NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

1. **Integrated Bachelor´s - Master´s Teacher Training Educational Programme for Primary Level of General Education**
2. **Teacher Training Educational Programme**

N(N)LE - Georgian Patriarchate St. Tbel Abuserisdze University

27.-28. 5. 2025

04,08, 2025

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	N(N)LE – Georgian Patriarchate St. Tbeli Abuserisdze University
Identification Code of Institution	247865289
Type of the Institution	Teaching University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Milan Pol, Masaryk University, Czech Republic
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Member (Name, Surname, HEI/Organization, Country)	Revaz Bakhtadze, Tbilisi State University, Georgia (student expert)

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	**Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education**	**Teacher Training Educational Programme**
Level of higher education	**Level VII of the National Qualification Framework**	**Level VI of the National Qualification Framework**
Qualification to be awarded	**Master of Education (with the right to teach Georgian Language and Literature, Mathematics, and Natural Sciences at the primary level of general education (Grades I–IV), and one of the following:** **● the right to teach as a Special Education Teacher;** **● the right to teach Georgian Language and Literature at the primary level (Grades V–VI);** **● the right to teach Mathematics at the primary level (Grades V–VI);** **● the right to teach Natural Sciences at the primary level (Grades V–VI);** **● the right to teach Our Georgia at the primary level (Grades V–VI);** **● the right to teach Music at the primary level (Grades I–VI).)**	**_**
Name and code of the detailed field	**0114 Teacher Training with Subject Specialization**	**_**

Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	With the right to teach Georgian Language and Literature, Mathematics, and Natural Sciences at the primary level of general education (Grades I–IV), and one of the following: • the right to teach as a Special Education Teacher; • the right to teach Georgian Language and Literature at the primary level (Grades V–VI); • the right to teach Mathematics at the primary level (Grades V–VI); • the right to teach Natural Sciences at the primary level (Grades V–VI); • the right to teach Our Georgia at the primary level (Grades V–VI); • the right to teach Music at the primary level (Grades I–VI).	With the right to teach one of the subjects provided by the National Curriculum for general education at the primary, basic, or secondary level: • Georgian Language and Literature (Basic and Secondary levels); • Mathematics (Basic and Secondary levels); • English Language (Primary, Basic and Secondary levels); • History (Basic and Secondary levels); • Biology (Basic and Secondary levels); • Natural Sciences (Primary level); • Physical Education and Sports (Basic and Secondary levels); • Visual and Applied Arts (Primary, Basic, and Secondary levels).
Language of instruction	Georgian	Georgian
Number of ECTS credits	300	60
Programme Status (Accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited, Council meeting protocol N1 408009, October 21, 2022, Decision N 1425406	Accredited, Council meeting protocol N1 408009, October 21, 2022, Decision N 1425408

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes**

Bachelor's - Master's integrated educational programme of teacher preparation primary studies of general education has been offered by the University since 2021. Teacher preparation educational program has been implemented at the University since 2015. Both programmes of the cluster were last accredited in 2022 and this year (July 1) the accreditations will terminate.

Both programs provide the opportunity to obtain senior teacher status. Both programmes include pedagogical-psychological, pedagogical practice and subject methodology modules (on primary level, resp. on primary and secondary levels).

The number of students in both programmes is gradually decreasing - according to the information provided by programme leaders, currently there are 58 students in an integrated programme (300 ECTS), and 28 students in a certified programme (60 ECST).

The language of instruction in both programmes is Georgian.

- **Overview of the Accreditation Site Visit**

Prior to the site visit, the expert panel received the Self-evaluation report (SER) and other documentation from the University and based on that later requested some additional documentation which was provided timely. The site visit was conducted on May 27-28, 2025. During these days, the expert panel had a good chance of meeting representatives of all levels and positions related to the cluster of educational programmes, across the University and beyond. Also, the expert panel had a chance to see the campus and its facilities, check the library, learning management system and other provisions.

The expert panel would like to express sincere thanks for the cooperation of all participants and their participation in the discussions during the visit.

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

The cluster of the programs complies with requirements in the case of standard 4. In the cases of standards 1, 3, 4 and 5 the cluster of programmes substantially complies with requirements.

- **Recommendations**

   To the cluster of programmes:

- It is recommended to consolidate the programme's learning outcomes and formulate them into 8–10 key outcomes, focusing on the main learning outcomes envisaged by the programme, ensuring that their achievement can be effectively measured.

- It is recommended that the University develop a unified mechanism for the assessment of learning outcomes, which will serve as the basis for creating the outcome assessment mechanism for each specific programme.

- It is recommended that the compliance map linking programme learning outcomes with courses considers the learning outcome development path and the alignment of the level of individual courses with the programme learning outcomes.

- It is recommended that the University develop reports on the assessment of learning outcomes and share them with the relevant stakeholders.

- It is recommended to develop a clear guideline for students and the staff on how to use artificial intelligence in learning and research.

- It is recommended to support its staff in improving their English language skills, as this would greatly benefit the advancement of these programmes, enhance the academic staff's research output, and strengthen international collaboration.

- It is recommended to provide support to its academic personnel to boost their research output, particularly by encouraging publications in high-impact scientific journals and involvement in competitive research grant projects.

- It is recommended to update the library with up-to-date scientific periodicals, digital resources, books and international electronic library databases.

- It is recommended to improve the infrastructure of the campus.

- It is recommended to adapt infrastructure for students with disabilities.

- It is recommended that the University takes concrete steps to ensure the full and effective operation of internal quality assurance mechanisms.

- It is recommended that the University strengthen the involvement of academic and invited staff in the development and implementation of internal quality assurance mechanisms at the programme level.

- It is recommended that the university enhances its feedback and survey practices to ensure that all stakeholders (including students, graduates, academic and invited staff) are consistently and meaningfully involved in the development and improvement of both academic programmes and university services.

To the Programme 1 – Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

- It is recommended to distribute English language courses over two or more semesters, initiating instruction at an appropriate proficiency level and allowing for consistent, progressive development.

- It is recommended that the master's thesis be offered as a single, unified research component in the final semester, with an increased credit allocation.

- It is recommended to revise the program structure, adding a course in educational psychology and increasing the credit hours for teaching methodology courses.

To the programme 2 – Teacher Training Educational Programme

• It is recommended that the program structure be reviewed and corrected regarding credit allocation for subjects/modules.

• It is recommended to revise the structure to incorporate a course in Educational Psychology.

• It is recommended that the university also present a semester-based distribution of subjects integrated within bachelor programmes, clearly outlining their logical sequencing and interconnections.

• **Suggestions**

To the cluster of programmes

To the Programme 1 - Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

• It is suggested that the obligatory literature for study courses be reviewed, and older editions be replaced with more up-to-date publications.
• It is suggested to consider a possibility to prepare a more attractive and full information package about the cluster and its programmes - on the website of the University.
• It is suggested that the institution incorporates international peer review practices involving foreign colleagues.

To the Programme 2 - Teacher Training Educational Programme

• It is suggested that the learning outcomes of study courses be revised and reformulated in a way that facilitates the evaluation of their achievement.

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

N/A

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

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

Evaluation approaches for the accreditation experts:

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

1.   Cluster and individual evaluation
2.   Cluster evaluation

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

Description and Analysis

The programme objectives of both programmes grouped in a cluster are clearly defined and demonstrate a realistic and achievable scope. Their formulation reflects an understanding of the field's academic and professional requirements, as well as the level and nature of the educational programme. These objectives take into account the relevant academic level. They outline the core knowledge, skills, and competencies that the programme seeks to develop in its graduates, ensuring that student learning is purposeful and outcome driven.

The programme objectives express a broader ambition to contribute meaningfully to the advancement of the field of study and to the well-being of society in the region. The objectives are aligned with the mission, vision, and strategic goals of the university. This alignment ensures coherence across different levels of institutional planning and fosters the programme's integration into the wider academic framework.

Labour market demands have been thoughtfully considered in the development of the objectives, considering the specificities of the local environment. The programme is responsive to current local employment trends and is oriented towards equipping graduates with the competencies necessary to succeed in a workforce.

The objectives of both programmes are publicly accessible through the university website, ensuring transparency for prospective students, employers and other stakeholders. The objectives are shared and supported by the personnel involved in the design and delivery of the programme. Academic staff, administrative personnel, and other contributors are engaged in designing the objectives, which fosters a unified commitment to educational excellence.

Description and Analysis - Programme 1 - Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

The objectives described in the educational programme are as follows:

"A graduate:

1) Creates a positive, equally accessible, welcoming learning environment which supports the personal, physical, socio- emotional, and cognitive development of each student.

2) Plans student learning, teaching, and assessment using modern methodology, including universal design and digital tools. Pays special attention to educational activities based on national-patriotic values, in both classroom and extracurricular learning processes.

3) Takes care to improve their own practice, focusing on continuous professional development, thereby enhancing readiness for career advancement.

4) Collaborates with students, colleagues, parents, and the general school community to support the search for original ways to receive innovations in their field. Establishes relationships focused on development and improvement while adhering to ethical standards.

5) Acquires relevant knowledge, skills, and takes responsibility for effective work through completion of the embedded Special Teacher training module and additional modules.

6) Conducts practice research or empirical research, presenting research results to academic and professional communities. Demonstrates readiness to continue to the next level of education.

7) Acquires knowledge in school subjects defined in the National Curriculum for the first level of school."

To achieve its goals, the programme incorporates sharing the experiences of successful schools, as well as through meetings with teachers who have completed internships abroad. It also involves engagement with our university students who are studying or have studied abroad in the field of education.

The programme includes a map that shows the correspondence between programme goals and programme learning outcomes, indicating which learning outcomes contribute to the achievement of each programme goal.

Description and Analysis - Programme 2 - Teacher Training Educational Programme

The objectives described in the educational programme are as follows:

„A graduate:

a) Creates a learning environment based on national-patriotic spirit, personal development, inclusiveness, goodwill, positive social-emotional and cognitive development, respect for the

institution of the family, internationally recognized universal ethical principles, and equal accessibility.

b) Plans and conducts the teaching process in accordance with the national educational environment, taking into account students' age-related characteristics, using differentiated and effective strategies, fostering national and universal human values, shaping students' self-regulated behavior and learning skills, and uses assessment to improve achieved results.

c) Is focused on continuous professional development, embracing and implementing innovations in pedagogical practice, and self-evaluating and improving the outcomes of their own activities.

d) Enhances readiness for critical reflection and implementation of innovations by studying accumulated theoretical and practical experience in the field of education."

The programme takes into account the fact that a student may already be an experienced teacher or maybe someone with no teaching experience who wishes to become a teacher. Accordingly, a student-oriented teaching and learning environment will be created to support both educational and practical activities. The programme's goals reflect the knowledge and skills required to prepare graduates with the competencies and professional abilities appropriate for the status of a senior teacher.

Labor market requirements have been studied. Specifically, research has been conducted, and conclusions have been drawn. As indicated in the self-evaluation report and stated during the interviews, based on labor market needs, „Physical Education and Sports" module was added to the programme last year, and the "Natural Sciences " module was introduced this year.

Evidences/Indicators

- Mission and strategic goals of the University;
- Educational Programmes;
- Self-evaluation report;
- Market research results;
- Interviews.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

Component 1.1 – Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	x	☐	☐	☐

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

The learning outcomes of the programmes grouped in a cluster are designed to reflect and support their goals. They encompass the knowledge, practical skills, and the responsibility and autonomy that are expected from students upon completion of the programme. These outcomes are embedded in the content and structure of the curriculum, ensuring a coherent link between what is taught and what students are expected to achieve. However, the programmes' learning outcomes are formulated identically to the list provided in the relevant sectoral benchmark document and are not adapted or focused on the specific features and characteristics of the particular programme. Importantly, the learning outcomes should be formulated in a way that makes them measurable. They should be articulated using clear and accessible language, which facilitates both the evaluation of student performance and the overall monitoring of programme effectiveness.

Besides the above mentioned, it can be said that the learning outcomes are aligned with the relevant qualification level and field descriptor, and they correspond to the academic expectations defined for the qualification to be awarded.

Relevance to the labour market is a central consideration in the formulation of learning outcomes. They are designed to equip graduates with competencies that meet current employment demands in the field and also prepare them for progression to the next level of

education. This dual focus enhances both employability and academic mobility. The specificity of the field of study and labour market needs have also been taken into account.

The development of the learning outcomes has been a collaborative process, involving a range of stakeholders. Academic staff, visiting lecturers, students, graduates, and employers have all contributed their insights as was stated during the interviews.

Description and Analysis - Programme 1 - Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

Programme Learning outcomes are formulated as follows:

"Learning Outcome I – Positive learning environment;

Learning Outcome II – Planning, conducting, and assessing a student- and outcome-oriented learning process;

Learning Outcome III – Commitment to professional development;

Learning Outcome IV – Generalised learning outcomes;

Learning Outcome V – Acquisition of knowledge and skills for working with students with special educational needs;

Learning Outcome VI – Research of empirical and pedagogical practice;

Learning Outcome VII – Mastery and application of knowledge in the subjects defined by the National Curriculum."

The corresponding indicators for these outcomes are provided in Annex #1 of the programme, where they are detailed for each of the seven outcomes according to the competencies of Knowledge and Understanding, Skills, and Responsibility and Autonomy.

The learning outcomes of the programme are presented in accordance with the „General Education Benchmarks of Primary Level Teachers"; however, they are provided as a list of key points of learning outcomes and their corresponding indicators taken from the sectoral benchmark document, rather than formulated in an individual format specifically designed for this programme. The programme's learning outcomes are not consolidated, for example, into 8–10 main outcomes focused directly on the specific features and individual character of this programme. Formulating the outcomes in such a way would facilitate their measurement and provide stakeholders with a clearer understanding of the main outcomes and competencies to be achieved within the programme. Therefore, it is recommended to consolidate the programme's learning outcomes and formulate them into 8–10 key outcomes, focusing on the main learning outcomes envisaged by the programme, ensuring that their achievement can be effectively measured.

Description and Analysis - Programme 2 - Teacher Training Educational Programme

Programme Learning outcomes are formulated as follows:

"Learning Outcome I – Creating a positive learning environment;

Learning Outcome II – Planning, conducting, and assessing the teaching process;

Learning Outcome III – Commitment to professional development;

Learning Outcome IV – Generalised learning outcomes."

The corresponding indicators for these outcomes are provided in Annex #1 of the programme, where they are detailed for each of the seven outcomes according to the competencies of Knowledge and Understanding, Skills, and Responsibility and Autonomy.

The learning outcomes of the programme are presented in accordance with the „The Subject Benchmark Statement of Teacher Training"; however, they are provided as a list of key points of learning outcomes and their corresponding indicators taken from the sectoral benchmark document, rather than formulated in an individual format specifically designed for this programme. The programme's learning outcomes are not consolidated, for example, into 8–10 main outcomes focused directly on the specific features and individual character of this programme. Formulating the outcomes in such a way would facilitate their measurement and provide stakeholders with a clearer understanding of the main outcomes and competencies to be achieved within the programme. Therefore, it is recommended to consolidate the programme's learning outcomes and formulate them into 8–10 key outcomes, focusing on the main learning outcomes envisaged by the programme, ensuring that their achievement can be effectively measured.

Evidences/Indicators

- Educational Programmes;
- Methodology for formulating and assessing learning outcomes of programs grouped in a cluster;
- Labour market analysis;
- Survey results;
- Self-evaluation report;
- Interviews.

General recommendations of the cluster:

- It is recommended to consolidate the programme's learning outcomes and formulate them into 8–10 key outcomes, focusing on the main learning outcomes envisaged by the programme, ensuring that their achievement can be effectively measured.

General suggestions of the cluster: 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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	☐	x	☐	☐

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

The evaluation mechanisms for the learning outcomes of the programmes grouped within the cluster are incorporated into the programme and include direct and indirect evaluation methods, including both formative and summative tools, assessments from students, academic staff, graduates and employers, as well as the implementation of defined changes. The mechanism for assessing learning outcomes is similar for both programmes. The difference lies in the assessment procedures, which reflect the content and duration specific to each programme. However, it should be noted that the university has not developed a unified mechanism for the assessment of learning outcomes that would describe in detail the assessment methodology, its components, the specifics of developing a learning outcomes map, the assessment plan, rubrics, target benchmarks to be achieved, etc. The available information is presented in separate fragments and through assessments conducted by various stakeholders, which does not provide a clear picture of the assessment process, and the outcomes achieved. Accordingly, it is recommended that the university develop a unified mechanism for the assessment of learning outcomes, which will serve as the basis for creating the outcome assessment mechanism for each specific programme.

Both programmes have developed a compliance map linking programme learning outcomes with course learning outcomes. This map serves as a tool for achieving and assessing the programme learning outcomes. However, this map does not indicate the extent to which individual courses contribute to achieving specific learning outcomes, how the learning outcomes are addressed at the stages of introduction, deepening, and consolidation, or the progression line of the development of these outcomes. Moreover, the specific instruments of the course evaluation components (such as quizzes, midterm exams, projects, etc.) through which the achievement of learning outcomes is assessed are not specified. Accordingly, it is recommended that the compliance map linking programme learning outcomes with courses considers the learning outcome development path and the alignment of the level of individual courses with the programme learning outcomes.

It is stated in the self-evaluation report that at the beginning of the semester, students are provided with the learning outcomes defined in the course syllabus, the compliance map, and information on the forms and methods by which their achievements will be measured. They also receive feedback with recommendations for improvement and for enhancing their employment readiness. This was also confirmed during the interview.

As it is stated in the university self-evaluation report, when monitoring the use of the learning outcomes assessment mechanism by the university's quality assurance service to improve the programme, it was recommended to compare the learning outcomes with the target benchmarks. Based on this recommendation, updated standard forms for programme learning outcome evaluation were introduced, which enhanced the quality and effectiveness of using evaluation results to improve student achievements. To strengthen the use of programme learning outcomes analysis for programme improvement, the following provision was added to the programme evaluation mechanism: "The programme director should implement new forms of programme learning assessment in response to student needs, and the analysis of the resulting data should be used to improve the programme."

Faculty members, both academic and visiting, are informed about the learning outcome evaluation methods used within the programme. The findings from the assessment process are used to improve the programme. Where necessary, modifications are made to programme content, learning outcomes, assessment systems, or teaching and learning resources. This responsive approach ensures that the programme remains relevant, effective, and aligned with evolving academic standards and societal needs. As it was stated during the interviews, the results are compared with the benchmarks, which facilitates the identification of gaps and informs evidence-based improvements. The results of learning outcome evaluations should not be only collected but analyzed, reported and shared with relevant stakeholders. This will ensure transparency and foster a culture of continuous quality enhancement. Accordingly, it is recommended that the university develop reports on the assessment of learning outcomes and share them with the relevant stakeholders.

Evidences/Indicators

- Educational Programmes;
- The instruments of assessing the program learning outcomes;
- Assessment plan for learning outcomes of programmes grouped in the cluster;

- Student's form for assessing learning outcomes;
- Assessment of program learning outcomes by graduates;
- The plan and rubrics of assessing programme learning outcomes;
- Self-evaluation report;
- Interviews.

General recommendations of the cluster:

- It is recommended that the university develop a unified mechanism for the assessment of learning outcomes, which will serve as the basis for creating the outcome assessment mechanism for each specific programme.
- It is recommended that the compliance map linking programme learning outcomes with courses considers the learning outcome development path and the alignment of the level of individual courses with the programme learning outcomes.
- It is recommended that the university develop reports on the assessment of learning outcomes and share them with the relevant stakeholders.

General suggestions of the cluster: 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 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	☐	x	☐	☐

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.

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 programmes grouped in a cluster are developed in accordance with the university internal methodology for planning, designing, and developing academic programmes. This methodology ensures a structured, evidence-based, and quality-oriented approach to programme creation, aligning with both institutional goals and national standards.

The programmes' content, volume, and level of complexity are appropriately matched to the respective learning cycle, mostly ensuring that the academic progression and depth of learning are suitable for the qualification to be awarded. In line with national requirements, the programmes are designed in compliance with the legislation of Georgia and are aligned with corresponding sector benchmark document and the principles of the European Credit Transfer and Accumulation System (ECTS), facilitating transparency, credit recognition, and academic mobility.

The programme's learning outcomes are clearly aligned with the qualification awarded in case of Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, and the structure of the curriculum enables students to achieve these outcomes. The overall structure of the programmes is logical and coherent. Both the teaching and research components are organized in a way that reflects pedagogical continuity and academic progression. Preconditions for advancing from one component to the next are appropriately defined and support the sequential development of knowledge and skills.

Development of programmes is carried out through a collaborative process that actively involves a range of stakeholders, including academic staff, visiting faculty, students, graduates, and employers. This approach ensures that the programmes respond effectively to academic standards, labour market demands, and student needs.

The university ensures the public accessibility of information related to the programmes. Key details regarding programme structure, content, learning outcomes, and admission requirements are made available through the university webpage, supporting transparency for prospective students and stakeholders.

Description and Analysis - Programme 1 - Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

The program comprises a total of 300 ECTS credits, distributed as follows:

- Free Component Module - 20 credits;
- Subject Module for the Primary Level of General Education - 55 credits;
- Pedagogy and Psychology Module - 70 credits;
- Methodology Module - 50 credits;

- School Practice Module – 35 credits;
- Research Module – 30 credits;
- Elective Courses – 10 credits;
- Elective Modules – 30 credits:

a) Integrated Special Education Teacher Training Module – 60 credits, including:

❖ 30 credits from core courses within the main program modules;
❖ 30 credits from the integrated special education module itself;

b) Additional Modules – 60 credits, including:

❖ 30 credits from core courses within the main program modules;
❖ 30 credits from the additional module itself, such as:

o Teaching Georgian Language and Literature (Grades V–VI) – 30 credits'

o Teaching Mathematics (Grades V–VI) – 30 credits;

o Teaching Natural Sciences (Grades V–VI) – 30 credits;

o Teaching Our Georgia (Grades V–VI) – 30 credits;

o Teaching Music (Grades I–VI) – 30 credits.

According to the program structure, the "English Language C1" course is taught in the second semester and carries 10 credits. Considering the substantial volume of content, it may pose difficulties for students to fully master it within a single semester. While the prerequisite for this course is listed as "Language Proficiency level B1–B2," the program structure does not account for when or how students might achieve these prerequisites, if needed. Additionally, directly offering an English language course at C1 level at the initial stage is not advisable because prospective students enrolling in the program will have confirmed proficiency only at the B1 level through national examinations, as stipulated by the national curriculum. Therefore, it is recommended to distribute English language course over two or more semesters, initiating instruction at an appropriate proficiency level and allowing for consistent, progressive development.

The subject "Mathematics I, II" is scheduled for the third semester and is valued at 10 credits. Logically, "Mathematics I" should precede "Mathematics II," with the former being a prerequisite for the latter. Consequently, it is recommended to divide the combined subject "Mathematics I, II" into two separate courses – "Mathematics I" and "Mathematics II", each offered in separate semesters, with topics distributed appropriately to ensure logical coherence and progression.

The master's thesis is structured across the ninth and tenth semesters in two parts, worth 5 and 15 credits, respectively. However, students should begin and complete the research component entirely in the final semester, carrying out research and receiving credits and assessments simultaneously. Considering the importance of research competencies for the teaching profession and compliance of the programme with the requirements of the 7th level of education, it is recommended that the master's thesis be offered as a single, unified research component in the final semester, with an increased credit allocation.

The programme's current structure does not include instruction in critical areas relevant to the teaching profession, such as Educational Psychology. Additionally, courses like "Methods of Teaching Mathematics (Grades I-IV)" and "Methods of Teaching Natural Sciences I (Grades I-IV)" are each offered for only one semester and carry 5 credits. Given that graduates are authorized to teach these subjects, it is advisable to expand the course volumes to fully cover topics outlined in the national curriculum. To ensure compliance with higher education standards for primary education teachers and achievement of programme-defined learning outcomes, it is recommended to revise the program structure, adding a course in educational psychology and increasing the credit hours for teaching methodology courses.

Interviews revealed that prior to the expert visit, the institution had already revised and aligned the Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education with the General Education Benchmarks of Primary Level Teachers document, refining both the qualification and the program title in Georgian and English. The expert panel reviewed the updated version of the programme on-site, which defines the program title and qualifications as follows:

Programme name: Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

Qualification: Master of Education (with the right to teach Georgian Language and Literature, Mathematics, and Natural Sciences at the primary level of general education (Grades I–IV),

and one of the following:

·   the right to teach as a Special Education Teacher;

·   the right to teach Georgian Language and Literature at the primary level (Grades V–VI);

·   the right to teach Mathematics at the primary level (Grades V–VI);

·   the right to teach Natural Sciences at the primary level (Grades V–VI);

·   the right to teach Our Georgia at the primary level (Grades V–VI);

·   the right to teach Music at the primary level (Grades I–VI).)

Description and Analysis - Programme 2 - Teacher Training Educational Programme

The program comprises a total of 60 ECTS credits, distributed as follows:

a) Pedagogical-Psychological Module - 20 credits;

b) Core Methodology Module - 12 credits;

c) School Practice Module - 10 credits;

d) Elective Courses - 3 credits;

e) Elective Subject-Specific Methodology Module - 15 credits.

The subject teaching module comprises a total of 15 credits distributed across two semesters. However, in several instances, such as the Mathematics and English Language modules, the total credits allocated amount to only 10. Additionally, the main methodological module is intended to account for a total of 12 credits, yet the current program structure outlines 17 credits due to the course "Digital Tools" having 5 credits in the first semester and 2 credits in the second semester. It is therefore recommended that the program structure be reviewed and corrected regarding credit allocation for subjects/modules.

Furthermore, the existing program structure does not include essential components such as Educational Psychology, which is critical to the teaching profession. It is recommended to revise the structure to incorporate a dedicated course in Educational Psychology.

During interviews, it emerged that prior to the expert visit, the university had already adjusted the title and the list of subject modules of the Teacher Training Educational Programme to align with the requirements of The Subject Benchmark Statement of Teacher Training. These revisions clearly specify the names and educational stages both in Georgian and English. The expert panel requested and reviewed the updated version of the program during their site visit, with the revised title and elective subject modules and they are as follows:

Programme name: Teacher Training Educational Programme

(With the right to teach one of the subjects provided by the National Curriculum for general education at the primary, basic, or secondary level:

·   Georgian Language and Literature (Basic and Secondary levels);

·   Mathematics (Basic and Secondary levels);

·   English Language (Primary, Basic and Secondary levels);

·   History (Basic and Secondary levels);

·   Biology (Basic and Secondary levels);

·   Natural Sciences (Primary level);

·   Physical Education and Sports (Basic and Secondary levels);

·   Visual and Applied Arts (Primary, Basic, and Secondary levels).)

The admission prerequisites specify that the program is offered within the framework of a bachelor's degree educational program in the relevant subject or subject group that falls under the main field of study. This was confirmed during the site visit. The expert panel inquired whether the institution had also developed a curriculum specifically designed for integration within bachelor programmes. While institutional representatives confirmed the existence of such an integrated structure, the requested updated programme file did not include the corresponding curriculum for this scenario. Consequently, it is recommended that the university also present a semester-based distribution of subjects integrated within bachelor programmes, clearly outlining their logical sequencing and interconnections.

Evidences/Indicators

- Educational Programmes;
- The rule for planning, designing, implementing and developing education programmes;
- Survey results;
- Information on meetings with stakeholders;
- Self-evaluation report;
- Interviews.

General recommendations of the cluster: None

General suggestion of the cluster: None

Recommendations and suggestions according to the programmes: None

Programme 1 - Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

Recommendation(s):

- It is recommended to distribute English language course over two or more semesters, initiating instruction at an appropriate proficiency level and allowing for consistent, progressive development.
- It is recommended that the master's thesis be offered as a single, unified research component in the final semester, with an increased credit allocation.
- It is recommended to revise the program structure, adding a course in educational psychology and increasing the credit hours for teaching methodology courses.

Suggestion(s): None

Programme 2 - Teacher Training Educational Programme

Recommendation(s):

- It is recommended that the program structure be reviewed and corrected regarding credit allocation for subjects/modules.
- It is recommended to revise the structure to incorporate a course in Educational Psychology.
- It is recommended that the university also present a semester-based distribution of subjects integrated within bachelor programmes, clearly outlining their logical sequencing and interconnections.

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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	☐	x	☐	☐

1.5. Academic Course/Subject

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

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 courses within the main field of study for both programmes grouped in a cluster are aligned with the overall programme learning outcomes. Each course contributes to the development of the competencies, skills, and knowledge areas defined at the programme level. The content of each study course is coherently structured to support the achievement of its specific learning outcomes. These outcomes are clearly formulated and appropriately scoped, ensuring that students acquire the intended knowledge and skills upon successful completion of the course.

The allocation of credits to courses is consistent with its content and expected learning outcomes. The credit load adequately reflects both the academic effort required and the balance between contact hours and independent learning. This ratio is adjusted in accordance with the nature of the course, ensuring that teaching methods and student workload are pedagogically justified. Additionally, the number of contact hours is appropriate to support the achievement of the course's objectives and outcomes.

Each learning outcome articulated in the syllabi is subject to assessment through relevant, clearly defined methods. This guarantees that student performance is measured in alignment with the intended outcomes, fostering transparency and academic integrity.

The compulsory literature and other teaching and learning resources specified in the syllabi are directly relevant to the course learning outcomes. These materials are selected to support students' mastery of key concepts and skills, thus contributing to the achievement of both course- and programme-level outcomes. Furthermore, the teaching resources incorporate current theoretical and practical knowledge, thereby ensuring academic relevance. The selection of resources also considers the specificities of each course, providing students with a solid foundation for deeper inquiry and critical engagement.

As it is stated in the university self-evaluation report and checked in the syllabi, within the programmes grouped in the cluster, a compatibility map aligning program learning outcomes with individual course learning outcomes has been developed. Course syllabi include tables that demonstrate which topics support the achievement of specific learning outcomes. In both programmes, syllabi also indicate the activity associated with each topic. Typically, the initial meeting includes an introduction, discussion, and dialogue to inform students about what they will study, the intended learning outcomes, and the methods of instruction. Course evaluation includes student feedback in the form of essays, reflections, and reports. This qualitative feedback is analyzed by lecturers and used to plan modifications for further course improvement.

Description and Analysis - Programme 1 - Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

As it is stated in the self-evaluation report, the balance between contact hours and independent study time of courses was examined. The course structure provided students with a syllabus that didn't specify a fixed number of hours. Instead, over the course of one semester, students tracked how many hours they needed in contact to meet the topic's learning goals, as well as how much independent time was required to complete assignments. The analysis showed that contact hours were generally sufficient. However, when misunderstandings arose, students used consultation sessions for clarification. Independent work time was found to be adequate. When assignments were relatively small in scope, the most effective form of evaluation, such as presentations, was used. This approach gave students more time to prepare, often over multiple sessions rather than just until the next class, enabling them to plan their learning in advance. Preliminary feedback from school practice courses suggested a need for increased contact hours. A similar demand was noted in the "Academic Writing" course. Within the given credit framework, the hours for school practice were distributed in line with the course's goals and intended outcomes.

During the review of obligatory literature used in study courses, it became evident that in some cases outdated materials were being used. For example, in the course "Modern and Contemporary Georgian Literature", editions from 1965, 1969, and 1972 are listed. Therefore, it is suggested that the obligatory literature for study courses be reviewed, and older editions be replaced with more up-to-date publications.

Description and Analysis - Programme 2 - Teacher Training Educational Programme

Since the program duration is one academic year, course learning outcomes are assessed both at the individual course level and holistically at the end of the year. As it is stated in the self-evaluation report, this approach has increased student accountability for the quality of their learning and encouraged efforts to improve academic performance. This was particularly evident during the pedagogical practice phase. The introduction of a new data collection method for student assessment has proven effective in measuring how well course learning outcomes are being achieved.

The Quality Assurance Service carried out targeted monitoring under the theme "Balancing Study Load, Teaching, and Assessment" to ensure that credit allocations accurately reflect course content. As a result, an increase in small group activities was observed in courses such as Digital Tools and Pedagogical Practice Research. Surveys showed that students expressed satisfaction with the variety of educational activities linked to the syllabus content. They also appreciated the clear presentation of assessment formats, criteria, rubrics, grading systems, and other evaluation tools, all of which contributed to better mastery of course material.

Course content is continuously updated. In the current academic year, revisions were made to ensure alignment with the National Curriculum. Specific updates were implemented in the courses: Subject Curriculum Development – Methods, School Curriculum Development, and Contemporary Challenges in the Teaching Profession. The latter is designed to directly address current innovations and trends in the education field.

In response to student feedback, course materials are provided on individual storage media (e.g., separate disks), while specialized resources are available in appropriate facilities, such as sports materials in the gym and IT resources in the computer lab.

A review of the syllabi revealed that in some courses, learning outcomes are not formulated in a measurable way. For example, in the course "Special Education", the learning outcomes lack measurable definitions, which may complicate the assessment of the intended results. It is suggested that the learning outcomes of study courses be revised and reformulated in a way that facilitates the evaluation of their achievement.

Evidences/Indicators

- Educational Programmes and syllabi;
- Survey results;
- Students feedback;
- Self-evaluation report;
- Interviews.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Programme 1 - Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

Recommendation(s): None

Suggestion(s):

- It is suggested that the obligatory literature for study courses be reviewed, and older editions be replaced with more up-to-date publications.

Programme 2 - Teacher Training Educational Programme

Recommendation(s): None

Suggestion(s):

- It is suggested that the learning outcomes of study courses be revised and reformulated in a way that facilitates the evaluation of their achievement.

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	x	☐	☐	☐

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 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	☐	x	☐	☐

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.

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 admission to the programmes included into the cluster is in line with the legislation of Georgia. The University has relevant, transparent, fair, public and accessible programme admission preconditions and procedures. These preconditions and procedures ensure that individuals with relevant knowledge and skills are engaged in the programmes of the cluster, and they can achieve the learning outcomes.

Description and Analysis – Programme 1 Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education

Applicants are required to successfully complete the Unified National Examinations in three mandatory subjects. Foreign applicants can be granted student status without taking the

Unified National Examinations, following the procedures defined by the Ministry of Education and Science of Georgia.

Students who are currently enrolled in other higher education institutions may transfer into the program through the official mobility process (following the Georgian legislation and institutional academic policies.

The University has a methodology for planning the number of students and rules for determining target benchmarks. The number of academic, scientific and invited staff members is sufficient to support the programme's maximum enrollment; the ratio of one staff member to 15 students is maintained, according to the SER. Supervisory capacity for master's thesis seems to be adequate, with the supervisor - student ratio 1:4. The total number of students is decreasing in the programme, currently there are 58 active students.

Basic information about the admission to the programme is a part of the programme information package available from the website of the University.

Description and Analysis - Programme 2 Teacher Training Educational Programme (level VI)

Admission to the program is following the sector benchmarks and the provisions of Article 47 - Teacher Training Educational Program of the Law of Georgia "On Higher Education".

The verification of submitted applications and supporting documentation is conducted by the University (verification, confirmation of subject competence, with the results of the National Assessment and Examination Center). Administered written examinations are disclosed at least one month in advance, where necessary, preparatory instruction is provided to applicants. The written examination is conducted in the form of a pedagogical essay designed to assess knowledge, skills, professional attitudes and visions for future professional development of the applicants.

An examination commission is designed for the whole process, and results of the evaluation and also about admission are communicated to applicants in a very short period.

The number of enrolled students follows the methodology of student body planning. In general, the number of students is decreasing, though, according to the programme leaders there are currently 28 active students in the programme.

The information about admission preconditions is published on the University website.

Evidences/Indicators

- Self-evaluation report
- Website of the University
- Interviews

General recommendations of the cluster:

None

General suggestions of the cluster:

- It is suggested to consider a possibility to prepare a more attractive and full information package about the cluster and its programmes - on the website of the University.

Recommendations and suggestions according to the programmes:

None

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, Level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	x	☐	☐	☐

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

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in

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

As for the pedagogical practice, a unified pedagogical practice implementation procedure was adopted in both programmes of the cluster. The University has signed a memorandum of understanding with 10 partner schools to conduct pedagogical practice of the students (one of these schools is located in the campus of the University). All partner schools contributed to a jointly developed School Practice Implementation Programme.

Pedagogical practice has undergone a substantial revision in both programmes. Both programmes include a school practice research component, however, the approaches differ. In the case of the 60 ECTS program there are 10 ECTS allocated to the pedagogical practice (the program is for students who already have relevant professional experience in schools, although they do no have a formal teching status). In case of an integrated program (300 ECTS), for school practice 35 ECTS are allocated, with an additional 10 ECTS integrated into embedded and supplementary modules.

At the same time, both programs of the cluster have several common features, as the pedagogical (school-based) practice. These include a unified organizational framework for practice implementation, structured school visits, the use of standardized assessment form (School Practice Portfolio), reflective activities, pedagogical methods and teaching strategies.

As concerns a specialized school practice program for the embedded module of the special education teacher track, specific sites were designated and supervision is provided by senior special education teachers.

Assessment of pedagogical practice is conducted either by means of reflective presentation, or submission of a pedagogical practice portfolio.

Evidences/Indicators

- Self-evaluation report
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

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 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	x	☐	☐	☐

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.

Cluster evaluation

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

The University is striving to achieve quality teaching, with the aim to use student-centered teaching and learning methods.

The information in syllabi indicates that the teaching and learning methods of academic subjects correspond to the level of education, subject content, learning outcomes and ensure their achievement. These methods seem to have potential to ensure students´ active engagement in the learning process, and interaction between students and staff and students themselves. Also, they have the potential to ensure student participation in the learning process with appropriate autonomy and responsibility, and are aimed at development of various skills of the students.

The teaching and learning methods used also have a potential for flexibility and envisage individual needs of students.

The University conducted a staff development activity (training session) on Active Teaching–Learning Higher Education, with the aim to improve teaching and learning methods used by the staff in the programs of the cluster.

Evidences/Indicators

- Self-evaluation report
- Syllabi
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, le vel VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	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

This can be agreed that in the programmes included in the cluster, student evaluation is done in line with established procedures, and these procedures are clear, fair to every student, transparent, reliable and they comply with existing legislation.

Learning outcomes are evaluated in a structured and logical way. The syllabi indicate that the methods of assessment of each subject consider sufficiently the specifics of the subject, they correspond to the learning outcomes of the subject. Formative as well as summative assessment are used, midterm (60 points) and final evaluations (40 points) are in place.

Assessment of the master´s thesis is also elaborated. The master's thesis is assessed with a 100-point system, using criteria as follows: "logic, argumentation, discourse – 30 points, architectonics of the thesis – 20 points, skills of conveying the knowledge – 15 points, innovation – 10 points, engagement in the discussion – 15 points, use of presentation material – 10 points" The procedures for designing, submitting and defending of the thesis are determined by the Rule for the Study Process Regulation established by the Saint Tbel Abuserisdze Teaching University of the Patriarchate of Georgia. The Master Thesis Statute of the Saint Tbel Abuserisdze University of the Patriarchate of Georgia defines the selection rule and responsibilities of a supervisor.

Students confirmed that evaluation components, methods and criteria are clear to them, and they are known in advance. They also confirmed that they are receiving feedback on their learning, incl. strengths and areas of improvement.

During the evaluation of student learning, the University uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention. The software for detecting plagiarism is used. The policy of using artificial intelligence is so far not developed in the programmes. The cluster follows the University's Plagiarism Detection Rule. Students and staff are informed about these procedures in advance. Also, the Code of Ethics plays an important role in this respect.

Appealing of student assessment results is ensured in the cluster of the programmes, and students are informed about it. The student appeal process seems to be transparent and objective.

The University evidenced to some extent that it analyses evaluation results and uses the results for the improvement of the teaching process. Also, the University ensures to some extent monitoring of the reliability and validity of student assessment.

Evidences/Indicators

- Self-evaluation report
- Syllabi
- Interviews

General recommendations of the cluster:

- It is recommended to develop a clear guideline for students and the staff on how to use artificial intelligence in learning and research.

General suggestions of the cluster: 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 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII) name, level)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	x	☐	☐	☐

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

The educational programme cluster complies with the above standards.

As a result of reviewing the submitted documentation and information obtained during the visit, it was found that within the framework of the programme, students have the opportunity to receive up-to-date consultations related to the educational process, improving academic performance and employment. Information about the events planned by the university is posted on the university noticeboard, on the website, and students are informed by the dean's office, the programme director. The faculty administration provides students with consultations on the organization of the educational process, and the relevant specialized department and each teacher involved in the programme are responsible for the academic part. The days and hours allocated for consultations are indicated in each curriculum. If necessary, students receive consultations and assistance from academic/scientific/visiting staff. If necessary, taking into account family/other circumstances, students can use an individual hourly grid or a recovery service. It is worth noting that on the website, in the information field about the university, where legal and other information such as the statute, mission and vision, legal handbook, student support service, annual reports, etc. is presented, we also find a student handbook, which contains all kinds of information on any possible and necessary issue for students https://tbeli.ge/files/2222%20.%20Tbeli-__-Studentis-cnobari-__-2025.pdf. The information is well structured. The documentation is posted on the following areas: a)

Obtaining, suspending, terminating student status, b) Academic conditions and financial obligations, c) Students' rights and obligations and norms of conduct, d) Regulation of the educational process, e) Mobility and recognition of accreditations, f) Exams, exam papers and appeal, g) Educational programmes, h) Career development assistance, i) Safety, first aid, j) Student initiatives, k) Use of the library. Under these headings, the title and link to the document are given. For example, a document, a rule regulating the educational process, depending on its content and meaning, is presented in several directions. In the section "Using the library" are given Rules for using the library, a link to the electronic catalog, a rule for preventing, detecting and responding to plagiarism.

Studying at the University is free of charge. University offers students on-campus accommodation with daily meals at the cafeteria. Either of them is located on the University campus.

The forms of student support in the integrated BA-MA program include: a) additional consultations as needed, at convenient hours b) funding for participation in conferences c) social assistance (free four-course meals, etc.) d) scholarships for successful studies e) the right to appeal one's dissatisfaction with any person one deems necessary.

The highest body of student self-government at the university - the general meeting - includes all members of the self-government. It has a coordinator, who is an elected position for a term of one year. The role of students is important in the life of the faculty and, in general, in the life of the university. This is evidenced by the fact that one student is included in the highest representative body of the faculty - the faculty council on the proposal of the general meeting of self-government and in agreement with the faculty.

As stated in the regulations on student self-government, "the student self-government of the university, in agreement with the administration, discusses and develops draft proposals - on cultural, cognitive, educational, sports events and activities," which is confirmed by the students themselves. They are given the opportunity to visit attractions of the region and attend lectures by invited guests. For example, on May 24, 2025, a workshop on developing career development skills was held for university students. At a meeting held by the HR departments head of one of the influential organizations, issues of modern methods of job search, writing a resume and cover letter, and preparing for an interview were discussed.

There are many employed teachers among the students of the teacher training educational programme (60 ECTS). As noted at the meeting with employers, university graduates enjoy special authority in the region's schools.

For the students there is an available International Library database. Students have access to ,,Elsevier's ScienceDirect and Scopus'' databases in the university library. ScienceDirect contains almost a quarter of peer-reviewed scientific, technical and medical publications in full text. ,,Scopus'' is a citation, abstracting and indexing database of literature that allows for the analysis of research in all fields. Electronic resources are available on the university's computer networks. To access the database, enter the following addresses in the address bar of your Internet browser, respectively: ,,www.sciencedirect.com or www.scopus.com''. As noted during the visit, students participate in scientific research conducted at the University, which is included in the curriculum. For example, the research module of BA-MA program includes mandatory courses "Research and Research Methods in Education", "The Latest Research in Education", and Master's Thesis.

And in the Teacher Training Educational Programme, one of the topics of the course "Modern Challenges in the Teaching Profession" is considered the topic Modern Research in Education. The same topic is also covered in the course "General Pedagogy", where 4 hours are allocated for a research seminar.

The University has a Student Support Service, the regulations which provide for the popularization, organization and implementation of educational, scientific, cultural and sports activities of the "University" (planning and implementation of creative student events of a university intellectual, scientific and educational nature and a charitable nature). During the visit to the University, events reflecting creative activities and sports were less noticeable. However, sports, as a teaching course, is included in the curriculum of BA-MA programme.

As for the career development of the graduates of the Teacher Training Educational Programme, out of 66 graduates of the teacher training program, 16 became leading teachers, 4 school principals, 6 heads of educational departments. Also, 1 person became a quality assurance expert.

It is noteworthy that alumni are invited to attend international conferences held by the University. Of these, 1 is a doctoral student and several are masters students.

There are no graduates in the 300-credit programme yet.

Evidences/Indicators

- University website
- Program description and syllabi
- Interview results

General recommendations of the cluster: None

General suggestions of the cluster: None

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐

Programme 2 (Teacher Training Educational programme, level VI**)**	x	☐	☐	☐

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, the ratio of students and supervisors enables them 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

This integrated programme has no graduates yet, so we cannot discuss the quality of supervision of thesis. However, it should be noted that the entire curriculum and a number of documents create its prerequisites. In particular, the assessment of the master's thesis and the oral defense of the master's thesis are presented - the research component - the master's thesis is assessed on a 100-point system (criteria: logic, argumentation, justification - 30 points, the architectonics of the work - 20 points, the ability to convey - 15 points, novelty - 10 points, participation in the discussion - 15 points, the use of presentation material - 10 points). The procedures for its preparation, submission and defense are determined in accordance with the "Rules for regulating the educational process" established by St. Tbel Abuserisdze University of the Georgian Patriarchate. The regulations of the St. Tbel Abuserisdze University Master's programme define the rules for the selection and responsibilities of the supervisor of the master's thesis. Forms and methods of assessment: a continuous assessment system is used, when the student's work is assessed throughout the course, and not only at the final exam. The curriculum states that the master's thesis is assessed in 20 credits.

Data related to the supervision of master's/doctoral students Programme 1 (name, level)	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	

Number of master's students	
//Number of doctoral students	41
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

- Self-evaluation report
- Syllabi

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	x	☐	☐	☐
Programme 2 (name, level)	☐	☐	☐	☐

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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational programme, level VI)	x	☐	☐	☐

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

The staff of both programmes consists of qualified staff having theoretical knowledge and practical experience to deliver the course and assist students to achieve learning outcomes. The heads of the programmes have the knowledge and experience necessary for programme running. Both of the heads of the programmes are actively involved in programme implementation and delivery. The academic resources used by both programmes are largely shared. The roles and responsibilities of the heads of each programme are governed by the HEI's internal regulations. The qualification criteria, contract types, and workload expectations are also identical for both programmes and are consistent with the University's internal policies. However, the University lacks a mechanism to monitor the academic workload of its staff in relation to their commitments at other higher education institutions. Although the "Methodology for Determining the Number of Academic and Invited Staff at the University" indicates that the University takes external workloads into account, this principle is not applied in practice.

It is also worth noting that the academic, invited, and administrative staff of the University generally do not demonstrate proficiency in English—a skill that would significantly contribute to the programmes' future development, the academic staff's scientific output, and the institution's international partnerships.

Description and Analysis - Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)

The programme staff is recruited in line with the applicable legal framework and internal policies of the HEI. Their qualifications meet the established criteria for their roles. Academic/ scientific staffs' qualifications are demonstrated through their academic degrees, professional experience and scientific papers/books. The self-evaluation report noted that along with scientific degrees, the academic staff have obtained the status of a teacher (mentor, leader or senior) which is important in delivering the course. The site-visit asserted that the invited lecturers' qualifications are supported by their expertise, practical background and demonstrated competencies. Nevertheless, the statistical data provided by the HEI indicates that the programme would benefit from an increase in scientific publications by academic staff, particularly in high-ranking scientific journals. The academic staff also mentioned their involvement in conferences along with students trying to strengthen research activities and teacher-student collaborations. Interviews with the staff also revealed an intermediate level of English language competence among lecturers and students which is also one of the greatest challenges to participate in international conferences and submit publications in high-ranking scientific journals.

The number of academic staff and the distribution of their workload are sufficient to ensure the effective and high-quality delivery of the educational programme. The programme operates on a semester-based workload plan for academic staff, which is consistently reviewed and revised as needed. The workload includes designated hours for student consultation and academic support. The interviews with students revealed that although student advising hours are officially included in the staff workload, consultations are also provided beyond these hours based on individual student needs. This flexible approach proved particularly valuable during the pandemic, helping to compensate for missed sessions and address emerging challenges. The turnover of academic/scientific and invited staff ensures programme sustainability. All members of the academic staff are formally affiliated with the institution. Moreover, the number of support staff is appropriate in relation to the number of students. Academic staff is involved in student advising and developing the programme via consultations with the head of the programme and attending meetings.

Information about the lecturers and material resources are reflected in the Education Management Information System (tbel.ini.ge), where students can also identify their attendance and grades.

The programme head has the appropriate expertise and experience essential for developing the programme. Their qualifications are confirmed through relevant academic background, professional practice, and publications. Interview findings indicate that the programme head is

actively engaged in various aspects of the programme, including its evaluation and enhancement, also implementation and student guidance.

Description and Analysis - Programme 2 (Teacher Training Educational Programme, level VI)

The programme staff is recruited in line with the applicable legal framework and internal policies of the HEI. Their qualifications meet the established criteria for their roles. Academic/scientific staffs' qualifications are demonstrated through their academic degrees, professional experience and scientific papers/books. Nevertheless, the statistical data provided by the HEI indicates that the programme would benefit from an increase in scientific publications by academic staff, particularly in high-ranking scientific journals. The programme is delivered by appropriately qualified personnel. Among the 13 academic staff members, the presence of 4 mentor teachers, 1 leading teacher, and 3 senior teachers reflects a strong capacity to support the achievement of the programme's intended learning outcomes. Practical components of the programme are coordinated by professionals invited from schools, including two senior teachers and one leading teacher who also holds certification in quality development and expertise in general education subjects. The self-evaluation report was asserted via interviews with the personnale. The academic and invited staff have a relatively light workload, typically working up to 8 hours per day over 4 days a week. According to the interview findings, this workload appears reasonable and appropriate for fulfilling their responsibilities.

The number of academic staff and the distribution of their workload are sufficient to ensure the effective and high-quality delivery of the educational programme. The programme head has the appropriate expertise and experience essential for developing the programme. Their qualifications are confirmed through relevant academic background, professional practice, and publications. Interviews with the programme head revealed active involvement in the programme evaluation and student guidance.

Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	26	26	12	5
- Professor	2	2	2	2
- Associate Professor	3	3	3	3
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	21	21	7	0__
Scientific Staff	0	0	0	0

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

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

Programme 2 (Teacher Training Educational Programme, level VI)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[4]	Including the staff holding PhD degree in the sectoral direction[5]	Among them, the affiliated academic staff
Total number of academic staff	19	19	8	5
– Professor	2	2	2	2
– Associate Professor	3	3	3	3
– Assistant-Professor	0	0	0	0
– Assistant	0	0	0	0
Invited Staff	14	14	8	5
Scientific Staff	0	0	0	0

Evidences/Indicators

- Bachelor Master Integrated Educational Programme of Teacher Training for Primary Studies of General Education (300 ECTS) and syllabi;
- Educational Programme of Teacher Training (60 ECTS and syllabi;
- Self-evaluation report;
- Staff CVs;
- Personnel Management Policy Document;
- The rule for planning, designing, implementing and development of education programmes;
- Methodology for determining the number of academic and invited staff of the university;
- Interview results

General recommendations of the cluster:

- It is recommended to support its staff in improving their English language skills, as this would greatly benefit the advancement of these programmes, enhance the academic staff's research output, and strengthen international collaboration.
- It is recommended to provide support to its academic personnel to boost their research output, particularly by encouraging publications in high-impact scientific journals and involvement in competitive research grant projects.

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[4] **Staff implementing the relevant components of the main field of study**

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

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	☐	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

Description and Analysis - Programme 1. This component applies only to the Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII

The qualifications required for supervising Master's students, along with other procedural matters, are governed by the Regulation on Master's Studies. The criteria for scientific supervisors have been established in accordance with the specific nature and requirements of the programme. The conditions for completing the research component, along with the

evaluation procedures, defense process, and other related requirements, are outlined in the regulations governing the educational process. Nevertheless, the programme has no graduates yet. It is worth mentioning that the 300-credit programme has been active since 2021. The selection and appointment of Master's thesis supervisors are scheduled to commence next year. A roster of prospective supervisors has been prepared, detailing their areas of research expertise, academic publications, monographs, and scholarly articles. The academic staff has many years' experience in supervising Master's students because the university has offered Master's programmes in the field of education since its foundation.

Notably, as early as the fifth semester, students are introduced to the process of choosing a thesis topic and supervisor through the course "Research and Research Methods in Education," which equips them to make well-informed and thoughtful decisions. Interviews with students revealed most of them have defined the thematic areas for Master's theses approving consultations with potential supervisors about future research.

Programme 1 (name, level)[6]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[7]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses			
– Professor	2	2	2
– Associate Professor	3	3	3
– Assistant-Professor			
Invited Staff	21	7	0__
Scientific Staff	0	0	0__

Evidences/Indicators

- Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education
- Self-evaluation report;
- Supervisor publications in international peer-reviewed journals / monographies published in the international publications / books;
- Regulatory Rule on the Study Process of the HEI;

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[6] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

- Master thesis proposed supervisors' personal files;
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII**)**	x	☐	☐	☐
Programme 2 (name, level)	☐	☐	☐	☐

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

According to the self-evaluation report, the university consistently conducts assessments and satisfaction surveys of academic staff, followed by analysis and the implementation of appropriate actions. For instance, based on the evaluation and analysis of survey results, a need was identified to encourage academic staff participation in international conferences. The survey results were presented by the university as well as asserted by the interviews with academic/invited staff. Interviews also revealed that academic staff receive financial support for publishing books and participating in international scientific conferences. However, only a limited number of such instances were mentioned, which is insufficient to significantly improve the scientific output of academic, scientific, and invited staff. Additionally, invited lecturers do not receive any financial support. A good practice is that the university started reinforcing student-lecturer participation in research activities which is essential for deepening research enthusiasm and interest among students. Interviews also revealed the need for English language courses/training for academic/invited staff to improve their language proficiency.

Evidences/Indicators

- Self-evaluation report;
- The information about training conducted and statistics about staff's participation in conferences, trainings, etc.;
- Information on staff promotions and incentives
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: None

Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐

| Programme 2 (Teacher Training Educational Programme, level VI) | x | ☐ | ☐ | ☐ |

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

Both programmes are supported by well-equipped classrooms, computer labs, subject-specific laboratories, a gym, dormitory and other essential facilities necessary for the effective delivery of the educational process. The material resources for both programmes are largely shared. Students and staff have access to the available material and informational resources.

All required literature listed in the course syllabi is available in the library in printed format, with access to electronic resources also provided. The expert panel conducted a random check of the books mentioned in the syllabi, and the HEI was able to present all of them. Many books were published more than 5-7 years ago (some of them were even outdated). The library needs the renewal of books. Students are informed about the availability of the resources and know how to utilize them (was checked during the visit). The Education Management Information System (tbel.ini.ge) gives students an opportunity to find their material resources, communicate with lecturers and find their grades. Noteworthy, that the infrastructure, entrance to the university is not suitable for disabled students. In general, the infrastructure needs significant renewal.

Evidences/Indicators

• Bachelor Master Integrated Educational Programme of Teacher Training for Primary Studies of General Education (300 ECTS) and syllabi;
• Educational Programme of Teacher Training (60 ECTS and syllabi;
• HEI material and information resources;
• Self-evaluation report;

- Interview results.

Recommendations and Suggestions according to the programmes: None

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	☐	x	☐	☐

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

The allocation of financial resources stipulated **in the programme**/faculty/school budget is

economically feasible and corresponds to the programme needs.

The programmes included in the cluster have allocated budgets, which are approved by the university rector. Both programmes are tuition-free. Specifically, the 60 ECTS teacher training programme is state-funded, while the 300 ECTS integrated bachelor-master teacher training programme is fully financed by the University.

Description and Analysis - Programme 1 Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII

The programme is fully funded by the Patriarchate of Georgia, with an annual income of 55,000 GEL. The budget includes allocations for the remuneration of academic and invited staff, administrative personnel costs, maintenance and development of the programme's scientific and technical infrastructure, professional and scientific development expenses, and staff incentive payments, among others. It is worth noting that the budget does not designate specific funds for student conferences or support services. However, during the interview with the administration, a willingness was expressed to allocate additional funding and resources from the university's budget, if necessary.

Description and Analysis - Programme 2 Teacher Training Educational Programme, level VI

The teacher training programme is entirely financed by the Government of Georgia, with an annual income of 30,000 GEL. The budget includes provisions for covering the salaries of academic and invited staff, administrative expenses, maintenance and enhancement of the programme's scientific and technical infrastructure, professional and academic development, and staff incentive schemes. However, it should be noted that the current budget does not allocate funds for student conferences or support services. Nonetheless, during discussions with the administration, a readiness was expressed to supplement the programme with additional funding and resources from the university's budget, if needed.

Evidences/Indicators

- Budget for Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII
- Budget for Teacher Training Educational Programme, level VI
- Self-evaluation Report
- Results of the interview

General recommendations of the cluster: None

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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	x	☐	☐	☐

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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	X	☐	☐

Programme 2 (Teacher Training Educational programme, level VI)	☐	X	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

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

At the university, the Quality Assurance Service plays a central role in ensuring and enhancing the quality of education and research. Its responsibilities are shaped by national legislation, the university charter, internal regulations, and its official statute. The service focuses on several key areas: shaping the university's internal quality policy, contributing to the development of new academic programmes, supporting improvements in teaching, learning, and research, ensuring alignment with accreditation and authorization standards, and coordinating the evaluation of academic programmes and university services. It also organizes surveys and interviews, analyzes the results, and provides actionable recommendations based on findings.

When it comes to internal quality assurance for the Integrated Bachelor–Master Teacher Training Programme (300 ECTS credits) and the Teacher Training Programme (60 ECTS credits), the university has adopted a structured approach based on the Plan–Do–Check–Act (PDCA) cycle. Assessment tools such as rubrics, student reflections, and staff evaluations were systematically applied to monitor programmes outcomes, implement change, and review the effectiveness of those changes.

The self-evaluation group, working alongside the Quality Assurance Office, carried out important quality assurance activities, including the analysis of student performance data and the development of reflection-based evaluation mechanisms. The self-evaluation report was prepared with input from a broad group of stakeholders: academic and invited staff, students,

alumni, and administrative personnel. This collaborative approach, enriched by the perspectives of alumni and current students, helped ensure the proposed changes were both relevant and practical.

However, several challenges emerged during the assessment process that need careful attention:

1.   Limited Staff Engagement in Programmes Design: Interviews revealed that academic and invited staff were not sufficiently involved in designing the conceptual maps of the programmes. This lack of participation raises concerns about how well the intended learning outcomes, course content, and overall programmes goals are aligned.

2.   Lack of Collaboration with the Internal Quality Assurance Office: The expected collaboration between programmes staff and the Quality Assurance Service, particularly in planning quality assurance activities, developing assessment tools, and analyzing data, was not evident. This disconnect may reduce the effectiveness of internal monitoring and weaken the quality improvement process.

3.   Technical and Conceptual Issues: A number of technical mistakes and conceptual inconsistencies were identified in programmes documentation. These issues affect the clarity and academic coherence of the programmes and indicate the need for comprehensive review and revision by content experts and QA staff.

4.   Need to Strengthen Quality Assurance Culture: Although several QA mechanisms are in place, such as student feedback tools and evaluation rubrics, their use across programmes teams appears inconsistent. More consistent engagement with QA practices and capacity building for staff would help embed a stronger culture of quality throughout the institution.

In conclusion, the university has made significant efforts to develop internal quality assurance and engage various stakeholders in this process. Still, key gaps remain, particularly regarding staff involvement in programmes QA mechanisms development and collaboration with QA structures. Addressing these areas will be crucial for ensuring that the programmes continue to evolve in line with academic standards, student needs, and external accreditation requirements.

Evidences/Indicators

- Self-evaluation report;
- Educational programmes;
- Internal quality assurance tools;
- Provision of Quality assurance service;
- Survey forms and assessment rubrics;
- Interview results.

General recommendations of the cluster:

• It is recommended that the University takes concrete steps to ensure the full and effective operation of internal quality assurance mechanisms.
• It is recommended that the University strengthen the involvement of academic and invited staff in the development and implementation of internal quality assurance mechanisms at the programme level.

General suggestions of the cluster: None

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VII**)**	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	☐	x	☐	☐

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

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 self-evaluation report presents a clear, comprehensive, and timely account of the implementation of the recommendations issued during the 2022 accreditation process for both the 300 ECTS and 60 ECTS teacher training programmes. Across both programmes, a total of

nine recommendations were provided. The university has undertaken timely and systematic actions to address each of them.

The 300 ECTS programme underwent peer review by local experts, whose recommendations focused on enhancing the research environment. As a result, several improvements were implemented, including the introduction of a new elective course titled *"Educational Administration"* and the completion of market research to assess the demand for special education teachers. These findings were used to inform targeted programme modifications. The actions taken demonstrate the institution's ability to adapt to updated field characteristics and to strengthen the academic and professional relevance of the programme.

For the 60 ECTS teacher training programme, a formative peer review was conducted by a local expert, with particular emphasis placed on increasing employer involvement in programme development and ongoing improvement. Based on the peer feedback, the programme was amended to better reflect the needs of the labour market, ensuring its structure and content remain relevant to current educational and professional demands.

While the implementation of peer review by local experts has proven beneficial, it is suggested that the institution incorporates international peer review practices involving foreign colleagues. This approach would further enhance the alignment of the programmes with international educational standards and labour market needs, while also facilitating the integration of international practices into curriculum development and review processes.

Evidences/Indicators

- Self-evaluation report;
- Educational programmes;
- Peer evaluation reports;
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster:

- It is suggested that the institution incorporate international peer review practices involving foreign colleagues.

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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	x	☐	☐	☐
Programme 2 (Teacher Training Educational Programme, level VI)	x	☐	☐	☐

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.

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

One of the main goals of programme monitoring and periodic evaluation is to make sure the programme stays up to date and relevant, both academically and in terms of labor market needs. It also helps ensure the programme meets national and international accreditation standards and follows best practices. Just as importantly, monitoring supports the ongoing development and modernization of the programme, guided by real data and meaningful feedback from everyone involved. Through this process, the effectiveness of teaching and learning is regularly reviewed, learning outcomes are assessed, and any challenges in implementation are identified and addressed.

As outlined in the self-evaluation report and the university's internal regulations, the monitoring and evaluation process is coordinated by the Quality Assurance Office. This office plays a key role in planning, collecting data, analyzing results, and preparing reports. The process is inclusive, involving academic, scientific, invited, and administrative staff, as well as students, graduates, employers, and other stakeholders. A variety of tools are used to gather

input, such as surveys, peer reviews, classroom observations, and self-assessment practices. This broad involvement ensures that the process is well-rounded, transparent, and reliable.

To measure how effective the presented programmes are, a range of indicators are used. These include student academic performance, graduate employment outcomes, stakeholder satisfaction, and how well learning outcomes are being achieved. Based on these findings, the Quality Assurance Office provides recommendations for improvements that help keep the programmes strong and responsive to changing needs.

Teaching quality is also a major focus. The work of academic and invited staff is evaluated regularly through structured classroom observations, using a standard template. These observations may be carried out by peers from the same programme, from other programmes within the institution, or from external higher education institutions. This approach not only supports quality assurance but also encourages the exchange of good teaching practices.

Students are also a vital part of the process. At the end of each course, they provide feedback through questionnaires or other tools. Their insights are used to adjust course content, enhance teaching methods, and improve the overall learning experience.

However, during the site visit and interviews conducted with students, graduates, and invited staff, it became evident that many of them do not systematically receive questionnaires or other formal opportunities to provide feedback to the university. This gap limits the university's ability to make data-informed decisions based on comprehensive stakeholder input. It is strongly recommended that the university enhances its feedback and survey practices to ensure that all stakeholders (including students, graduates, academic and invited staff) are consistently and meaningfully involved in the development and improvement of both academic programmes and university services. Actively engaging all groups will not only strengthen the internal quality assurance system but also foster a more responsive and inclusive academic environment.

Evidences/Indicators

- Self-evaluation report;
- Educational programmes;
- Internal quality assurance tools;
- Provision of Quality assurance service;
- Survey forms and assessment rubrics;
- Evaluation forms and evaluation results;
- Peer evaluation;
- Interview results.

General recommendations of the cluster:

- It is recommended that the university enhances its feedback and survey practices to ensure that all stakeholders (including students, graduates, academic and invited staff) are consistently and meaningfully involved in the development and improvement of both academic programmes and university services.

General suggestions of the cluster: 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 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VII)	☐	x	☐	☐
Programme 2 (Teacher training Educational Programme, level VI)	☐	x	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's–Master's Teacher Training Educational Programme for Primary Level of General Education, level VI)	☐	x	☐	☐

Programme 2 (Teacher training Educational Programme, level VI**)**	☐	**x**	☐	☐	

Attached documentation (if applicable): N/A

Name of the higher education institution: N(N)LE – Georgian Patriarchate St. Tbel Abuserisdze University

Name of Higher Educational Programmes, Levels:

Integrated Bachelor´s – Master´s Teacher Training Educational Programme for Primary Level of General Education, level VII

Teacher Training Educational Programme, level VI

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Integrated Bachelor's-Master's Teacher Training Educational Programme for Primary Level of General Education, level VI**)**	**Substantially complies with requirements**	**Complies with requirements**	**Complies with requirements**	**Substantially complies with requirements**	**Substantially complies with requirements**
Programme 2 ((Teacher training Educational Programme, level VI**)**	**Substantially complies with requirements**	**Complies with requirements**	**Complies with requirements**	**Substantially complies with requirements**	**Substantially complies with requirements**

Signatures
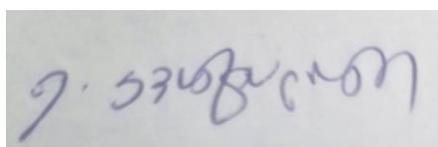
Chair of Accreditation Experts Panel

Milan Pol
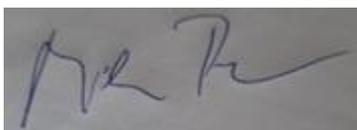
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Diana Mtchedlishvili

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