in its master's and doctoral programs. The evaluation employs a documentary review methodology, scrutinizing the provided institutional documentation to identify explicit and implicit compliance indicators with established supervisory standards. The assessment framework encompasses both structural elements (policies, guidelines, and organizational arrangements) and procedural aspects (implementation practices, monitoring mechanisms, and quality assurance processes).

The analysis of provided documents and the site visit findings reveal a comprehensive institutional framework for scientific supervision at both master's and doctoral levels. The Faculty of Business, Technology and Education has established clearly articulated supervisory qualifications, responsibilities, and quality assurance mechanisms that demonstrate alignment with regulatory standards regarding scientific supervision. The explicit limitation on supervisory capacity through the eight-student maximum guideline suggests institutional awareness of the importance of maintaining appropriate supervisor-to-student ratios.

The institution demonstrates particular strength in several domains:

1. Systematic articulation of differentiated supervisory qualifications appropriate to academic level.
2. Comprehensive delineation of supervisory responsibilities that encompass both technical research guidance and broader academic developmental support.
3. Integration of supervision evaluation within broader quality assurance frameworks.
4. Establishment of clear academic integrity protocols with appropriate consequences.

5. Information transparency regarding supervisor research specializations to facilitate informed matching processes

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Programme 3 - Educational Administration, Master's Studies

The Faculty has established a comprehensive master's thesis concept that systematizes and regulates the supervisory requirements and processes. This concept explicitly delineates the rights and duties of supervisors, providing a formal framework for supervision and establishing uniformity in supervisory practices. The systematic articulation of supervisors' rights and obligations provides normative guidance that contributes to supervisory consistency across the faculty's diverse MA programs.

The institution has implemented sophisticated information dissemination mechanisms regarding academic staff profiles and research specializations. This information is uploaded on institutional digital platforms and integrated into the "Argus" choice environment system. Such transparent communication facilitates informed supervisor selection aligned with students' research interests.

The framework for thesis development is structured around the academic calendar, with thesis work commencing in the final (fourth) semester and supervisor selection occurring in the semester prior to their final one. This timeline ensures that students have adequate time to establish productive supervisory relationships prior to intensive research engagement. The institution's commitment to providing "qualified academic or invited personnel with knowledge and scientific-research experience relevant to the topic" demonstrates recognition of the necessity for field-specific expertise in effective supervision.

We would like to note that the current implementation of the Action Research model for Master's degree theses presents significant challenges in demonstrating individual student research contributions, which may conflict with statutory requirements for higher education programs. The Law on Higher Education of Georgia clearly stipulates that master's degree educational programs "must necessarily include the student's independent conduct of research or the implementation of activities on the basis of which he or she will be able to submit a master's thesis and/or project." This legal requirement explicitly emphasizes the individual nature of research work, mandating that each student must demonstrate their personal contribution to the research process and thesis development. Under the current Action Research model, students work collaboratively as a team while presenting a single Master's thesis collectively. This approach creates a fundamental tension with the statutory requirement for independent research conduct. When multiple students contribute to one thesis, it becomes increasingly difficult to delineate and assess each student's individual research contribution (except for the activities which are conducted prior to the completion of MA theses), potentially undermining the core principle of independent academic work. The collaborative nature of the Action Research model, while valuable for developing teamwork skills and addressing complex research problems, obscures the individual intellectual contributions that the law requires to be

evident. The statute's emphasis on "the student's independent conduct of research" suggests that each student must be able to demonstrate their personal research capabilities and contributions, which becomes problematic when research work is conducted collectively. This structural issue extends beyond legal compliance to create practical challenges in student assessment procedures. When students work as a team on a single thesis, evaluators face significant difficulties in applying individual assessment criteria. The current assessment framework appears designed for individual research projects, making it challenging to fairly evaluate each student's contribution to the collective work (please refer to 2.4. narrative).

For the supervision process to be in line with the statutory requirements, the university may modify the current Action Research model to require each Master's student to produce an individual thesis while maintaining collaborative research activities. This hybrid approach would involve students working together on shared research projects and data collection activities, but each student would be required to develop their own distinct research focus, analysis, and thesis document that demonstrates their individual contribution to the broader collaborative effort.

The institution has established rigorous eligibility criteria for master's thesis supervisors, encompassing three distinct categories of qualified individuals:

1. Academic or visiting staff with active participation in scientific research or relevant scholarly publications that correspond to the general thematic orientation of the master's thesis under supervision.
2. Doctoral candidates possessing either a prospectus in the relevant field or publications satisfying doctoral program requirements.
3. Holders of doctoral degrees in pertinent fields who have demonstrated recent scholarly productivity through publications in international database-indexed journals within a two-year timeframe.
4. The supervisory responsibilities are comprehensively delineated, encompassing multifaceted support dimensions that extend beyond mere oversight. These responsibilities include:
5. Provision of methodological consultation regarding research design, implementation strategies, and scholarly writing practices.
6. Facilitation of student engagement in scientific discourse through guidance on conference participation and research presentation.
7. Continuous progress assessment coupled with constructive and temporally appropriate feedback mechanisms concerning research planning and development.
8. Verification of academic integrity through systematic plagiarism detection procedures.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

The Doctoral supervision is administratively governed by the Dissertation Council of the Faculty and operationalized through Doctoral Regulations. The qualification prerequisites for doctoral supervisors are more stringent than those for master's supervisors, necessitating higher academic positions (professor, associate professor, assistant professor, or professor emeritus), a doctoral degree, relevant research experience, contemporary disciplinary knowledge, and thematically aligned publications.

The documentation provides evidence that the institution has developed formal regulations governing the appointment and potential changes of supervisors and co-supervisors for doctoral students. The institution references "the Dissertation Council of the Faculty of Business, Technology and Education and the Doctoral Regulations" as the governing frameworks that stipulate supervisory qualifications and appointments. These regulations establish clear criteria for who may serve as a scientific supervisor, specifically requiring a doctoral academic degree, relevant scientific research experience, and up-to-date knowledge in the field.

The documentation further elaborates on the provisions for co-supervision, stating that "If necessary, a doctoral student may have more than one scientific supervisor. It is also possible for the doctoral student's second supervisor/co-supervisor to be invited from another academic institution, including a foreign one, within the framework of an international cooperation agreement or by decision of the sectoral commission." This indicates that the institution has established formal procedures not only for appointing supervisors but also for incorporating co-supervisors when beneficial for the doctoral research project.

The supervisory responsibilities at the doctoral level are expansively conceptualized to encompass a spectrum of academic developmental functions:

1. Regular consultative engagement and progress monitoring through systematic feedback mechanisms.
2. Provision of comprehensive scientific guidance, including methodological consultation and research design development.
3. Facilitation of academic network integration at both local and international levels.
4. Guidance on participation in scientific events, including specialized doctoral colloquiums.
5. Advisory support regarding publication strategies in peer-reviewed scholarly journals.

These consultations encompass "periodic feedback on the doctoral student's progress, providing general scientific advice, selection of research methodology and design." The supervisor's coordination role extends to guiding the doctoral student "in the process of writing a thesis/scientific research paper/dissertation, in the process of integrating into local and international scientific networks, in the process of participating in local and international scientific events (including doctoral colloquiums) and in the process of presenting results." Additionally, supervisors provide "advice on publishing scientific articles in a refereed journal."

The responsibilities of doctoral supervisors closely parallel those for master's supervisors but are adapted to the more advanced level of research. The approach taken to supervision acknowledges the complex nature of doctoral education as both an advanced research undertaking and a professional developmental process oriented toward academic career trajectory establishment. The supervisor-to-active doctorate-student ratio must not exceed 1:3. A ratio of 1:5 between the supervisor and active doctorate students is allowed only when a suspended doctorate student seeks reinstatement of status to submit a thesis, creative, or performance work for the conferral of an academic degree. This numerical threshold is systematically derived from the institution's "student contingent planning methodology," suggesting a data-informed approach to supervisory capacity determination. This limitation appears designed to balance supervisory load distribution with the necessity for individualized attention to each supervisee's research development.

The institution has embedded supervision evaluation within its broader internal quality mechanisms for educational programs. This integration includes the development of specialized assessment instruments, particularly student questionnaires, designed to collect empirical data on various dimensions of supervisory practice. The systematic analysis of these data serves to identify supervisory strengths and developmental opportunities, which subsequently inform targeted interventions.

As a concrete example of responsive action based on identified needs is the workshop held for doctoral supervisors in the previous fall semester. This workshop addressed basic principles and existing difficulties of doctoral student supervision, time management, responsibilities, ethical approaches, doctoral student integration, and other relevant topics.

Overall, the institution has taken into account not only the existing practices on the faculty but the guiding standards of PhD education in general, which implies a clear dedication to establishing the standards derived from the “Framework for Doctoral Education”. Since the institution has already identified its “weaknesses” and planned activities for developing areas for improvement, we could suggest to create a Thesis Supervision Mentorship Program pairing experienced supervisors with less experienced colleagues, which may enhance the overall supervision quality on PhD as well as on MA levels.

Data related to the supervision of master's/doctoral students Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	
Number of master's theses supervisors	15
Number of master's students	50
Ratio - supervisors of master's theses/master's students	0.30

Data related to the supervision of master's/doctoral students Programme 3 - Educational Administration, Master's Studies	
Number of master's theses supervisors	13
Number of master's students	40
Ratio - supervisors of master's theses/master's students	0.33

Data related to the supervision of master's/doctoral students Programme 4 - Educational Science, Doctoral Studies	
Number of doctoral theses supervisors	10

Number of doctoral students	10
Ratio - supervisors of doctoral theses/doctoral students	1.00

Evidences/Indicators

- Annex 14 - Student body planning methodology;
- Bylaws of the Dissertation Board and Doctoral Studies;
- Primary Teacher Education, Integrated BA and MA programme;
- Educational Administration, MA programme;
- Educational Science, PhD programme;
- Master's and Doctoral thesis concepts;
- Choice Environment Assurance System "Argus": <http://argus.ge/ge/>
- Academic and invited staff CV's;
- Faculty website: <https://faculty.iliauni.edu.ge/biznesis-teqnologiis-da-ganathlebis-phakulteti/>
- Rules for evaluating the implementation of educational programs at Ilia State University;
- Self-assessment report;
- Interview results.

General recommendations of the cluster: None.

General suggestions of the cluster: Create a Thesis Supervision Mentorship Program pairing experienced supervisors with less experienced colleagues, which may enhance the overall supervision quality and student satisfaction.

Recommendations and suggestions according to the programmes:

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): It is recommended for students to work on their master's theses individually, so that the role of each master's student in the process of writing a master's thesis is clear.

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): It is recommended for students to work on their master's theses individually, so that the role of each master's student in the process of writing a master's thesis is clear.

Suggestion(s): None.

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None.

Suggestion(s): None.

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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 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<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 - Early Childhood, Development and Education, Bachelor's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 - Educational Administration, Master's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	X	<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.

Cluster and individual evaluation

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

During the interviews with the key stakeholders, it was clear to the Expert Panel that the leadership of the programmes at Ilia State University is committed to the curriculum and goals of the programmes. All educational programmes within the evaluated cluster are supported by a highly qualified, experienced and sufficiently resourced academic and administrative staff. The university has implemented comprehensive institutional mechanisms to guarantee the quality, sufficiency and strategic alignment of its human resources with the learning outcomes of each program.

Academic staff CVs, portfolios and submitted documents confirm compliance with institutional and national standards. Staff members demonstrated successful records in university-level teaching and research, while many are active participants in international projects. Ilia State University employs a team of academically and professionally accomplished faculty members whose qualifications and expertise are validated through recent scholarly publications, practical experience and participation in international educational and research initiatives.

The university applies a clear and transparent rule for the selection and appointment of academic staff, ensuring that only individuals with the requisite expertise and experience are involved in program delivery. Academic staff are assigned to programs based on alignment with their qualifications and subject-matter expertise, which is systematically documented in personal files and institutional databases.

A university-wide Academic Workload Scheme governs the distribution of teaching hours, student supervision responsibilities and time allocated for research, consultation and professional development. Each program adheres to this scheme, ensuring that academic and invited staff are neither overburdened nor underutilized. For example, the scheme limits the number of thesis supervisions to a maximum of five students per supervisor, thereby preserving time for quality mentoring, scholarly work and institutional service.

ISU applies a structured methodology for student contingent planning and staff allocation. The Faculty of Business and Education, for instance, has developed workload schemes that reflect teaching obligations, contractual terms and student consultation requirements, as outlined in course syllabi. This planning framework ensures long-term sustainability and responsiveness to evolving academic demands.

Reported staff-to-student ratios across the programs confirm that human resources are adequately matched to enrolment figures, enabling effective learning environments. Notable examples include:

- Bachelor's in Early Childhood Development and Education: 15 staff for 20 students (1:1.33)
- Integrated Bachelor's and Master's in Primary Teacher Education: 48 staff for 50 students (1:1.04)
- Master's in Educational Administration: 20 staff for 40 students (1:2)
- Doctoral Program in Educational Science: 10 staff meeting PhD supervision standards
- Teacher Training Programs (various specializations): Ratios ranging from 1:3 to 1:5

These ratios are consistent with institutional benchmarks and ensure sufficient instructional and advisory capacity across all programs.

Each program is led by highly qualified program heads with deep expertise in their respective disciplines and demonstrated leadership in national and international education development. They are actively involved in curriculum design, academic quality assurance and research initiatives, thereby ensuring that program content remains current, relevant, and rigorously implemented. Students have pointed out that they can have direct contact with the programme heads in all programmes. They said that other staff, including personnel in administration who provide support for educational activities were also very helpful.

Each of these program heads are engaged in continuous program evaluation through university quality assurance mechanisms such as self-evaluation reports and Faculty Council reviews, ensuring both academic rigor and alignment with strategic goals.

Ilia State University provides comprehensive administrative and student support through qualified staff members assigned to roles such as Quality Assurance Officers, Educational Development Specialists, and Student Relations Coordinators. These professionals are equipped to handle academic coordination, student services and quality monitoring. Their qualifications are verified via job descriptions and personnel files.

The university's internal digital quality management platform (Argus) further supports effective coordination among academic and administrative units. Faculty organizational structures and institutional quality assurance documentation reinforce this alignment and promote operational efficiency. Faculty members demonstrate strong backgrounds in university-level teaching, scholarly research, and active engagement in international academic initiatives. The academic staff's qualifications and professional achievements are consistent with the programmes' objectives and learning outcomes. The institution has formal mechanisms for staff recruitment, evaluation and development, ensuring a continuous match between staff competences and programmes' needs.

Programme leadership is clearly defined and is composed of individuals with significant experience in curriculum development and international project management. Many have authored academic publications in reputable international journals. During the site visit, the leadership team communicated a well-structured vision for the programme, emphasizing ongoing development and responsiveness to evolving academic and industry needs.

The staffing arrangements reflect a mature and well-resourced academic environment. The presence of structured workload policies and supervisory limits contributes positively to the sustainability and quality of teaching and mentorship. Staff involvement in international research and development projects adds value to the learning environment and strengthens the programme's global orientation. Leadership roles are clearly allocated and demonstrate a balance between strategic oversight and operational involvement in curriculum delivery.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

The program ratio is appropriate, and the balance between academic and visiting staff supports program sustainability. Staff attrition is reported at 0%, indicating a stable teaching body. The academic and practical qualifications of both groups support student exposure to modern trends and practices in early childhood education. Program head is actively involved in curriculum design, academic quality assurance and research initiatives, thereby ensuring that program content remains current, relevant, and rigorously implemented.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

The large staff pool and mixed expertise ensure program stability and access to current pedagogical developments. The program is in full compliance. It has a healthy balance of staff types, high retention, and robust capacity to deliver both theoretical and practice-based learning. The inclusion of optional modules adds diversity and specialization, requiring the breadth of expertise reflected in staffing. The program is led by highly qualified program head with deep expertise in their respective disciplines and demonstrated leadership in national and international education development.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

All staff are retained year-on-year, and the academic staff proportion is notably high for a Master's level program. The mix of academic and professional expertise ensures exposure to current administrative strategies and research in education. The program is led by highly qualified program head with deep expertise in their respective disciplines and demonstrated leadership in national and international education development. She is actively involved in curriculum design, academic quality assurance.

The program is compliant with the standards. It benefits from strong academic staffing and full retention, enhancing both research-led and applied learning. Its sustainability and quality are reinforced by the permanent academic core.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

The fully affiliated academic staff are involved in this program, with no invited personnel. The number of academic supervisors is proportionate to the number of doctoral students, and staff possess significant international experience, essential for guiding research and scholarly inquiry. The program is led by highly qualified program head with deep expertise in their respective disciplines and demonstrated leadership in national and international education development. She is actively involved in curriculum design, academic quality assurance.

The program fully complies with accreditation expectations. The exclusive use of affiliated staff is appropriate for doctoral-level instruction and supervision, and the international qualifications of faculty ensure global relevance in research.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

The program ensures students are prepared with both foundational pedagogy and subject-specific knowledge. The program complies with staffing requirements. The balance leans toward invited staff, but retention is relatively high, and program size is modest. Continued monitoring of invited staff attrition is advised. The program is led by highly qualified program head with deep expertise in their respective disciplines and demonstrated leadership in national and international education development. She is actively involved in curriculum design, academic quality assurance.

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

The staff pool is diverse, covering multiple subject areas. Expertise reflects both international developments and national curricula. The program complies with staffing requirements. The program is led by highly qualified program head with deep expertise in their respective disciplines and demonstrated leadership in national and international education development. She is actively involved in curriculum design, academic quality assurance.

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

The staffing adequately supports a diverse curriculum in languages, arts, and ICT. The faculty brings both international knowledge and practical teaching experience. The program is led by highly qualified program head with deep expertise in their respective disciplines and demonstrated leadership in national and

international education development. She is actively involved in curriculum design, academic quality assurance.

The program meets standards, though the academic staff ratio is relatively low. However, the breadth of disciplines covered, and the variety of student learning paths justify a higher proportion of invited staff with practical competencies.

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

The educational programmes fully comply with the standard component related to staff qualifications, workload, and programme leadership. Evidence from the self-evaluation report, supporting documentation and site visit demonstrates:

- Clear and enforceable policies on academic workloads and supervisory responsibilities.
- Strong academic and professional profiles of teaching staff, aligned with programme objectives.
- Robust mechanisms for recruitment, appraisal, and development of academic and administrative personnel.
- Effective and visionary programme leadership with relevant expertise in education, international collaboration, and scholarly publication.
- Adequate administrative and infrastructural support to ensure smooth programme implementation.

The program is led by highly qualified program head with deep expertise in their respective disciplines and demonstrated leadership in national and international education development. She is actively involved in curriculum design, academic quality assurance.

We can conclude that the university has implemented robust, evidence-based mechanisms to ensure that academic, scientific, invited and administrative personnel are qualified, appropriately distributed and actively engaged in delivering the intended learning outcomes of all educational programs grouped in the evaluated cluster.

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise^[1]	Including the staff holding PhD degree in the sectoral direction^[2]	Among them, the affiliated academic staff
Total number of academic staff	3	3	2	3
- Professor				

- Associate Professor	2	2	1	1
- Assistant-Professor	1	1	1	8
- Assistant				
Invited Staff	12	12		–
Scientific Staff				–

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[3]	Including the staff holding PhD degree in the sectoral direction ^[4]	Among them, the affiliated academic staff
Total number of academic staff	15			15
- Professor	5	5	5	5
- Associate Professor	10	10	10	10
- Assistant-Professor				
- Assistant				
Invited Staff	33	33	5	–
Scientific Staff				–

Programme 3 - Educational Administration, Master's Studies

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[5]	Including the staff holding PhD degree in the sectoral direction ^[6]	Among them, the affiliated academic staff
Total number of academic staff	13	13	13	13
- Professor	1	1	1	1
- Associate Professor	12	12	12	12
- Assistant-Professor				
- Assistant				
Invited Staff	7	7	2	–
Scientific Staff				–

Programme 4 - Educational Science, Doctoral Studies

Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated academic staff
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academic, scientific, and invited staff)		sectoral expertise ^[7]	the sectoral direction ^[8]	
Total number of academic staff	10	10	10	10
- Professor	2	2	2	2
- Associate Professor	8	8	8	8
- Assistant-Professor				
- Assistant				
Invited Staff	0			–
Scientific Staff				–

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[9]	Including the staff holding PhD degree in the sectoral direction ^[10]	Among them, the affiliated academic staff
Total number of academic staff	6	6	6	6
- Professor	3	3	3	3
- Associate Professor	2	2	2	2
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	10	10	3	–
Scientific Staff				–

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[11]	Including the staff holding PhD degree in the sectoral direction ^[12]	Among them, the affiliated academic staff
Total number of academic staff	11	11	11	11
- Professor	4	4	4	4
- Associate Professor	6	6	6	6
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	14	14	5	–

Scientific Staff				–
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Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[13]	Including the staff holding PhD degree in the sectoral direction ^[14]	Among them, the affiliated academic staff
Total number of academic staff	10	10	10	10
- Professor	3	3	3	3
- Associate Professor	5	5	5	5
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	17	17	4	–
Scientific Staff				–

Programme 8 - Special Teacher Training Educational Program, Certificate

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[15]	Including the staff holding PhD degree in the sectoral direction ^[16]	Among them, the affiliated academic staff
Total number of academic staff	2	2	2	2
- Professor	2	2	2	2
- Associate Professor				
- Assistant-Professor				
- Assistant				
Invited Staff	14	14		–
Scientific Staff				–

Evidences/Indicators

- Academic Workload Scheme;
- CVs and staff portfolios;

- Rules for staff selection and appointment;
- Staff evaluation procedures;
- Program-specific staff-to-student ratio data;
- Syllabi and consultation responsibilities;
- Records of self-evaluation and Faculty Council meetings;
- Organizational structure and administrative job descriptions;
- Argus platform documentation;
- Project and research center affiliations;
- Interviews with the Staff.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

x



Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

x



Programme 8 - Special Teacher Training Educational Program, Certificate

x



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.

Cluster and individual evaluation

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

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

Personal files (CV's and resumes) and a list of academic and invited staff provided by the University confirm that students have qualified supervisor/supervisors, who have relevant scientific experience in the field of research. The topic of the Master's thesis is chosen after mutual agreement between the Master's student and his or her supervisor. Staff accommodate graduate students as much as possible to their schedule, and students can, if necessary, contact their supervisors. Papers are checked by the specialized plagiarism tool

Turnitin. Students use the university's library and other resources. If necessary, the thesis supervisors will also provide the students with relevant material.

From the interviews with the staff and students it is evident that the university has developed and implemented a transparent, level-specific, and program-aligned framework that governs the appointment and oversight of thesis supervisors and co-supervisors. At the master's level, supervision may be undertaken by academic or visiting staff, researchers with relevant publications, or doctoral candidates with active research records. At the doctoral level, supervision is restricted to university professors or equivalent scholars holding a doctoral degree and with recent peer-reviewed publications relevant to the dissertation topic. These criteria are formalized in key institutional documents, such as Master's Thesis Concepts, Dissertation Council Regulations, and Faculty-level Doctoral Study Guidelines. The supervisor selection process emphasizes student agency, facilitated by accessible platforms like the university website and the "Argus" Choice Environment Provision System, which provide detailed academic profiles and research outputs. All supervisor appointments are subject to formal documentation and verification through personal files, publication records, and academic contracts, ensuring compliance and quality. Institutional oversight is robust, with Dissertation Councils and faculty governance bodies ensuring consistent application of standards. Furthermore, ISU supports its academic staff through research coordination offices and funding opportunities, promoting ongoing scholarly engagement.

In conclusion, the programmes demonstrate compliance with this standard through its rigorous qualification processes, transparent systems and commitment to research-active supervision. Clear, tiered qualification criteria ensure that master's and doctoral students are supervised by professionals with strong academic and research backgrounds. Supervisors are selected transparently and documented via formal mechanisms, while access to supervisor profiles through platforms like ARGUS ensures informed decision-making for students. Oversight is provided through program regulations and doctoral councils.

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	18	18	15
- Professor	5	5	5
- Associate Professor	10	10	10
- Assistant-Professor			
Invited Staff	3	3	—
Scientific Staff			—

⁷ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 3 - Educational Administration, Master's Studies

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁸	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	14	13	13
- Professor	1	1	1
- Associate Professor	12	12	12
- Assistant-Professor			
Invited Staff	1	1	–
Scientific Staff			–

Programme 4 - Educational Science, Doctoral Studies

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	10	10
- Professor	2	2	2
- Associate Professor	8	8	8
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Evidences/Indicators

- Master's Thesis Concepts;
- Doctoral Studies Regulations;
- Dissertation Council Regulations;
- Argus platform documentation;
- Academic staff CVs and publication records;
- Staff satisfaction survey results;
- Budget documents for professional development;
- Interviews with the Staff.

General recommendations of the cluster: - None.

⁸ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

⁹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

General suggestions of the cluster: - None.

Recommendations and suggestions according to the programmes:

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None.

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None.

Suggestion(s): None.

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None.

Suggestion(s): None.

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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 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<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.
-

Cluster and individual evaluation

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

The university's approach is characterized by clearly articulated policies, dynamic support structures, and effective evaluation mechanisms that collectively reinforce its commitment to academic excellence and continuous learning.

ISU's infrastructure for research support is robust and multilayered. Central units such as the Scientific Research Coordination Service and the Development Service play pivotal roles in grant acquisition, proposal development, and international research collaboration. These efforts have yielded over 260 competitive research grants in the past twelve years, with a notable portion of them secured through international programs including Horizon Europe, Erasmus+, USAID, GIZ, and national foundations. The establishment of the Horizon Europe Space in 2022 exemplifies ISU's proactive positioning in the European research landscape.

Complementing these administrative structures are specialized research centers, including the Science Education Research Center (SALiS) and the newly established Center for Educational Research (2024). These hubs have led high-impact projects such as the ROSES Project (Rustaveli Foundation), HORIZON METEOR, and the CoARA initiative—each advancing scholarly inquiry and embedding research across teaching programs. Importantly, these projects also create valuable opportunities for master's and doctoral student engagement, reinforcing the integration of research and teaching.

The university maintains a systematic and multi-dimensional staff evaluation framework, administered through the Educational Process Development and Evaluation Office and Quality Assurance Services. Academic and visiting personnel submit biannual self-assessment reports detailing scholarly output, including indexed publications, editorial roles, conference participation, and international partnerships. Evaluation outcomes directly inform development pathways, promotion decisions, and eligibility for funding - ensuring a responsive and merit-based academic environment.

Pedagogical development is driven by the Personal and Professional Development Center (PPDC), which offers regular, semester-based training in active learning strategies, student-centered assessment, online education, and curriculum design. The PPDC also organizes faculty learning communities, webinars, and instructional design workshops grounded in global best practices. These activities support a culture of reflective practice and continuous instructional improvement. This was evident during the introductory meeting with the academic and invited staff.

Staff engagement in international academic discourse is encouraged through targeted funding for conference participation and support for publishing in high-impact journals. Recognition mechanisms such as the Pascal Prize and Internal Development Grants further incentivize excellence in research and teaching. Visibility tools like the Iliuni Research Portal enhance dissemination and collaboration, while ensuring alignment with institutional strategic goals.

The university also employs a participatory approach to feedback and needs assessment, using staff satisfaction surveys, student evaluations, and focus group discussions to inform programmatic and developmental enhancements. While these mechanisms are operational, there remains an opportunity to more explicitly articulate how feedback translates into actionable improvements in teaching and professional development. During the interviews staff confirmed that they feel themselves as valuable members for whom the university supports their professional development. During the site visit, the academic staff also confirmed that they receive support from the university for their academic development. A mechanism for the evaluation of courses by students has been developed. Academic staff receive feedback about their academic work via student surveys, as well as in focus group discussions, where room for improvement is identified best of all. Staff satisfaction surveys are conducted from time to time with regard to the services offered by the university. The needs identified as a result serve as the basis for planning professional development activities. Staff confirmed that they have been supported in participating at conferences, and in publishing in the international journals.

However, expert observations during the site visit highlighted a need to strengthen the use of feedback from course evaluations and staff appraisals to inform teaching improvement and to expand access to structured, local professional development initiatives.

The university offers a dynamic and structured environment for the continuous professional development of its academic and visiting staff. Through services such as the Scientific Research Coordination Service, Personal and Professional Development Center, and access to international grant opportunities, the institution provides training, evaluation, internal grants, and recognition programs (e.g., the Pascal Prize). The evaluation of staff performance is embedded in institutional policy and informs development strategies. The university has established mechanisms to support the continuous professional development of academic, scientific, and invited staff. The Scientific Research Coordination Office plays a central role in facilitating and coordinating scientific initiatives across faculties and departments, actively assisting staff in securing and implementing research projects. In parallel, the Development Office provides critical support in identifying appropriate funding opportunities, thereby strengthening the university's research capacity and external engagement.

Overall, while the infrastructure for professional development is in place and actively functioning, a more coherent feedback loop between evaluation outcomes and development initiatives would ensure greater compliance with quality standards and lead to measurable improvements in academic performance and research productivity.

We can conclude that Ilia State University has institutionalized a high-functioning, reflective, and well-resourced system that ensures the ongoing professional and research development of its academic, scientific, and visiting staff. The integration of internal support services, external partnerships, training opportunities, performance evaluations, and recognition schemes exemplifies good practice in aligning human resource development with academic mission and program quality.

Evidences/Indicators

- Interview results with library administration;
- Agreements with scientific databases;
- Argus system documentation;
- Personal and Professional Development Center training records;
- Academic staff evaluation frameworks;
- Grant and project documentation (Horizon Europe, Erasmus+, Rustaveli Foundation);
- Research center reports (e.g., SALiS, Educational Research Center);
- University budget documents for staff development;
- Staff satisfaction and student course evaluation summaries.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any):

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

teaching), Integrated
Bachelor's and Master's

Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	x	<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.

Cluster and individual evaluation

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

During the site visit, the expert panel explored the University's infrastructure, equipment and technical resources available to students and academic staff. The university's material resources - including general infrastructure, digital platforms, academic libraries, specialized centers are pedagogically relevant, technologically current and strategically aligned with institutional goals and academic programmes requirements.

The University offers ICT-equipped study zones and digital management tools, most notably the ARGUS Academic System, which facilitates course registration, credit tracking, grade management and academic communication.

The university's central academic resource- the Iliuni Library - offers comprehensive access to scholarly literature, including physical collections aligned with curricula and electronic access to major international databases such as Scopus, ScienceDirect, JSTOR, Clarivate, ProQuest, EBSCO, and Taylor and Francis. Students and faculty benefit from advanced digital search tools, librarian-led training sessions, access to academic services such as scanning, printing, and database navigation workshops and responsive acquisition systems informed by faculty needs. These offerings strongly support the development of student research competencies and academic literacy.

The library has a reading hall equipped with appropriate inventory. In the reading hall, students have the opportunity to use the internet and various international electronic resources. The library has electronic catalogues. The compulsory literature and/or relevant readers specified in the syllabi of the programmes are available to students. The students have access to the latest scientific literature and publications in electronic databases.

The librarian demonstrated how to find the required learning materials. The expert panel asked for a couple of authors and learning books and these were identified and provided. The library also offers training courses to interested parties on the usage of electronic databases. Library administration has constant communication with the academic staff, and staff are invited to make requests for new acquisitions at the beginning of each semester. The documents provided and site visit findings indicate that students receive tailored information concerning academic honesty, library regulations and usage.

During the tour, the expert panel found that study auditoriums, laboratories, staff rooms, computer resource centres, administrative spaces, spaces for group work and others were available, all of which ensure the sustainability of the educational and administrative process.

University material and technical resources include multimedia projectors, computers, audio-video equipment, etc. There is a modern computer lab and computer equipment relevant to the academic programme. Each educational program demonstrates clear and direct alignment with material resources,

ensuring that learning environments and tools support the attainment of discipline-specific and professional competencies.

The university website ensures that information is easily available to all students and staff. They are informed about the possibility of using resources and are informed of the rules of their use.

Both the SER and students noted that the building housing the programmes provided satisfactory spaces for working and carrying out personal work individually or in groups. Spaces are also available for student / staff consultation. The library is well-equipped and funded.

All programmes are provided with the necessary infrastructure and technical equipment required for achieving their learning outcomes. Ilia State University maintains comprehensive material resources across its campuses. The university library system, electronic databases, research laboratories (SALiS, IERC) and specialized centers (e.g., Child Development Institute) provide tailored support to each program. Modern ICT tools (ARGUS, eLearning, Turnitin), research spaces, and partner institutions (e.g., kindergartens, general education schools) ensure that students have access to the necessary tools and environments to achieve learning outcomes.

The equipment needed for students enrolled in the Ph.D programme doesn't need to be highly specialised: the University's library provides all necessary resources. In addition, the visit to the library demonstrated that the library offers ample space for study and research, and also the recognition of the students' specific status as student researchers. In interviews, the students stressed that studying and having access to all the material they needed was made easy by the staff at the library.

ISU further distinguishes itself through a network of specialized research and teaching centers, including the Science Education Research Center (SALiS), Innovative Education Research Center (IERC), and the Child Development Institute. These centers serve as hubs for both instruction and research, offering laboratories, empirical teaching spaces, and collaborative projects. SALiS supports natural science education and teacher training with hands-on laboratory experience. IERC focuses on didactic innovation and digital-entrepreneurial skills, while the Child Development Institute provides applied environments for early childhood education and inclusive learning practices. These centers enhance student learning by bridging theory with practice and are closely integrated into program structures.

For instance:

The Bachelor's in Early Childhood Development program includes a 50-credit internship at kindergartens and diagnostic workshops at the Child Development Institute.

The Integrated Bachelor's and Master's in Primary Teacher Education program utilizes SALiS laboratories and general education school partnerships for STEM education.

The Master's in Educational Administration and Doctoral programs incorporate field-based internships, use of NVivo for qualitative research, and access to institutional data through IERC.

Teacher Training Programs integrate school-based practice modules and benefit from platforms like the Goethe Institute Moodle for language instruction.

Additionally, ISU's extensive network of external partnerships - with both local educational institutions and international academic bodies - expands the university's resource base, offering students authentic field experiences and access to globally recognized instructional technologies. These partnerships ensure that students are immersed in real-world professional contexts while maintaining strong academic support.

The educational programs in the cluster "Early Childhood, Development and Education" and associated teacher training programs at Ilia State University demonstrate a strong and well-integrated system of practical and research-based resources. These resources significantly support students' acquisition of theoretical knowledge, practical competencies, and research literacy, thus ensuring compliance with national and international quality standards.

Since 2024, the establishment of the **Center for Educational Research** has strengthened the research culture across all programs. This center fosters interdisciplinary inquiry into challenges in the education system, encourages evidence-based decision-making, and supports professional development for both researchers and practitioners.

In parallel, the **Institute of Child Development**, operating under Ilia State University, plays a pivotal role in supporting the early education and teacher training programs. The institute offers a unique multidisciplinary environment combining education, research, therapy, and professional development. It operates several specialized centers, including the **Preschool and Inclusive Education Center**, the **Autism Center**, and the **Early Childhood Development Center**, offering rich opportunities for student practice, seminars, and collaborative research.

Further support is provided through the **SALiS Natural Science Education Research Center**, which equips students with access to laboratory-based science instruction, and the **Innovative Education Research Center**, which enables didactic research and promotes 21st-century educational innovation through technology integration.

Across the cluster, students engage in well-structured school-based practice, supplemented by the use of specialized laboratories and research centers. The partnerships with kindergartens, general education schools, and institutions such as the Goethe Institute further enhance the applied learning environment.

Description and Analysis - Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Support Resources: Access to developmental services, literature, workshops, and professional seminars. The program offers extensive practical training and is uniquely supported by a child-focused institute, enhancing experiential learning and professional preparation in early childhood development.

Description and Analysis - Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Support Resources: Laboratory activities conducted at the SALiS Research Center in science-related courses.

The program offers balanced theoretical and practical preparation, supported by access to high-quality natural science labs and institutional partnerships that promote interdisciplinary teaching.

Description and Analysis - Programme 3 - Educational Administration, Master's Studies

Support Resources: Professional seminars, research access, and empirical research opportunities.

Though the practice component is smaller, it is appropriately aligned with the program's leadership focus and is supported by institutional resources for administrative and educational inquiry.

Description and Analysis - Programme 4 - Educational Science, Doctoral Studies

Research Tools: students have access to interdisciplinary research centers and laboratory infrastructure.

Support Resources: Strong collaboration with the Educational Research Center and access to the Innovative Education Research Center.

The program is research-intensive and offers doctoral students the necessary methodological and analytical tools to conduct original, high-level empirical studies.

Description and Analysis - Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Support Resources: All natural science courses and labs conducted at the SALiS Center.

Practice opportunities and subject-specific laboratory instruction support professional readiness.

Description and Analysis - Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Support Resources: Practical and theoretical components in biology and physics take place at the SALiS lab. The program offers strong links to practice and STEM-specific lab work that supports content mastery and pedagogical skill development.

Description and Analysis - Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Special Feature: For German language instruction, practice and coursework are conducted at the Goethe Institute, with Moodle-based assignments.

The integration of external partner institutions adds international dimension and technological sophistication to the program.

Description and Analysis - Programme 8 - Special Teacher Training Educational Program, Certificate

Support Resources: Strong collaboration with the Institute of Child Development, especially through the Autism and Rehabilitation Centers.

The program's focus on inclusive and special education is directly supported by expert centers and applied practice, ensuring high relevance and competency development.

The **integration of research institutions, professional development platforms, applied practice sites, and technological resources** across the programs is exemplary. A significant strength is the **cross-functional collaboration** between faculties, centers, and partner institutions, ensuring that students are well-prepared for both academic and practical professional roles in education.

Descriptive summary and analysis of compliance with standard requirements the university has access to a high level of infrastructure and equipment, and the library administration articulated a clear vision for its constant improvement. We can conclude that Ilia State University demonstrates a fully developed, strategically coordinated, and future-oriented approach to material resource provision. Its infrastructure is not only sufficient but exemplary in supporting high-quality teaching, research, and professional preparation across disciplines. The integration of digital tools, advanced library services, program-specific facilities, and collaborative partnerships reflects a commitment to excellence in academic delivery.

Evidences/Indicators

- University Infrastructure Overview;
- ARGUS Management System Documentation;
- Library Services and Database Access Records;
- Interviews with Library Administration/students/staff;
- Agreements with Scientific Databases and Partner Institutions;
- Descriptions of Research Centers (SALiS, IERC, Child Development Institute);
- Program Syllabi and Internship Descriptions;
- Access Policies for Digital and Physical Resources;
- University website.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language,	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Russian language, Georgian as
a Second/Foreign Language,
Fine and Applied Art, Music,
Computer Technologies),
Certificate

Programme 8 - Special Teacher Training Educational Program, Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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.

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

Documents provided by the University show that the faculty have established a clear budget for all programmes and that they are in accordance with the University regulations. This gives the panel the feeling that the strategic engagement of the University towards its stakeholders is assured.

It must also be emphasized that the university’s financial planning processes are economically sound, strategically integrated, and aligned with both short-term operational needs and long-term academic goals. Program-specific resource allocation is informed by detailed needs assessments and institutional priorities, with sufficient flexibility to accommodate expansion, innovation, and emerging academic demands.

At the core of ISU’s financial structure is a centralized budgeting system that consolidates the funding of personnel, infrastructure, academic resources, and research support across the institution. Essential expenditures—such as salaries for academic and administrative staff, maintenance of digital learning platforms (e.g., ARGUS), academic databases, and infrastructure development—are fully covered within the university’s central budget. Faculty and departmental units are also allocated targeted funds for research dissemination, participation in international academic events, and conference travel, reinforcing ISU’s strategic commitment to academic excellence and international engagement.

Financial allocations are clearly aligned with program-specific needs, based on comprehensive assessments of human, material, and academic requirements. These include funding for laboratory access (e.g., SALiS, IERC), practice-based learning (e.g., internships in schools and kindergartens), specialized educational tools, and access to digital learning environments. All academic levels-bachelor’s, master’s, doctoral, and certificate programs - benefit from this needs-based approach, which ensures that learning outcomes are adequately supported through appropriate and consistent resource provision.

Notably, ISU's financial model incorporates strategic flexibility. In cases of increased enrollment, program expansion, or unanticipated needs, the university is able to provide supplementary funding from central or faculty-level reserves. This responsiveness enhances the institution's ability to innovate and adapt without compromising fiscal discipline or program integrity.

A distinctive and commendable element of ISU's approach is the tuition-free model for doctoral education. Offered as a strategic investment in national academic capacity and research development, this model is sustained through surplus revenues from other income-generating programs and faculty budgets. While site visits noted some operational challenges—particularly in cases where part-time doctoral candidates balance academic work with external employment—the university has implemented monitoring mechanisms to ensure program quality, resource alignment, and long-term sustainability. Regular review processes and oversight by the Financial Services Department contribute to risk mitigation and informed decision-making.

Program-level financial monitoring is rigorous and systematic, involving the use of forecast budgets, cycle-specific expenditure tracking, and periodic evaluations of financial performance. This is further embedded in ISU's strategic academic planning, ensuring a strong link between financial decision-making and institutional development goals.

Ilia State University demonstrates exemplary financial stewardship and a clear alignment between resource allocation and educational mission. Its centralized budgeting framework ensures equity, stability, and strategic coherence, while faculty-level flexibility and responsiveness enhance program-level effectiveness. The decision to provide tuition-free doctoral education reflects a bold, mission-driven investment in national academic infrastructure—an initiative that is carefully monitored to ensure sustainability. During the interviews Ilia State University administration demonstrated a strong commitment to financial sustainability through its centralized budgeting approach, which integrates program-specific needs into the institutional financial planning process. Core costs, including staffing, infrastructure maintenance, library resources, and scientific activity embedded within the university's primary budget framework, ensuring long-term viability across all faculties.

The institution's financial model supports the delivery of high-quality academic programs, research advancement, and ongoing innovation. Ilia State University is demonstrating a robust, centralized, and program-responsive budgeting model that ensures the financial sustainability of all programs within the evaluated cluster.

In conclusion, Ilia State University demonstrates compliance with the standard for financial sustainability and resource allocation. The university is encouraged to sustain its current model while proactively planning for long-term adaptability and resilience.

Evidences/Indicators

- University and Faculty Budgets;

- Financial Planning Documents;
- Interviews with Financial and Academic Staff;
- ARGUS Academic System;
- Infrastructure and Operational Cost Records;
- Records of Internship and Field Practice Funding;
- University Website and Public Disclosures.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

x

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Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

x

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Programme 8 - Special Teacher Training Educational Program, Certificate

x

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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 - Early Childhood, Development and Education, Bachelor's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 - Educational Administration, Master's Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises internal and external quality assurance services and also, periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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

Issues related to the internal quality assurance at LEPL Ilia State University are coordinated by the University Quality Assurance Service together with Faculty Quality Assurance on the basis of the "Regulation of the Quality Assurance Service of Ilia State University". According to the mentioned document, the Faculty Quality Assurance Service carries out the evaluation of the quality of the programme within the framework of the undergraduate, graduate and doctorate programme.

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

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

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

In order to ensure that students provided feedback on the educational processes that were implemented in the remote mode based on their survey, the university's Quality Assurance Service changed the approach for implementing the learning process online after the pandemic period. Additionally, HEI modified the course-related surveys to take into account the unique characteristics of distant learning. It's also important to note that the program's academic staff and students were asked to provide input on the services they received via remote learning as part of the survey.

The "Faculty Commission" established at the Business, Technology and Education plays an important role both in the improvement of programmes and in the internal evaluation of quality. Commission members actively participate in the process of reviewing educational programmes and are involved in the evaluation of the study process and results. They participate in decision-making regarding the establishment of educational objectives and outcomes of the programmes and their modification.

The self-evaluation report shows that the University conducts an educational programme's evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for programme development, also on international level, and implements them in the programme. The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them, which is confirmed by a comprehensive overview as a part of the self-evaluation report and by meetings with stakeholders and relevant reporting protocols.

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

Evidences/Indicators

- o Cluster of educational programs;
- o Programme Self-Assessment Report;
- o Policy and Procedures on Development, Approval, Amendment and Abolishment of Education Programmes;
- o The rule of evaluation of the implementation of educational programs;
- o Regulation of the Quality Assurance Service of Ilia State University;
- o Quality Assurance Service Researches;
- o Market research;
- o Expert Panel's meeting with the head of the programme;
- o Expert Panel's meeting with academic and invited staff;
- o Expert Panel's meeting with representatives of quality assurance service;
- o Expert Panel's meetings with students, graduates and employers of the programme.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language,	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fine and Applied Art,
Music, Computer
Technologies), Certificate

Programme 8 - Special Teacher Training Educational Program, Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5.2 External Quality Evaluation

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

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

LEPL Ilia State University uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programmes. Based on the recommendations and advices received on the other educational programmes, the University provides development and refinement of the Cluster of educational programs.

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

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

Evidences/Indicators

- o Educational programs in the cluster;
- o Programme Self-Assessment Report;
- o Policy and Procedures on Development, Approval, Amendment and Abolishment of Education Programmes;
- o The rule of evaluation of the implementation of educational programs;
- o Regulation of the Quality Assurance Service of Ilia State University;
- o External Evaluation Results;
- o Expert Panel's meeting with the head of the programmes, representatives of quality assurance service, graduates and employers of the programme.

General recommendations of the cluster: None.

General suggestions of the cluster: None.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): None

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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 - Early Childhood, Development and Education, Bachelor's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Education, Biology,
Physics), Certificate

Programme 7 - Primary,
Lower, and Upper
Secondary School Teacher
Training Educational
Program (English
language, German
language, Russian
language, Georgian as a
Second/Foreign Language,
Fine and Applied Art,
Music, Computer
Technologies), Certificate

X

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Programme 8 - Special
Teacher Training
Educational Program,
Certificate

X

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5.3 Programme Monitoring and Periodic Review

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

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

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

The involvement of stakeholders in the process of developing the cluster of educational programs is confirmed. The institution submitted protocols of meetings with the staff elaborating the programmes and employers' assessment of the educational programme, which describes the evaluations of participants and their recommendations, and suggestions. Involvement in this process is confirmed by all stakeholders during meetings with the Expert Panel; they named specific cases of consideration of the recommendations made by them to the programme manager.

According to the programme quality assurance mechanisms, the quality assurance representatives attend lectures / practical training for monitoring, analyzing the students' academic performance and developing relevant recommendations for the improvement of the educational programme or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. At this stage the cluster does not use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching; however, the academic and invited staff of the program noted their willingness to be involved in the process.

The Quality Assurance Service monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. Data from each faculty is reviewed by the Faculty Commission. The evaluation results are used by the university administration to improve educational programmes and the academic process. The university provided the results of the analysis of the academic performance of the students on the bachelor and master's programme to ensure that the mechanism is established and evaluation of programme outcomes is carried out. Based on the analysis of the evaluation results, the programme and/or evaluation system is modified / adapted to ensure its renewal.

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

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

Evidences/Indicators

- o Cluster of educational programs;
- o Programme Self-Assessment Report;
- o Policy and Procedures on Development, Approval, Amendment and Abolishment of Education Programmes;
- o The rule of evaluation of the implementation of educational programs;
- o Regulation of the Quality Assurance Service of Ilia State University;
- o Quality Assurance Service Researches;
- o Benchmark document with similar programs of foreign universities;
- o Expert Panel's meeting with the head of the programmes, academic and invited staff, representatives of quality assurance service, graduates and employers of the programme.

General recommendations of the cluster: None.

General suggestions of the cluster:

- o It is desirable for the program to use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching.

Recommendations and suggestions according to the programmes:

Programme 1 - Early Childhood, Development and Education, Bachelor's Studies

Recommendation(s): None.

Suggestion(s): None

Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's

Recommendation(s): None

Suggestion(s): None.

Programme 3 - Educational Administration, Master's Studies

Recommendation(s): None

Suggestion(s): None

Programme 4 - Educational Science, Doctoral Studies

Recommendation(s): None

Suggestion(s): None

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

Recommendation(s): None.

Suggestion(s): None.

Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

Recommendation(s): None.

Suggestion(s): None

Programme 8 - Special Teacher Training Educational Program, Certificate

Recommendation(s): None.

Suggestion(s): 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 - Early Childhood, Development and Education, Bachelor's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 - Educational Administration, Master's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate

Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate

X

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Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate

X

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Programme 8 - Special Teacher Training Educational Program, Certificate

X

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Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 - Educational Administration, Master's Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 - Educational Science, Doctoral Studies	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8 - Special Teacher Training Educational Program, Certificate	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: LEPL - Ilia State University

Name of Higher Education Programme Level: Bachelor's degree programme: “Early Childhood, Development and Education”; Integrated Bachelor's and Master's Degree Teacher Training Program: “Primary Teacher Education (with optional modules in Social Sciences and Special Education)”; Master's degree program: “Educational Administration”; Doctoral educational program: "Educational Science"; Teacher training educational programs: Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences - Grades I-IV); Educational program for training primary and secondary school teachers (Georgian language and literature, mathematics, history, geography, civics, biology, physics); Educational program for training primary, basic and secondary school teachers (English language, German language, Russian language, Georgian as a second language, fine and applied arts, music, computer technologies); Special Education Teacher Training Program.

Compliance with the Programmes with 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 - Early Childhood, Development and Education, Bachelor's Studies	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 - Primary Teacher Education (with optional modules of social sciences and special education teaching), Integrated Bachelor's and Master's	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 - Educational Administration, Master's Studies	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 - Educational Science, Doctoral Studies	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Programme 5 - Primary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, Natural Sciences- I-IV Grades), Certificate	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 6 - Lower and Upper Secondary School Teacher Training Educational Program (Georgian Language and Literature, Mathematics, History, Geography, Civics Education, Biology, Physics), Certificate	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 7 - Primary, Lower, and Upper Secondary School Teacher Training Educational Program (English language, German language, Russian language, Georgian as a Second/Foreign Language, Fine and Applied Art, Music, Computer Technologies), Certificate	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 8 - Special Teacher Training Educational Program, Certificate	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 1 - Early Childhood, Development and Education, Bachelor's Studies	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures:

Chair of Accreditation Experts Panel

Full name, signature

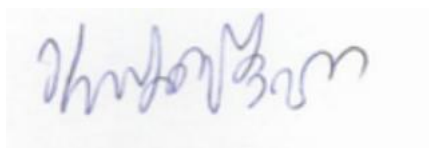
Peter Marcel Van Petegem



Of the member(s) of the Accreditation Experts Panel

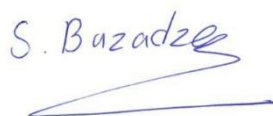
Full name, signature

Marine Gognelashvili



Full name, signature

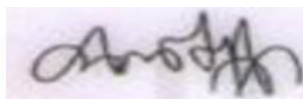
Sophio Bazadze



Full name, signature

Rusudan Sanadze

Full name, signature



Ekaterine Pipia

Full name, signature



Ilia Botsvadze

A handwritten signature in blue ink, consisting of a stylized 'I' followed by a dot and a cursive 'B'.

Full name, signature

Aleksandre Kalandadze

A handwritten signature in blue ink, featuring a large, stylized 'A' with a horizontal stroke and a cursive 'K'.