



Accreditation Expert Group Report on Cluster of Higher Education Programmes

Preschool Education - Bachelor Level
Educational Research and Administration - Master 's Level
Education Sciences - Doctoral Level
Teacher Training Educational Programme, Modules Georgian Language and Literature (Basic and Secondary Level), English language (Primary, Basic and Secondary level), Civic Education (Basic and Secondary Level), Mathematics (Basic and Secondary Level)

East European University LLC

Evaluation date
22.-23. 4. 2025

May 15, 2025

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	East European University - Limited Liability Company LLC
Identification Code of Institution	400028849
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme	Preschool Education	Educational Research and Administration	Education Sciences	Teacher Training Educational Programme
Level of higher education	Bachelor 's program	Master 's program	Doctoral studies	
Qualification to be awarded	Bachelor of Preschool Education	Master of Education Science	Doctor of Education Science	
Name and code of the detailed field	0112 Training for Preschool Teachers	0111 Education Science	0111 Education Science	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				Georgian Language and Literature (Basic and Intermediate Level), English language (elementary, basic and intermediate levels), Citizenship (elementary and secondary levels), Mathematics (basic and secondary levels)
Language of instruction	Georgian	Georgian	English	Georgian
Number of ECTS credits	240	120	45	60
Programme Status (Accredited/Non-accredited/Conditionally	Accredited	Accredited	Accredited	Accredited

Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Decision date: 05.07.2024 No. 887215	Decision date: 26.03.2020, No. 55	Decision date: 09.11.2021, No. 1205400	Decision date: 17.03.2016, No. 10
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II. Accreditation Report Executive Summary

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

The cluster of education programs consists of four programs - bachelor program of Preschool Education, master program of Educational Research and Administration, PhD program of Education Sciences, and Teacher Training Educational Programme with four subject specializations. Especially the first three programs logically relate to each other, and they can be seen as a potential ladder for the interested students. The fourth program (teacher training) then adds to the three mentioned programs as the study opportunity that leads to a possibility to get qualification for the teaching job.

In general, all programs are already accredited and have some history of being provided. While bachelor program Preschool Education was accredited in 2024, master program Educational Research and Administration was accredited in 2020, PhD program Education Sciences was accredited in 2021, Teacher Training Educational Programme was accredited in 2016. In all cases the accreditations will expire in September 2025.

There are not many students in most programs. According to the Self-evaluation Report (SER), the bachelor program has 5 active-status students, the master program 123, the PhD program 13, and the teacher training program 33 active-status students.

All these programs are based on the labour market analysis, and they represent an interesting and up-to-date study opportunity. While the PhD program is offered in English language, the other three programs are taught in Georgian language.

- **Overview of the Accreditation Site Visit**

The site visit took place on April 22-23, 2025. Before the site visit, the panel was provided with documentation related to the cluster of programs and had a good chance to study it. During a preparatory meeting on April 17, 2025, the panel discussed preliminary findings and agreed upon the way of cooperation. Some documents were additionally requested during the site visit and provided by the university timely.

The site visit was well prepared by the East European University (EEU). During the two days, the panel had a very good chance to meet representatives of all relevant groups across the university and beyond and discuss with them issues related to the cluster of evaluated programs. Also, the panel had a chance to visit premises of the university that relate to the conduction of the cluster programs.

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

The panel considers **all programmes grouped into this cluster** of educational programs **compliant with standards**.

- **Recommendations**

For the programme Educational Research and Administration, MA:

- 4.1. It is recommended that the program take strategic steps to enhance the scientific productivity of its academic staff.

For the programme Education Sciences, PhD:

- 1.4. Consider possibilities to use in individual study plans a diversified path that would enable those students who enter the program without having a master's degree in education to bridge the education science-knowledge gap.
- 4.1. It is recommended that the program take strategic steps to enhance the scientific productivity of its academic staff.

- **Suggestions for the Cluster and the Programme Development**

For the Cluster:

- 2.1. Ensure strict enforcement of English proficiency requirements through verification and documentation at admission.
- 2.4. Formalize feedback mechanisms for student improvement (e.g., written feedback, feedback sessions).
- 3.1. Consider possibilities to officially incorporate hybrid/e-learning modes (based on Law on Higher Education, Article. 47⁴ E-Learning) into the programs, particularly at the PhD level and thus enrich involvement of international experts.
- 4.3. Add incentives to the academic staff based on the quality of scientific work - the productivity of scientific publications, which includes citation counts and the Hirsch (h) index.

For the programme Preschool Education, BA:

- 1.5. It is suggested that all academic courses be reviewed and that those learning outcomes which are not formulated using measurable action verbs be reformulated accordingly.

- 2.1. Improve active outreach strategies and visibility of the program in target communities to better ensure engagement of individuals with relevant interests and skills.
- 4.1. The program should implement strategies to support and encourage their research activity, such as offering incentives, mentoring, and manageable workloads, to improve scholarly output and meet academic standards.

For the programme Educational Research and Administration, MA:

- 1.2. Review the 8th learning outcome of the program and reformulate it to enhance the clarity of its measurability.
- 1.3. It is suggested that the program implementation team reviews the learning outcomes map and refines the alignment between the courses and the program's learning outcomes in such a way that only those courses directly contributing to the achievement of a specific learning outcome are identified.
- 1.4. It is suggested to review the program structure and offer as mandatory components of the curriculum courses - Artificial Intelligence in Education, Strategic Human Resource Management, Modern Educational Technologies.

For the Teacher Training Educational Programme:

- 2.1. Explicitly define the existence of an admission commission or panel responsible for conducting and evaluating the internal interview.
- 4.1. The program should implement strategies to support and encourage their research activity, such as offering incentives, mentoring, and manageable workloads, to improve scholarly output and meet academic standards.
- 4.1. The evaluation of CVs revealed that some academic staff have not produced scientific publications in over five years. The program should implement strategies to support and encourage their research activity, such as offering incentives, mentoring, and manageable workloads, to improve scholarly output and meet academic standards

• Brief Overview of the Best Practices

The educational programs within the presented cluster demonstrate a strong external evaluation component.

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

The EEU agreed with the draft report.

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

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The objectives of the programs that are a part of the cluster are mostly clearly defined, realistic and achievable. They are considering the specificity of the field of study and levels of education. This can be assumed that the cluster and its programs have potential to contribute to the development of the field and the society, by preparing experts in specific areas of education (preschool education, educational research and administration, education science on the PhD level, and teacher training with specializations).

Also, the objectives are in line with the mission, objectives and strategy of the East European University. The cluster and its programs are developed based on the analysis of the labour market and its demands. The objectives also reflect the main issues of internationalization of the programs within the cluster, to some extent. The objectives of the programs within the cluster are publicly available and they seem to be shared by persons involved.

Description and Analysis - Programme 1: Preschool Education, BA

The objectives of the educational program are formulated as follows:

- to provide the student with a broad theoretical knowledge based on the latest aspects of early childhood development characteristics, relevant theories, various early childhood education strategies, strategies for communication with children and promoting their participation, principles of democratic and inclusive approaches, principles and strategies of cooperation with parents and the local community, the principles of teamwork, strategies and principles of preschool education, early childhood care, health and social care basics, child rights-based approaches, which includes critical understanding of basic concepts, principles and theories related to preschool education;
- to develop the student's ability to recognize complex and unforeseen problems in the field of preschool education and develop ways to solve them using cognitive and practical skills;
- to develop the student's ability to analyze the problems in the field of preschool education in compliance with ethical norms, to develop a research or practical project/paper in accordance with predetermined guidelines, to provide information and data on the issues of early education and development of the child in Georgian and/or English languages, including information on child and family rights, data retrieval, collection and interpretation, as well as using basic research methods;
- to develop the student's ability to justify his ideas, positions/conclusions in oral and written form about the problems in the field of preschool education and their solutions using professional terminology;
- to develop the student's ability to conduct development-oriented activities in a preschool educational institution without supervision, following the principles of ethics, to work in a diverse socio-cultural environment, as well as to constantly update his/her own knowledge.

The assessment confirms that the programme objectives are clearly defined, realistic, and achievable. They appropriately reflect the specific characteristics of the field of study, the academic level of the educational programme. The objectives articulate the intended knowledge, skills, and competences to be developed in graduates, and demonstrate the programme's contribution to both the advancement of the discipline and broader societal needs.

Furthermore, the objectives are aligned with the mission, goals, and strategic direction of the higher education institution and its corresponding faculty. They also consider current local labor market demands and trends. The programme's approach to internationalization is suitably integrated, reflecting the aspects of the field and educational level. The program was developed with support from the Department of Preschool Education at Middlesex University (United Kingdom). In the process of designing the programme, the Programme Development Committee drew on the expertise of both Middlesex University and the University of Nicosia,

as well as the experiences of several other international institutions. Specifically, undergraduate programmes in preschool education from universities in the United Kingdom (Plymouth University), Italy, Greece (Pantheon University), Belgium, Hungary (University of Pécs), and other European higher education institutions were reviewed and analyzed.

Finally, the objectives are publicly accessible via the website of the East European University and are well-understood and supported by stakeholders involved in the programme that is proven during the site visit interviews.

Evidences/Indicators

- Self-evaluation Report
- Educational program
- Analysis of the demands of labour market and employers
- Mission, objectives and strategy of the HEI
- Interview results

Description and Analysis - Programme 2: Educational Research and Administration, MA

The objectives of the educational program are formulated as follows:

- To prepare highly competitive, multi-functional specialists capable of working in educational institutions at various levels. Graduates will possess deep, systematic, conceptual, and instrumental knowledge of the research and administration of all educational levels, including preschool, general, vocational, and higher education.
- To provide students with in-depth and systematic knowledge of education systems, organizational leadership, the sociology and psychology of education, economics, public policy, and elements of education theory. Additionally, students will gain expertise in curriculum development and implementation, teaching and learning strategies, strategic management, legal frameworks in education, education financing, and resource allocation principles.
- To develop students' skills in information literacy, critical thinking, evidence-based decision-making, technology integration, independent learning and research, and practical competencies as transformational educational leaders.
- To foster a sense of responsibility in students for continuous education and social mobility, both for themselves and their team members, as well as for managing the work environment based on academic and professional integrity.

The assessment verifies that the programme objectives are clearly articulated, realistic, and attainable. These objectives effectively align with the specific nature of the field of study, the academic level, and the type of programme offered. They specify the knowledge, skills, and competencies that graduates are expected to acquire, highlighting the programme's contribution to both the development of discipline and the broader societal context.

In addition, the objectives align with the mission, goals, and strategic priorities of the higher education institution and its relevant faculty. They also consider the demands and trends of the local labor market. The programme integrates internationalization in a way that reflects the characteristics of the field and its level of education. In the process of developing and refining the programme, the Programme Development Committee drew on the experiences of various international universities. Both local and international master's programmes in the field of education, particularly from institutions in the United States and Europe, were studied and analyzed. Specifically, the following programmes were reviewed: the Master's Programme in Educational Administration at Middlesex University London; the Master's Programme in Educational Leadership at Swiss UMEF University in Geneva; the Principal Leadership Master's Programme at the University of California, Los Angeles (UCLA); the Education Policy and Management Master's Programmes at Harvard University; the Master's Programme in Educational Administration at the University of Kansas; the Master's Programme in Educational Management at Anglia Ruskin University (ARU); and the Master's Programme in Educational Leadership and Management at University College London (UCL).

Finally, the objectives are publicly available on East European University's website and are clearly understood and supported by the programme's stakeholders, as confirmed during interviews conducted during the site visit.

Evidences/Indicators

- Self-evaluation Report
- Educational program
- Analysis of the demands of labour market and employers
- Mission, objectives and strategy of the HEI
- Interview results

Description and Analysis - Programme 3 Education Sciences, PhD

This can be confirmed that the objectives of the program are aligned with the implementation strategy of the research activities of the EEU. The objectives of the program Education

Sciences (PhD) are focused on (1) acquiring knowledge based on the latest development in the field; (2) development of skills to independently create and conduct new research or analytical methods and approaches focused on generating new knowledge in the field; (3) development of ability to clearly and convincingly present and communicate new knowledge in relation to existing knowledge in professional circles as well as broader community locally and internationally; (4) development of ability to engage in higher education through breaching and research activity; and (5) development of ability to plan research and design research projects, while demonstrating academic integrity, innovation and independence. (SER, p. 22-23).

It can be assumed these objectives create relative complexity and they cover the main qualities a PhD graduate should acquire during his/her studies on this level. This can be therefore agreed that the program objectives are clearly established, they are realistic and achievable. They clearly consider the specificity of the field of Education Science, the level and the educational program.

Program objectives clearly indicate what knowledge, skills and competences the graduates should have, and they also illustrate contributions to the development of the field and the society.

The program objectives can be seen in line with the mission of the institution, its objectives and strategy. Also, they can be seen as considering labour market needs and trends. The objectives of this program also explicitly mention the international dimension of the program and graduate's profile.

The objectives as well as other information about the program is publicly available via the website of the East European University. And they seem to be shared by the people involved in the program, as proven during the site visit interviews.

Evidences/Indicators

- Self-evaluation Report
- Educational program
- Analysis of the demands of labour market and employers
- Mission, objectives and strategy of the HEI
- Interview results

Description and Analysis - Programme 4 Teacher Training Educational Programme

The objectives of the program are in line with the mission of the East European University (EEU), they are clearly established, realistic and achievable. In concrete, the mission of the EEU emphasizes integration of teaching and research processes, development of educational environment focused on Georgian and world cultural values, prepare A teacher of the relevant subject (Georgian language and literature, mathematics, citizenship, English language) at the basic and secondary school levels , who will have the theoretical knowledge, practical skills and values determined by the field-specific characteristics of teacher education for the implementation of professional activities, support for the university students high quality teaching and research, academic and moral development and civic success, and contribution to the establishment of academic education and integrity in the Georgian and international academic community.

Based on this, the objectives of teacher training program obviously stress the intention to provide student with relevant and sufficiently broad theoretical and dynamic knowledge, to develop students' ability to analyze problems in the field with respect to ethical norms; to develop students' ability to justify their ideas and positions in oral and written way and to develop students' ability to conduct development-oriented activities in the field, and to constantly update their professional knowledge.

The program objectives are well-defined. They consider specifics of the field of teacher training programs. The program objectives reflect what knowledge, skills and competences the graduate needs to have to successfully act in the field as a teacher. These objectives can be viewed as considering the contribution to society, reflecting main issues of internationalization of the educational programme, depending on the peculiarities of the field of study.

During the interview, it was clearly emphasized to some extent that the program objectives were formulated with engagement of academic and invited staff, and the labor market demands were also considered.

The program leaders also informed about the support from the side of s international higher education institution in the process of developing the program (incl. its objectives), namely Middlesex University.

Evidences/Indicators

- Self-evaluation Report
- Educational program
- Analysis of the demands of labour market and employers
- Mission, objectives and strategy of the HEI

- Interview results

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation ¹

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	X	☐	☐	☐

¹ Evaluation is performed for each programme separately.

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.
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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

Learning outcomes of the programs within the cluster are in correspondence with the objectives of the programs, and they cover in a vast majority of cases main knowledge, skills, responsibility and autonomy that is envisaged by the content of the programs within the cluster. The potential for improvement can be seen in a few cases that deserve a bit more clarity and perhaps a bit more distinction between the objective and learning outcomes. But these are not big issues here.

The learning outcomes can be considered as measurable, achievable and realistic, and also as consistent with the level of qualifications awarded. Also, learning outcomes of the programs within this cluster seem to be developed based on the National Qualification Framework, and they are consistent with employment demands. At the same time, since programs are logically interlinked, they mostly provide the graduates with an opportunity to continue their study further onto the next level of education.

It appears that development of learning outcomes within the cluster was a collaborative process involving key stakeholders.

Learning outcomes of the programs grouped into the cluster are consistent in terms of content and complexity. Stakeholders seem to be informed about learning outcomes.

Description and Analysis - Programme 1: Preschool Education, BA

The program considers nine learning outcomes:

Knowledge and understanding:

1. The student describes the characteristics of early childhood development, relevant theories, various early childhood education strategies, strategies for communication with children and promoting their participation, principles of democratic and inclusive approaches, principles and strategies of cooperation with parents and the local community, principles of teamwork, strategies and principles of early childhood education, foundations of early childhood care, health and social care, child rights-based approaches, including a critical understanding of theories and principles in the field of early childhood education and some of the latest aspects of knowledge.
2. Determines the importance of early child development from a holistic perspective, the central importance of play and the active role of the child in this process, the importance of the context of social diversity, the importance of children's participation in the social and cultural life of the kindergarten and community, the role and importance of parents in the process of child development, as well as the importance of a democratic and critically reflective approach in the work process.

Skills:

3. Identifies complex and unforeseen problems in the field of preschool education and develops ways to solve them using cognitive and practical skills of innovation and creativity.
4. Plans and conducts practice research in the field of preschool education, develops a research or practical project (thesis) in the field of early education in compliance with the norms of ethics, in accordance with predetermined guidelines.
5. Searches for, collects and interprets information and data related to the issues of early education and development of children, as well as the rights of the child and family, in Georgian and/or English languages, analyzes the problems in the field of preschool education using all the main methods of quantitative and qualitative research, as well as some of the latest basic statistical methods.
6. Forms appropriate conclusions and approaches regarding the establishment of quality, inclusive preschool education services in the local community, as well as the strengthening of

inclusive practices in the preschool education institution, taking into account relevant social, scientific and/or ethical issues.

7. Participates in discussions related to the field of preschool education, based on the context of the child's interests, discusses his own ideas, problems in the field of preschool education and ways to solve them with specialists and non-specialists in written and oral form, using information and communication technologies.

Responsibility and autonomy:

8. Conducts development-oriented activities in the preschool education institution without supervision, in compliance with the principles of ethics,

9. Demonstrates to constantly update knowledge in accordance with the principle of "lifelong learning".

The learning outcomes of the programme are well-aligned with its overall aims and comprehensively address the essential knowledge and understanding, skills, and responsibility and autonomy outlined in the curriculum. They are formulated to be measurable, realistic, and achievable within the scope of the programme.

The outcomes are consistent with the appropriate qualification level, corresponding sectoral benchmark document and field-specific descriptor, and the degree to be awarded, in accordance with the National Qualifications Framework. The learning outcomes also reflect the employment demands faced by graduates, while supporting their academic progression to higher levels of education. They are tailored to the specific characteristics of the field of study and labor market needs. An analysis of the labor market and employer expectations identified the specific needs of the field, as well as the knowledge and skills most valued by employers. These findings were subsequently integrated into the programme's learning outcomes. The labor market analysis document outlines the results of a study conducted to evaluate the demand for the Bachelor's programme in Preschool Education at East European University. This evaluation involved both a review of secondary sources and surveys administered to kindergarten associations and private kindergartens throughout Georgia. Importantly, employers were actively engaged in the programme's development process and contributed to the work of the self-evaluation group.

The alignment between the programme objectives and the learning outcomes is demonstrated through a mapping table that outlines the interconnections between them. Furthermore, the learning outcomes are structured according to a developmental logic - Introduction, Deepening, and Mastering - which is represented through the map that illustrates the relationships between the core components of the programme and its learning outcomes.

The development of program learning outcomes is the result of a collaborative process involving a range of stakeholders, including academic and invited staff, students, graduates, and employers. Furthermore, the learning outcomes demonstrate internal consistency in terms of content, complexity, and academic progression, in line with the Bachelor educational cycle.

Description and Analysis - Programme 2: Educational Research and Administration, MA

The program considers eight learning outcomes:

Knowledge and Understanding:

1. Systematically describe modern educational concepts, the principles and mechanisms of education system functioning, and the social, political, economic, psychological, technological, and philosophical aspects of education. The student will also understand organizational management and leadership theories, development and learning theories, curriculum development principles, educational strategies, and research and decision-making methodologies.
2. Explain and interpret the complexity, diversity, and inclusivity of education, as well as the significance of professional ethics.

Skills:

3. Develop and administer an interrelated strategy for educational and organizational tasks aligned with the level of management, apply approaches focused on establishing and maintaining a positive organizational environment and culture, and propose innovative curriculum development initiatives along with original solutions to complex problems in the field of education administration.
4. Collect, analyze, and critically evaluate a wide range of complex or incomplete empirical data, primary sources, and the latest scientific research from various sources, including international information resources. Using relevant approaches and models, assess the impact of internal and external factors in determining the development strategy of an educational organization.
5. Conduct research on problematic issues in education management while adhering to principles of academic integrity and research ethics. Through the synthesis of theoretical components and practical experience, formulate complex and original conclusions.

6. Engage in discussions with academic and professional communities regarding personal conclusions and arguments, adhering to standards of academic integrity in both written and oral communication.

Responsibility and autonomy:

7. Demonstrate adherence to professional ethics, public interest and well-being, and democratic values in professional activities. The student will also apply both individual and teamwork principles, as well as interpersonal skills, in learning and professional practice.

8. Recognize the necessity of contributing to the development of an educational organization and its ecosystem, take responsibility for the strategic planning, modification, and implementation of learning and professional activities in the field of education, both for themselves and others.

The learning outcomes of the programme are aligned with its objectives, addressing the key knowledge and understanding, skills, and responsibility and autonomy outlined in the curriculum. These outcomes are designed to be measurable and achievable within the scope of the programme. They are consistent with the Master's level and are in line with the National Qualifications Framework requirements. Additionally, the outcomes consider the employment needs of graduates and facilitate their advancement to higher levels of education.

To illustrate the alignment between the programme's objectives and its learning outcomes, a correlation map has been developed. This map links the corresponding mandatory courses to each competency, with achievement levels organized according to a structured progression: Introduction, Deepening, and Mastering.

The learning outcomes are adapted to the characteristics of the field of study and the demands of the labor market. Their development is the product of a collaborative effort involving a variety of stakeholders, including academic and invited staff, students, graduates, and employers.

Moreover, the program learning outcomes maintain consistency in terms of content, complexity, and academic progression, aligning with the Master's level. Information regarding these learning outcomes is shared with stakeholders involved in the development process of the educational program.

However, it should be noted that, according to the analysis document of learning outcomes presented by the university, five learning outcomes of the program had been defined and their achievement was assessed. Now the program has 8 learning outcomes. The program learning outcomes presented in the accreditation package were modified, which necessitates the

recommencement of the measurement cycle. Within this measurement cycle, the method for assessing the final, eighth learning outcome of the program remains unclear in terms of its implementation within the scope of the program.

Description and Analysis - Programme 3 Education Sciences, PhD

The learning outcomes of the PhD program Education Sciences cover the main knowledge, skills and responsibility as well as autonomy envisaged by the content of the program. There are seven formulated learning outcomes of the program, and they relate to the above-mentioned qualities to be achieved by the graduate of the program. Namely the graduate should (1) describe the latest advancements and complex issues in the field; (2) develop research or analytical methods and/or approaches oriented towards creating new knowledge in the field; (3) critically analyze and evaluate ideas and approaches in the field by using adequate research methods; (4) independently make decisions to solve complex problems in the field; (5) engage in discussions with colleagues and broader community about the issues related to the field (nationally as well as internationally); (6) contribute to higher education by engaging in teaching and research; (7) adhere to principles of academic integrity and demonstrate innovation and independence in the fields. The learning outcomes are logically related and are aligned clearly with objectives of the program.

The program is relatively new, but from what it looks now, this can be said that the research activities leading to the PhD thesis have scientific significance, are innovative and have practical as well as theoretical value.

Each learning outcome is developed at three levels (Introduction, Deepening, and Mastering)

This can be assumed the learning outcomes are achievable, realistic and mostly also measurable. And this can be confirmed these learning outcomes are appropriate for a PhD level of qualification and the qualification to be awarded.

Also, the learning outcomes of the program Education Sciences, PhD can be viewed as consistent with the labour market demands.

This was proven to some extent that development of the learning outcomes was a collaborative process which involved mainly stakeholders related to the home institution.

And also, the learning outcomes are publicly available, and this was proven during the interviews to some extent that individuals involved in the implementation of the program provide information about the learning outcomes to the stakeholders.

Description and Analysis - Programme 4 Teacher Training Educational Programme

The Teacher Training Educational Program are well related to the program objectives, and they are relevant to the field of study, enables students to acquire knowledge, develop skills, and demonstrate them in six areas, and they cover knowledge (one), skills (three), and responsibility and autonomy (two) that the students should acquire by completing the program.

In concrete, as for the knowledge, they are formulated as follows:

Describes and explains the main theories of student personality development and education, modern pedagogical theories, principles, methods necessary for planning, conducting and evaluating student-centered learning processes (including extracurricular activities), necessary educational resources, effective classroom management strategies, the legal framework of general education and general education standards, the complexity of education; also describes a safe, inclusive, learning and student-friendly, positive learning environment, a collaborative environment for improving the quality of learning and teaching, the importance of professional development and ethics.

As concerns the skills, the learning outcomes are defined as follows:

Purposefully applies the effective strategies of classroom management and communication based on mutual respect to establish an equally accessible and safe environment for all students, promote students' self-regulated behavior, and foster positive relationships. Additionally, utilizes student-centered approaches to planning, conducting, and assessing the learning process, including Universal Design for Learning (UDL), remedial teaching approaches, digital technologies, motivation-enhancing strategies, and diverse teaching and learning strategies. Through these methods, the teacher supports students in becoming independent learners, integrates the national goals of general education into the learning process, and ensures the achievement of learning outcomes defined by the curriculum.

Develops or modifies long-term and short-term lesson plans for the respective subject, considering the analysis of student learning outcomes, intra-subject and interdisciplinary connections, as well as plans for extracurricular activities, assessment schemes, and rubrics for both formative and summative student assessment. Plans and conducts research in the field of general education, develops a research or practice-based project (paper) in compliance with ethical norms and predetermined guidelines; additionally, collects and critically evaluates the latest scientific research and trends in education sciences from various sources.

And concerning responsibility and autonomy, the learning outcomes are emphasized:

Demonstrates the ability to continuously update knowledge in accordance with the principle of lifelong learning, to adopt and implement innovations in pedagogical practice, and to uphold professional ethics and integrity in professional activities. Additionally, exhibits attentiveness and empathy towards students and other members of the school community.

Respects the importance of children's rights, inclusive education, and student motivation in creating a positive, physically, socially-emotionally, and cognitively safe, conflict-free, student-friendly learning environment focused on achieving academic goals.

The learning outcomes, as defined, are measurable, achievable and realistic. The learning outcomes of the Teacher training program also seem to be consistent with the employment demands and should enable the graduates to successfully get involved in the field of school. The program leaders declare the learning outcomes were developed in a collaborative process with the engagement of relevant stakeholders - this was proven during the interviews.

Evidences/Indicators

- Self-evaluation Report
- Educational program
- Program Objectives and Learning Outcomes Map
- Curriculum Map
- Labor Market and Employer Requirements Analysis
- Interviews

- Syllabi

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 1: Preschool Education, BA

Recommendation(s): None

Suggestion(s): None

Programme 2: Educational Research and Administration, MA

Recommendation(s): None

Suggestion(s): Review the 8th learning outcome of the program and reformulate it to enhance the clarity of its measurability.

Programme 3 Education Sciences, PhD

Recommendation(s): None

Suggestion(s): None

Programme 4 Teacher Training Educational Programme

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Educational Science, PhD)	X	☐	☐	☐

Programme 4 (Teacher Training Educational Programme)	X	☐	☐	☐
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1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

Cluster and individual evaluation

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

Generally, this can be confirmed that the learning outcomes of the programs grouped into the cluster are evaluated in a consistent and transparent way, periodically regarding specifics of the field. In this context, peculiarities of the field of study and education levels are considered, relevant forms and methods of evaluation are used, and benchmarks are worked with.

Also, the involvement of external stakeholders' evaluation in the case here to some extent.

Academic as well as visiting staff are familiar with the methods of evaluation of learning outcomes, and the staff gets assistance in the development of skills needed for evaluation of learning outcomes.

Stakeholders seem to be familiar with the analysis of evaluation of learning outcomes. More concrete information about evaluation learning outcomes in individual programs grouped in the cluster follows.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1: Preschool Education, BA

The university has adopted the Educational Programme Learning Outcomes Guide, which outlines comprehensive procedures for the assessment of learning outcomes. The evaluation of learning outcomes of the programme is conducted in a consistent, transparent, and planned way, aligned with the specific characteristics of the field. The assessment mechanism is

appropriately tailored to the field and level of study, employing direct and indirect evaluation methods to measure the extent to which students achieve the intended learning outcomes.

The learning outcomes are formulated based on Bloom's Taxonomy, which outlines six hierarchical levels of cognitive skills. Each level is linked to specific measurable verbs, providing a structured and precise framework for assessing student achievement.

The program has a curriculum map that clearly illustrates how the program learning outcomes are addressed to its structure. The map specifies the level at which each learning outcome is achieved - Introduction (1), Development (2), or Mastering (3) - for every mandatory study course and research component. It also identifies all components that contribute to the attainment of the program learning outcomes. Notably, each learning outcome is developed across all three levels of progression.

Based on the curriculum map, the Programme Development Committee has established a comprehensive evaluation plan for assessing the programme's learning outcomes. This plan outlines key target benchmarks, the frequency of assessment, as well as the specific methods and criteria used in the evaluation process. Learning outcomes are primarily assessed at the mastering level, as indicated in the curriculum map, through obligatory components of the program. Clear benchmarks are defined for each learning outcome, and regular monitoring and comparison against these benchmarks is systematically carried out. The evaluation is conducted during the semester in which the mastering of the relevant outcomes is scheduled to occur. The assessment plan also specifies the periodicity of evaluations, ensuring a structured and consistent review of student achievement.

External stakeholders, including employers, alumni, and students, are actively involved in the evaluation process, ensuring the relevance and applicability of the outcomes. Academic and invited staff are well-acquainted with the evaluation methodologies, and they are supported in developing the necessary skills for designing, assessing, and analyzing learning outcomes. Moreover, the higher education institution ensures that the results and analyses of these evaluations are communicated to all relevant stakeholders.

The results of the programme's learning outcomes assessment are systematically utilized for the continuous improvement of the programme. When necessary, findings lead to the revision and development of the programme content, learning outcomes, assessment methods, and teaching resources. This responsive approach ensures the programme remains aligned with academic standards, stakeholder expectations, and evolving field-specific requirements.

In the self-evaluation report it is stated that the students' academic performance across specific programme components is continuously monitored and analyzed. The results of learning

outcomes assessments are actively utilized to enhance the quality of the programmes. When areas for improvement are identified, necessary modifications are implemented accordingly. The assessment data is processed and analyzed by the faculty, after which the findings are reviewed by the Faculty or Representative Council. Based on these discussions, appropriate corrective measures and interventions are planned and executed to ensure ongoing programme improvement.

Description and Analysis - Programme 2: Educational Research and Administration, MA

The university has adopted the Educational Programme Learning Outcomes Guide, which outlines comprehensive procedures for the assessment of learning outcomes. The evaluation of learning outcomes for both the study and scientific-research components of the programme is carried out in a consistent, transparent, and periodic manner, tailored to the specific characteristics of the field. The assessment system is designed to match the field and level of study, utilizing both direct and indirect methods to accurately assess the extent to which students meet the intended learning outcomes.

The learning outcomes are formulated based on Bloom's Taxonomy, which outlines six hierarchical levels of cognitive skills. Each level is linked to specific measurable verbs, providing a structured and precise framework for assessing student achievement.

The program has a curriculum map that clearly illustrates how the program learning outcomes are addressed to its structure. The map specifies the level at which each learning outcome is achieved - Introduction (1), Development (2), or Mastering (3) - for every mandatory study and research component. It also identifies all components that contribute to the attainment of the program learning outcomes. Notably, each learning outcome is developed across all three levels of progression.

Based on the curriculum map, the Programme Development Committee has established a comprehensive evaluation plan for assessing the programme's learning outcomes. This plan outlines key target benchmarks, the frequency of assessment, as well as the specific methods and criteria used in the evaluation process. Learning outcomes are primarily assessed at the mastering level, as indicated in the curriculum map, through obligatory components of the program, including master's thesis and research component defenses. Clear benchmarks are defined for each learning outcome, and regular monitoring and comparison against these benchmarks is systematically carried out. The evaluation is conducted during the semester in which the mastering of the relevant outcomes is scheduled to occur. The assessment plan also

specifies the periodicity of evaluations, ensuring a structured and consistent review of student achievement.

External stakeholders, including employers, alumni, and students, are actively involved in the evaluation process, ensuring the relevance and applicability of the outcomes. Academic and invited staff are well-acquainted with the evaluation methodologies, and they are supported in developing the necessary skills for designing, assessing, and analyzing learning outcomes. Moreover, the higher education institution ensures that the results and analyses of these evaluations are communicated to all relevant stakeholders.

The results of the programme's learning outcomes assessment are systematically utilized for the continuous improvement of the programme. When necessary, findings lead to the revision and development of the programme content, learning outcomes, assessment methods, and teaching resources. This responsive approach ensures the programme remains aligned with academic standards, stakeholder expectations, and evolving field-specific requirements.

In the self-evaluation report it is stated that the students' academic performance across specific programme components is continuously monitored and analyzed. The results of learning outcomes assessments are actively utilized to enhance the quality of the programmes. When areas for improvement are identified, necessary modifications are implemented accordingly. The assessment data is processed and analyzed by the faculty, after which the findings are reviewed by the Faculty or Representative Council. Based on these discussions, appropriate corrective measures and interventions are planned and executed to ensure ongoing programme improvement.

However, it is noteworthy that, according to the learning outcomes map, there are courses that appear to contribute to all of the program's learning outcomes, for example, Educational Management and Leadership, Research Methods in Education, Education Systems, Curriculum Development. It is suggested that the program implementation team review the learning outcomes map and refine the alignment between the courses and the program's learning outcomes in such a way that only those courses directly contributing to the achievement of a specific learning outcome are identified.

Description and Analysis - Programme 3 Education Sciences, PhD

Identification, collection and analysis of the data needed to measure achievement of learning outcomes are in place at the EEU. This relates to all programs, incl. Education Sciences, PhD. The EEU has developed and uses Educational Program Learning Outcome Guide, the

document that provides a detailed description of the procedure for evaluating learning outcomes. This can be assumed that the learning outcomes of teaching as well as scientific-research components are evaluated in a consistent and transparent way, with an adequate periodicity for the field of study and PhD level.

Bloom's Revised Taxonomy (six progressive levels of knowledge and intellectual skills) is used in this context. Each level of this taxonomy is then specifically dealt with.

Also, a curriculum map is used, and an evaluation plan for the program 's learning outcomes, too.

It was proven during the interviews that the staff involved in the program is familiar with methods of evaluation of learning outcomes, and gets assistance, if needed. The EEU makes sure stakeholders are familiar with the learning outcomes and also the engagement of external stakeholders in evaluation of learning outcomes is ensured.

Description and Analysis - Programme 4 Teacher Training Educational Programme

There is a defined evaluation mechanism for the program. This is based on collecting and analyzing relevant data related to each learning outcome. The formulation of learning outcomes is based on Bloom's Revised Taxonomy, which consists of six progressive levels of knowledge and intellectual skills. The educational programs curriculum map clearly shows how the learning outcomes of the program are covered. The curriculum map indicates the level at which learning outcomes are achieved for each mandatory educational and research component and identifies all the components (both teaching and research) that help the student achieve the program's learning outcomes. The learning outcomes of the program are distributed across the components of knowledge and awareness, skills, responsibility, and autonomy. The evaluation plan includes methods of evaluation as well as acceptable periodicity of evaluation.

The results of learning outcomes assessments are used to improve programs. The processing and analysis of assessment results are carried out. The analyzed results are reviewed by the Faculty and based on the discussions, appropriate corrective actions and interventions are planned to be used for evaluation of the learning outcomes, the plan is to involve students and employers, too.

During the interview, it was clearly emphasized the academic and invited staff are involved in determining evaluation methods for the courses/program.

Evidences/Indicators

- Educational Programs
- Guide to Learning Outcomes Assessment
- Learning Outcomes Assessment Plans
- Program Objectives and Learning Outcomes Map
- Curriculum Map
- Labor Market and Employer Requirements Analysis
- Self-evaluation Report
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes:

Programme 1: Preschool Education, BA

Recommendation(s): None

Suggestion(s): None

Programme 2: Educational Research and Administration, MA

Recommendation(s): None

Suggestion(s): It is suggested that the program implementation team reviews the learning outcomes map and refines the alignment between the courses and the program's learning outcomes in such a way that only those courses directly contributing to the achievement of a specific learning outcome are identified.

Programme 3 Education Sciences, PhD

Recommendation(s): None

Suggestion(s): None

Programme 4 Teacher Training Educational Programme

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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

In general, this can be said that the programs grouped into this cluster are designed according to the higher education institution's methodology for planning, designing and developing educational programs.

The context, volume and complexity of programs (with minor exceptions indicated in a recommendation and a suggestion related to two programs of the cluster) correspond to the learning cycle. The programs are designed following Georgian legislation and ECTS principles. The content and structure of the programs ensure individuality of the programs which are consistent with qualifications to be awarded and ensure achievement of learning outcomes.

The program structure is consistent, components of the programs are logically organized, they are interlinked, and logical development of content is ensured. Admission preconditions to the next components are well thought over.

In general, the programs grouped into this cluster consider new research findings, key issues of internationalization are envisaged within the limits of possible.

Development of programs seems to be a collaborative process engaging main stakeholders. Publicity and availability of information about the programs within this cluster is ensured.

Description and Analysis - Programme 1: Preschool Education, BA

The program is designed in accordance with "Regulation and Procedures for Planning, Developing, Approving, Modifying, and Terminating Educational Programs" of East European University. Its content, volume, and complexity align appropriately with the bachelor's cycle, the National Qualifications Framework and Classification of Fields of Study and Subject Benchmark Statement of Preschool Education. The program complies with Georgian legislation and adheres to the principles of the European Credit Transfer and Accumulation System (ECTS).

The program's content and structure are designed to maintain its individuality while ensuring that they are consistent with the qualification to be awarded and facilitate the achievement of the intended learning outcomes. The programme structure is coherent, logically organized to promote the smooth progression of content. Admission preconditions for program components are adequate and clearly defined.

The volume of the program is 240 ECTS, 60 credits per year and 30 credits per semester, where 1 credit equals 25 hours. The standard duration of the program is 4 academic years (8 semesters).

The curriculum of bachelor's program of Preschool Education consists of :

- I. Free component compulsory courses (42 ECTS);
- II. Compulsory courses of the main field of study (163 ECTS);
- III. Elective courses of the main field of study (25 ECTS);
- IV. Free component from elective courses (10 ECTS).

The free component compulsory courses (42 ECTS) consist of general compulsory courses (18 ECTS) and English language courses (24 ECTS).

Compulsory courses of the main field of study (163 ECTS) include compulsory courses of specialty (113 ECTS) and courses for strengthening knowledge and skills (50 ECTS). In the educational program, the practice component is presented both as independent courses (observational, participatory, active practice - 40 credits) and integrated (embedded) in theoretical courses. The practice embedded in the theoretical courses focuses on the topics covered by the content of the relevant training course. The professional practice component contributes to the development of practical skills corresponding to the theoretical knowledge related to early and preschool education.

Elective courses of the main field of study (25 ECTS) allow the student to deepen his/her knowledge in the field of preschool education, considering his/her own desire and interests.

Depending on the nature of the field and programme level, the curriculum integrates key elements of internationalization, addressing global trends and issues.

Program development is a collaborative process, engaging a diverse range of stakeholders (academic and invited staff, students, graduates, and employers). Additionally, the HEI ensures that all program-related information is accessible and publicly available to stakeholders. To support this goal, the university utilizes its official website, academic process

management electronic systems, and social media platforms to disseminate information about the programme. In addition, a range of informational and orientation activities, such as meetings and summer schools, are organized for both prospective applicants and newly admitted students.

Evidences/Indicators

- Educational program
- Regulation and Procedures for Planning, Developing, Approving, Modifying, and Terminating Educational Programs
- University website: <https://eeu.edu.ge>
- Stakeholder feedback analysis
- Self-evaluation Report
- Interviews

Description and Analysis - Programme 2: Educational Research and Administration, MA

The program is developed in line with the established methodology of the East European University - "Regulation and Procedures for Planning, Developing, Approving, Modifying, and Terminating Educational Programs". Its content, scope, and complexity are aligned with the master's cycle of the National Qualifications Framework and the descriptor of Classification of Fields of Study. The program follows Georgian legislation and follows the principles of the European Credit Transfer and Accumulation System (ECTS).

The program's content and structure are designed to maintain its individuality while ensuring that they are consistent with the qualification to be awarded and facilitate the achievement of the intended learning outcomes. The program structure is coherent, logically organized to promote a smooth progression of content. Admission preconditions for program components are adequate and clearly defined.

The program structure is logical and cohesive, with teaching and scientific-research components, including individual courses, organized to ensure a clear and progressive flow of content. Admission requirements for advancing through subsequent components of the programme are well-defined and appropriate. The curriculum also integrates recent research findings and modern scientific advancements relevant to master's level.

The volume of the program is 120 ECTS, 60 credits per year and 30 credits per semester, where 1 credit equals 25 hours. The standard duration of the program is 2 academic years (4 semesters).

The study component (90 ECTS) of the program comprises mandatory courses (60 ECTS), elective courses (18 ECTS), and a reflective practice module (12 ECTS). Reflective practice (12 ECTS) is a compulsory element of the programme, aimed at developing students' practical competencies. During this component, students design and implement practical activities in collaboration with, and under the guidance of, an assigned internship supervisor. These activities are conducted in partner organizations relevant to the field of study. The scientific-research component (30 ECTS) consists of the master's thesis, which represents an essential requirement for completing the program.

The elective module offers a number of interesting courses, including modern and highly important courses such as Artificial Intelligence in Education, Strategic Human Resource Management, and Modern Educational Technologies. It is suggested that the program structure be reviewed, and these courses be offered as mandatory components of the curriculum.

The program addresses key internationalization issues, incorporating global trends and challenges as appropriate to the field and level of study. To ensure this, the analogous programs at the local and international levels were analyzed.

Program development is a collaborative effort involving a variety of stakeholders, including academic and invited staff, students, graduates, and employers. The HEI ensures that comprehensive information about the programme is publicly accessible to all relevant stakeholders. To support this goal, the university utilizes its official website, academic process management electronic systems, and social media platforms to disseminate information about the programme. In addition, a range of informational and orientation activities, such as meetings and summer schools, are organized for both prospective applicants and newly admitted students.

Evidences/Indicators

- Educational program
- Regulation and Procedures for Planning, Developing, Approving, Modifying, and Terminating Educational Programs
- University website: <https://eeu.edu.ge>
- Stakeholder feedback analysis
- Self-evaluation Report
- Interviews

Description and Analysis - Programme 3 Education Sciences, PhD

PhD program Education Sciences is designed in line with principles for structuring 3rd cycle higher education programs in Georgia (according to the current classifier of study fields).

The program is developed in accordance with the legislation of Georgia and ECTS are used in an appropriate way.

Program content is, at the same time, specific and its content and structure (which are consistent with the qualification to be awarded) ensure that the objectives and learning outcomes of the program will be achieved.

The learning outcomes of individual parts of the program are in line with the learning outcomes of the whole program.

The program is structured into a study components (45 ECTS, 35 of them mandatory, 10 elective) and a research component, the standard length of the study is three years which does not seem to be a positive side of the program (too short time, moreover considering that practically all students are working at the same time), but this is a comment that needs to be taken as a critical remark to the whole arrangement of PhD programs in Georgia. This is therefore not criticism toward the program providers.

The study component consists of several courses focused on professional and methodological competencies of students. The mandatory courses are as follows: Research Methods in Education (10 ECTS), Philosophy and Policy of Education (5 ECTS), Education Policy, Ethics, and Law (5 ECTS), Global Education Systems (ECTS), and Teaching Methods (theoretical-Practical Course) (10 ECTS. Within the program there are three directions, namely Preschool Education, School Education, and Higher Education. Students of each direction have a chance to choose from two elective courses (Contemporary Issues, and Management - both always related to the direction they study). This can be agreed that the study component can be seen as contributing to the implementation of the research component, the students especially have a chance to develop and deepen their knowledge of the current issues in the field.

Students have individual study plans agreed with the academic supervisor and PhD program coordinator. These plans do not seem to reflect explicitly the situations of those students who enter the program without a master's degree in education science (bridging instruments are missing). The content of the PhD study leads to formation of innovative approaches in the field. The individual research plans of the PhD students take into account research aims,

structure of the thesis< timeframe as well as research methodology. The research plan supports the doctoral student to conduct his/her activities in line with the research topic and to complete the thesis within the time limit established by the law.

The research component of the program consists of at least two scientific research projects and a dissertation. Scientific project is a core of the research component (it is scientific work of the student in his/her specific research area, and it becomes a part of the dissertation.

This can be said there is a certain logic in the whole structure of the program.

The program considers new research findings and up-to-date scientific achievements (supported by the access of those involved into the learning resources of Middlesex University). Internationalization is covered via this access, and by means of involvement of some visiting scholars in the program, and to some extent by participation of students at conferences. It is not easy to organize international experiences for students who are mostly full-time working at the same time. Yet the mobility of students to strengthen their international experience and engagement remains the challenge.

Program development can be seen as a participative process to some extent, involving main stakeholders. This was proven during the site-visit interviews.

The EEU makes sure information about the program is publicly available.

Evidences/Indicators

- Methodology and rule for planning
- Self-evaluation Report
- Study plan
- Interviews

Description and Analysis - Programme 4 Teacher Training Educational Programme

The structure of the Teacher Training Educational Programme is presented logically, which is reflected in the proper determination of prerequisites for course/component enrollment. The program structure considers various aspects of internationalization, such as language of instruction, exchange opportunities, equivalent courses and study materials, international faculty members, etc.

The program consists of a total of 60 ECTS credits

The content and structure of the Teacher Training Educational Programme are well designed to ensure the achievement of the program's learning outcomes. To guarantee alignment between the program's content and its learning outcomes, the program includes a learning outcomes map, which provides a detailed description of which course and/or educational and practical component contributes to each learning outcome. Through the learning outcomes map, it is clearly demonstrated that the program's content fully covers all learning outcomes.

The Teacher Training Educational Programme consists of the following modules: Pedagogical-Psychological Module – 32 ECTS, Includes mandatory and elective courses within the pedagogical-psychological cycle. Among them, 26 ECTS are allocated to mandatory courses, while 6 ECTS are designated for one of the elective courses. Subject-Specific Methodology Module – 12 ECTS. Within the program, teacher preparation is available for the following subject groups: State Language – Georgian Language and Literature; Mathematics – Mathematics; Foreign Languages – First Foreign Language: English; Social Sciences – Citizenship; School Practice and Research Module – 16 ECTS is a mandatory component of the educational program. Of the 16 ECTS, 6 ECTS are allocated to pedagogical practice research, while 10 ECTS are dedicated to active practice in schools.

During the interviews, it was proven that the development of the program was a collaborative process with the involvement of school representatives, participating graduates and students.

Evidences/Indicators

- Methodology and rule for planning
- Self-evaluation Report
- Study plan
- Interviews

General recommendations of the cluster: None

General suggestion of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 1: Preschool Education, BA

Recommendation(s): None

Suggestion(s): None

Programme 2: Educational Research and Administration, MA

Recommendation(s): None

Suggestion(s): It is suggested to review the program structure and offer as mandatory components of the curriculum the courses - Artificial Intelligence in Education, Strategic Human Resource Management, Modern Educational Technologies.

Programme 3 Education Sciences, PhD

Recommendation(s): Consider possibilities to use in individual study plans a diversified path that would enable those students who enter the program without having a master's degree in education to bridge the education science-knowledge gap.

Suggestion(s): None

Programme 4 Teacher Training Educational Programme

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	☐	X	☐	☐
Programme 4 (Teacher Training Educational Programme)	X	☐	☐	☐

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

In general, the learning outcomes of the subjects/courses of programs grouped into this cluster are in agreement with program learning outcomes (minor improvements are envisaged in a suggestion related to one of the programs). The content of the subjects/courses corresponds to the learning outcomes of the subjects/courses. Crediting is allocated appropriately, and the ratio between contact and independent hours is adequate. The number of contact hours

corresponds to the context and learning outcomes of the subjects/courses. Every learning outcome is assessed.

Study literature and other learning resources listed in the syllabi are relevant and up to date for the subjects/courses and they are supportive to the achievement of program learning outcomes. in all subjects.

More concrete information related to individual programs follows.

Description and Analysis - Programme 1: Preschool Education, BA

The learning outcomes of each study course within the main field of study are aligned with the overall programme learning outcomes and ensure the achievement of the program goals and objectives. The content of each course or subject is designed to correspond with the intended learning outcomes, ensuring that students are equipped with the necessary knowledge and skills. Furthermore, the learning outcomes of each study course is clearly assessed, ensuring that all aspects of the course are evaluated for student achievement.

The number of credits assigned to each course or other component relevantly reflects its content and learning outcomes. The distribution between contact hours and independent study hours is appropriate, considering the specific needs and characteristics of each course. The total number of contact hours ensures that it is consistent with the course content and its intended learning outcomes.

The compulsory literature and other teaching and learning resources specified in the syllabi are selected to align with the learning outcomes of each course or subject. These resources support the achievement of both the individual course outcomes and the overall program learning outcomes. The study materials and resources are chosen with consideration of the specific requirements of the course and the educational goals.

Each course syllabus includes both mandatory and supplementary learning materials. These materials comprise textbooks, monographs, scholarly articles, instructional guides, original sources, scientific journals, and lecturer-prepared readers based on current and diverse academic literature. If any of the mandatory materials are available exclusively in English, then a sufficient level of English proficiency is established as a prerequisite for enrolling in the course.

The study courses syllabi include a learning outcomes assessment map, which defines the relevant assessment components and assessment methods.

The revision of academic courses revealed that, not in all syllabi the learning outcomes are consistently defined using measurable action verbs, f.e. in “Child Observation and assessment, identification of needs”, “Research Methods in Early Childhood Education”. It is suggested that all academic courses be reviewed and that those learning outcomes which are not formulated using measurable action verbs be reformulated accordingly.

Description and Analysis - Programme 2 Educational Research and Administration, MA

The learning outcomes of each course within the main field of study are aligned with the overall program learning outcomes and contribute directly to achieving the program goals and objectives. Each course is designed to deliver content that corresponds to its specific learning outcomes, ensuring students acquire the necessary knowledge and skills. Furthermore, the learning outcomes of each course are clearly assessed, allowing for a comprehensive evaluation of student performance. Additionally, course syllabi include a learning outcomes assessment map, which outlines the corresponding assessment components and methods.

The number of credits assigned to each course or programme component reflects the scope of its content and learning outcomes. The balance between contact hours and independent study is appropriate and considers the characteristics and requirements of each course. The allocation of contact hours is sufficient to support the achievement of the intended learning outcomes. Courses within the program are structured as 5- or 6-credit units, depending on their specific focus. So, the allocation of contact and independent study hours is differentiated accordingly, ensuring alignment with the content and intended learning outcomes of each course.

The syllabi include up-to-date, field-specific mandatory literature and study materials, all of which are accessible through the university library. The compulsory literature and supplementary materials and learning resources specified in each syllabus are selected to align with the course’s learning outcomes, thereby supporting the attainment of both course-specific and broader programme learning outcomes. These materials are chosen based on the specific needs of the course and its objectives. Each course syllabus includes mandatory and supplementary learning materials, such as textbooks, monographs, scholarly articles, instructional guides, primary sources, scientific journals, and lecturer-prepared readers that reflect current and diverse academic literature.

Description and Analysis - Programme 3 Education Sciences, PhD

Learning outcomes of the courses seem to be in line with learning outcomes of the whole program. This can also be said that the content of the individual courses corresponds to the learning outcomes of the courses/subjects.

Crediting seems to be done well, a number of ECTS allocated for each course is adequate, the ratio between contact and independent hours is well acceptable. There are typically 5- and 10-ECTS allocations for the courses/subjects in the curriculum. And every learning outcome of each academic course is assessed. The map of the program goals and learning outcomes as well as the map of the very curriculum indicate logical relations and alignment of the courses and the whole program.

The study literature for individual sources corresponds to the course learning outcomes and objectives, and it relates to up-to-date research in the field of education science and its directions.

Description and Analysis - Programme 4 Teacher Training Educational Programme

The program's courses, considering their specific nature, are distributed with a differentiated contact and independent hours, which aligns with the course content and learning outcomes.

Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study.

In accordance with the learning outcomes, the program includes a practical and research component in the form of a school practice and research component „Active Pedagogical Practice" (10 ECTS) and the school practice and research component (16 ECTS) is a mandatory part of the program. The proportion between different types of courses seems to be acceptable, the balance between direct teaching and independent study of the students is in place. The practice component is planned and organized in a sequential and structured manner. It is closely linked to the learning outcomes of the program. The program employs appropriate assessment strategies, including diverse methods (e.g., observation, reflection journals, mentor feedback, presentations) that are clearly stated in the syllabi. These assessments are mapped to every learning outcome, ensuring that all intended competencies are evaluated.

Adequate assessment forms, components, methods, and criteria outlined in the syllabus are used to evaluate the practical component.

Evidences/Indicators

- Website of the EEU
- Memoranda with employers
- Self-evaluation Report
- Syllabi
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes:

Programme 1: Preschool Education, BA

Recommendation(s): None

Suggestion(s): It is suggested that all academic courses be reviewed and that those learning outcomes which are not formulated using measurable action verbs be reformulated accordingly.

Programme 2: Educational Research and Administration, MA

Recommendation(s): None

Suggestion(s): None

Programme 3 Education Sciences, PhD

Recommendation(s): None

Suggestion(s): None

Programme 4 Teacher Training Educational Programme

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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

Admission procedures across the cluster of educational programs are well-aligned with Georgian legislation and regulatory frameworks. Each program defines and publishes its

admission requirements clearly, ensures transparency, and provides accessible pathways for both national and international applicants.

However, several programs would benefit from stronger enforcement of stated admission requirements, particularly concerning English language proficiency and improved outreach efforts to raise awareness and attract qualified candidates.

Description and Analysis - Programme 1 Preschool Education, BA

The bachelor's Educational Program in Preschool Education clearly defines its admission criteria in accordance with Georgian legislation. The program accepts individuals holding a certificate of complete general education or its equivalent, who have passed the Unified National Exams, including English as a compulsory subject, and Mathematics or History as a third elective-mandatory subject, as required by the National Assessment and Examination Center. The requirements are aligned with the program's learning outcomes and the level of the qualification awarded, ensuring that admitted students have the foundational skills to succeed.

The procedures for admission without national exams, mobility and international student admissions are also explicitly defined and aligned with Georgian legislation.

The methodology for student body planning considers labor market needs (e. g., addressing staff shortages in preschools). Both documents on labor market research confirm that there is high and growing demand for qualified professionals in preschool education across Georgia. Numerous municipalities report severe shortages of qualified staff — especially preschool teachers, special educators, and psychologists. New policies and regulations foresee the gradual replacement of under-qualified staff, heightening the need for university-trained professionals.

The admission rules are accessible via university and National Assessment and Examination Center platforms. However, while procedures are technically public and accessible, interview data indicates a need for better outreach and promotion, especially among schools, to raise awareness about the program and attract more suitable applicants. A school director noted during the interview that awareness rose only after student outreach presentations, suggesting room for proactive promotion.

Description and Analysis - Programme 2 Educational Research and Administration, MA

Admission criteria — admission through the Unified Master's Examination, the requirement of B2 English proficiency and oral examination in the field of specialization — are logically tied to the program's academic rigor, research orientation and professional applicability, as educational administration increasingly demands interaction with international frameworks, especially under Bologna Process and EU cooperation.

The admission procedures are fully aligned with Georgian legislation. Alternative routes, such as mobility and special conditions under Article 52¹ of the Law of Georgia on Higher Education, are also mentioned. The exemption from the internal English exam based on recognized international certificates is also in line with accepted national and international practices.

The admission rules are clearly defined and published on the university website, and they are available for mobility candidates, provided they meet the same criteria.

Description and Analysis - Programme 3 Education Sciences, PhD

Admission preconditions include a research proposal, C1 level English proficiency (via internal exam or recognized certificate), and evidence of prior research engagement (publication, project participation, or two years of relevant work experience). These criteria are directly aligned with the program's research-intensive nature and learning goals — such as the creation of new knowledge and integration into international scientific communities.

The program adheres to national legal requirements, including requirement for a master's or equivalent academic degree. There is a possibility of enrollment through mobility, in accordance with Georgian law, and admission of foreign graduates in line with Article 50 of the Law on Higher Education.

The admission criteria and procedures are clearly stated and published on the university website, they are open to local and international applicants, with support for international supervision. The program also promotes itself internationally, aiming to expand access to foreign PhD candidates. Summer school for prospective PhD students further supports this international outreach.

As required by the standard, doctoral admissions are evaluated by a faculty admission committee (Dissertation Board). The evaluation process includes review of academic background, evaluation of the research proposal and verification of English proficiency. Admissions are conducted by a commission, with at least five members, including faculty with doctoral qualifications and, when needed, external stakeholders.

Admission procedures and criteria are published on the university website at least one month before the entrance exams. The applicant is informed about program structure, deadlines, supervisor profiles and support mechanisms. Appeals against admission decisions are handled transparently by an Appellate Commission.

Description and Analysis - Programme 4 Teacher Training Educational Programme

The admission criteria for the teacher training program at East European University (EEU) require that candidates hold a Bachelor's, Master's or equivalent academic degree in a subject or subject group aligned with the National Curriculum. They must successfully pass a subject exam as outlined by the national regulation on subject and professional skills testing. Applicants proceed to an internal university examination (interview) only if they meet the minimum competency threshold. The required background in a relevant subject / subject group and the obligation to pass a subject-specific exam ensures that candidates possess foundational knowledge in the discipline they will teach. Additionally, the internal interview evaluates soft skills, motivation and pedagogical potential, further ensuring the candidate's readiness to achieve the learning outcomes of the program.

These preconditions are clearly in line with the national regulatory framework for alternative route teacher certification programs in Georgia.

While the documents do not explicitly name a commission, the use of an internal university oral examination (interview) implies a structured process involving academic staff.

The process ensures transparency and accessibility by publishing exam content and evaluation criteria on the university website at least one month prior to the exams.

Evidences/Indicators

- Preschool Education, BA program; Educational Research and Administration, Master's Program; Education Sciences, PhD Program; Teacher Training Educational Program.
- University website: <https://eeu.edu.ge>
- Dissertation Council and Doctoral Studies Regulations (Approved by the resolution of the Faculty Council of May 1, 2023; Updated by the resolution of the Faculty Council of September 13, 2024);
- Educational Programs Planning, Development, Approval, the Rule and Procedures of Making Changes and Canceling It (Approved by the resolution of the Faculty Council of May 1, 2023; Updated by the Faculty Council of September 13, 2024).
- Labour Market Research for Educational Programs Cluster, 2024.

- Labour Market Analysis - Needs Assessment for Preschool Education BA Program, 2024.
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: Ensure strict enforcement of English proficiency requirements through verification and documentation at admission.

Recommendations and suggestions according to the programmes:

Programme 1 Preschool Education, BA

Recommendation(s): None

Suggestion: Improve active outreach strategies and visibility of the program in target communities to better ensure engagement of individuals with relevant interests and skills.

Programme 4 Teacher Training Educational Programme

Recommendation(s): None

Suggestion(s): Explicitly define the existence of an admission commission or panel responsible for conducting and evaluating the internal interview.

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 Preschool Education, BA	x	☐	☐	☐
Programme 2 Educational Research	x	☐	☐	☐

and Administration,
MA

Programme 3 Education Sciences, PhD	x	☐	☐	☐
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Programme 4 Teacher Training Educational Programme	x	☐	☐	☐
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2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

Cluster and individual evaluation

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

The cluster of higher education programs in Education Sciences at East European University (EEU) is designed to ensure that students at all three levels — Bachelor's, Master's, and Doctoral — acquire not only theoretical knowledge but also practical, scientific-research, and transferable skills. Each program incorporates significant practice-based learning opportunities, both as integrated components within courses and as standalone practice modules.

The university implements a blended practice model, where students apply theoretical knowledge through practical tasks embedded in coursework and in external educational institutions. This model enhances students' readiness for employment by gradually building their professional experience throughout the learning process.

Additionally, the EEU organizes scientific events, including regular conferences, workshops and grant competitions, all of which encourage student participation. The Young Scientists' Club, internal research centers, and student research funding mechanisms further strengthen students' research engagement. Furthermore, the scholarship system rewards students who demonstrate academic excellence along with engagement in research activities, thereby creating an additional incentive for student participation in research. The university's Research Centre actively supports students in applying for external funding, such as the Shota Rustaveli Foundation, where multiple students have already been successful.

The "Rule for Financing Student Projects and Activities" provides funding for student-initiated scientific, cultural, or sports projects. The process is regulated by a university-approved policy (Order #11/01-08, 2019; updated 2020) and includes transparent application and evaluation procedures. Eligible expenses include participation in international events, research visits abroad, fieldwork and research materials, scholarships up to 1500 GEL. Interview data confirm that students at both doctoral and master's levels have successfully received these grants and used them for participation in international conferences (e.g., in Oslo and upcoming in Granada) and for developing their thesis projects.

Participation in international academic events is an integral component of the programs. Students regularly attend and present at local and international conferences. A student conference is organized annually, and an international conference is scheduled for June.

Exchange opportunities are available for students and staff through bilateral agreements and Erasmus+ mobility. One student, for example, recently participated in a bilateral exchange with the University of Lodz in Poland.

To support academic research and writing skills, the university library organized a two-hour seminar to introduce students to the use of electronic databases and proper library usage, further enabling access to international academic materials.

Students select their research interests for their MA theses and are then matched with supervisors, accordingly, including those from international institutions. Many PhD students

also have international co-supervisors — most notably from the UK — who meet with students biweekly via Teams. Evaluation of supervisors is conducted at the end of each semester to maintain quality supervision.

Interviews confirm that stakeholders believe the EEU should develop its own school and kindergarten for pedagogical practice. Although this is a plan for the distant future, existing partnerships with over 100 early childhood and school institutions offer a wide range of practice options for students.

EEU has signed over 100 memorandums of understanding with various institutions, including 15 kindergartens, 26 private schools, 52 Tbilisi public schools, 33 regional public schools, 6 universities, international organizations such as UNFPA and UNICEF Georgia, Cultural and research organizations such as the Thomas Jefferson Research Center and the Caucasian House for Cultural Relations.

These partnerships enable a wide range of practical experiences, research collaborations, and the co-organization of conferences, workshops, and other academic activities.

We do not provide a separate section on the Teacher Training Educational Program, as its content is fully aligned with the general text. In contrast, the other three programs include specific details that warrant individual attention.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 Preschool Education, BA

The program incorporates a robust practical component, consisting of Introductory (10 ECTS), Participatory (10 ECTS), and Active Practice (20 ECTS) modules, offered during the final three semesters. In parallel, practice is embedded within theoretical courses throughout the program, ensuring continuity of skill development. Practices are guided by academic supervisors and field mentors, and students are assessed through jointly developed instruments that align with course syllabi.

In addition to practice-based learning, the program develops students' research and analytical skills through mandatory assignments like reflections, observations, field research, and project-based tasks. The bachelor's thesis, a capstone research component, requires students to design and implement practice-based research, articulate arguments, and publicly defend

their findings. The program is aligned with UNICEF's 2022 guidelines for practice in early childhood education institutions, and its structure supports both formative and summative assessment of practical and research competencies.

Description and Analysis - Programme 2 Educational Research and Administration, MA

The Master's program features a 12-ECTS Reflective Practice module, structured and supervised by both internal and external mentors. Students apply their learning in real-world educational settings, with growing access to practice sites via partnership agreements with schools and other institutions.

Students engage in mini-research projects, presentations, and project-based tasks throughout their studies. Research development is embedded in the curriculum through courses on quantitative, qualitative, and action research, culminating in a master's Thesis.

Description and Analysis - Programme 3 Education Sciences, PhD

Doctoral students are required to complete at least two research projects in addition to their dissertation, which must demonstrate originality, scientific contribution, and compliance with academic ethics. The Doctoral Research Development Center plays a key role in supporting students through consultation, monitoring, skills development, and research project planning. It also facilitates workshops, seasonal schools, and collaborations with national and international institutions.

The practical component of the doctoral program includes serving as a professor's assistant and conducting activities within a teaching methods course that emphasizes real-world application of knowledge. Across the curriculum, doctoral students engage in project-based learning, case analysis, and public presentations, all of which support the development of both scientific and transferable skills.

Evidences/Indicators

- Rule for Financing of the Student Projects and Activities (Approved by the Order №11/01-08 of the University the Rector on February 15, 2019; Updated: By the Order № 28/01-01 of the University Rector on October 23, 2020)
- Agreements / memorandums with employers and objects of practice
- Statistics on the funding of research activities for PhD students
- Interview results

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: 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 (Preschool Education, BA)	x	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	x	☐	☐	☐
Programme 3 (Education Science, PhD)	x	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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 and individual evaluation

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

The cluster of educational programs at East European University (EEU) demonstrates a strong alignment with student-centered teaching and learning methods across bachelor's, master's, and doctoral levels. The methods employed correspond well to the level of education, content of each subject and targeted learning outcomes.

EEU emphasizes active student engagement through various methods that foster both autonomy and collaborative learning. Furthermore, the availability of seminars for skill development (e.g., academic writing, research methodology), the provision of elective courses (with plans to offer more, including those in emerging fields such as AI in education), and the ongoing development of practical components illustrate a commitment to personalized, profession-oriented education.

The teaching methods are explicitly based on student-oriented learning principles. Each method is selected based on the course's specific goals and learning outcomes. Methods include group and individual work, case study analysis, problem-based learning (PBL), project-based learning, practice-based research, discussions, cooperative and collaborative tasks, as well as digital learning activities supported by electronic resources. Teaching methods are selected purposefully, considering the expected learning outcomes of each course. Faculty are given the flexibility to adapt and combine methods based on specific educational goals and the diverse characteristics of the student population.

There is a focus not only on knowledge acquisition but also on developing transferable skills, including analytical skills, problem-solving, and teamwork.

The university has established formal rules for creating Individual Development Plans, tailored to students with special needs, academic difficulties, or exceptional performance. While there is no direct reference to international students, the university-wide policy on

individual development plans may implicitly support this if such students are included among those with special needs.

The teaching approach at EEU is flexible and responsive to students' individual needs. For instance, an individual hybrid learning arrangement was made for a student living outside the city, demonstrating adaptability without compromising academic rigor.

Each course integrates teaching strategies appropriate to the academic level and subject matter. For example, the Philosophy of Education course is based on English literature, but the lecturer ensures inclusivity by providing substitute materials in Georgian and Russian, making the content accessible for all students. This adaptation illustrates the program's responsiveness to the linguistic and academic readiness of the student body.

Digital learning is an integral part of the cluster's programs. The university effectively integrates electronic learning tools where appropriate. It utilizes Microsoft Teams as its official, licensed e-learning platform and has established relevant documents — such as the Rules for the Administration of E-Learning and Netiquette: Guidelines for Online Conduct — to ensure effective, flexible, and respectful engagement in virtual learning spaces. Teams are used for regular supervision meetings, particularly with international faculty.

Overall, the cluster ensures a cohesive, inclusive, and student-centered teaching and learning environment that fosters not only academic excellence but also the development of critical and practical competencies required in education research, practice, and leadership.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Preschool Education, BA program; Educational Research and Administration, Master's Program; Education Sciences, PhD Program; Teacher Training Educational Program
- Syllabi
- The Rule for Elaborating the Individual Curriculum of EEU (Approved by the Order №66/01-08 of the University Rector on December 13, 2017; Updated by the Order №05/01-01 of the University Rector on June 24, 2020)
- Microsoft Teams

- Results of the interview

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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

Evaluation is conducted according to the Order N3 of January 5, 2007, issued by the Ministry of Education and Science of Georgia, which establishes the legal and procedural basis for student evaluation. This ensures transparency, reliability, and compliance with national legislation.

All levels utilize a variety of appropriate assessment methods (e.g., written / oral exams, projects, discussions, presentations, group work, etc.) which are tailored to evaluate the achievement of learning outcomes. Methods are chosen regarding course specifics, and their alignment with intended outcomes is evident. Each course syllabus includes clearly defined assessment criteria, as verified during syllabus reviews and interviews.

The grading system includes five types of positive assessment:

- (A) Excellent – 91-100 points;
- (B) Very Good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

And two types of negative assessment:

(FX) Failed – 41-50 points, meaning that the student needs more work to pass and is given the opportunity to take an additional exam through independent study.

(F) Failed – 40 points and below, meaning that the student's performance is insufficient, and they must retake the course.

The Master's program outlines a multi-tiered evaluation of the thesis, with distinct evaluation criteria and peer review by a commission. Clear rules for re-submission (FX / F) and transparent grading procedures support fairness and accountability.

All programs emphasize that assessment criteria, methods, and weightings are detailed in the syllabus and communicated to students at the beginning of the semester.

While the evaluation system includes mechanisms such as continuous assessment and opportunities for additional exams (FX), explicit mention of formative feedback practices or structured feedback mechanisms (e.g., written comments) is not detailed.

The doctoral and master's programs describe that defense processes involve a commission and are conducted according to the institutional procedures, including grading and re-submission mechanisms.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 3 Education Sciences, PhD

The university has established a comprehensive and transparent framework for the evaluation of doctoral students in both the educational and scientific-research components of its doctoral programs, aligned with national legislation and best academic practices. The mechanisms described in Articles 19 - 23 and 29 of the institutional regulation ensure the rigorous assessment of academic achievement, developmental progress, and scientific integrity.

The assessment system within the educational component of doctoral studies (Article 19) is aligned with doctoral-level expectations, focusing on analytical thinking, independent research methodology application and reasoned argumentation. The evaluation framework includes both interim and final assessments, with specific quantitative weightings, competency thresholds and grade classifications, ensuring validity and reliability. Notably:

- Credits are awarded only after minimum thresholds are met for all components.
- Evaluation includes both formative and summative components within the same semester.

- Positive and negative grading scales reflect differentiated achievement levels.
- The possibility of resetting exams (FX grade) ensures academic fairness.

Articles 20 and 21 emphasize the structured and progressive development of scientific research competencies. The doctoral dissertation is the core of this component and must meet rigorous standards for innovation, methodology, and academic contribution: Evaluation is conducted by a dissertation committee and includes public defense. Assessment criteria distinguish five levels of success:

Summa cum laude (Excellent) – Outstanding dissertation – 91-100 points;

Magna cum laude (Very Good) – A result that exceeds the set requirements in all aspects – 81-90 points;

Cum laude (Good) – A result that exceeds the set requirements – 71-80 points;

Bene (Average) – A medium-level dissertation that meets the basic set requirements – 61-70 points;

Rite (Satisfactory) – A result that, despite deficiencies, still meets the set requirements – 51-60 points.

And two levels of failure, reinforcing quality:

Insufficient (Unsatisfactory) – A dissertation of unsatisfactory level that does not meet the set requirements – 41-50 points;

Sub omni canone (Completely Unsatisfactory) – A result that completely fails to meet the set requirements – 40 points and below.

The option to revise and resubmit applies only to “insufficient” ratings; “completely unsatisfactory” ratings lead to program termination.

As outlined in Article 22, the doctoral programs integrate ongoing developmental assessment through at least two scientific-research projects, which serve as milestones ensuring research direction and progress, require public presentation and response to expert feedback, form an integral part of the final dissertation, encouraging consistent scholarly output.

Program interviews and documentation reviews confirmed that these projects enhance early dissemination of results and promote a culture of peer review.

Article 23 enforces a high threshold for doctoral students to qualify for the final defense. It ensures:

- At least three articles are published per candidate.
- Two must be in internationally indexed, peer-reviewed journals.
- One must appear in Scopus / Web of Science / ERIH PLUS.

These stringent publication criteria contribute to the international visibility and credibility of doctoral research and are consistently monitored by program heads.

The supervisors at this PhD program periodically monitor the progress of consistent performance of a research component by the doctoral student, providing formative assessment, and feedback. The procedures for the evaluation and/or defense of the doctoral thesis provide for the conclusions of the competent institution, local and international reviewer

A local reviewer is meant to be in this program a staff member of a local university, who is equipped with the latest knowledge in the field, has actively participated in research, and has published at least 1 scientific work in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral thesis.

Academic integrity is safeguarded through mechanisms articulated in Article 29. A mandatory plagiarism check using licensed software ensures the authenticity of doctoral work, with a pre-submission self-check opportunity provided to students, final submission verification being binding and unalterable. Cases of plagiarism, compilation, falsification, or destruction of data are considered serious offenses and serve as grounds for dissertation rejection. This policy has been effectively institutionalized, with software use and training workshops documented.

Evidences/Indicators

- Preschool education, BA program; Educational Research and Administration, Master's Program; Education Sciences, PhD Program; Teacher Training Educational Program;
- Syllabi;
- Microsoft Teams;
- Dissertation Council and Doctoral Studies Regulations (Approved by the resolution of the Faculty Council of May 1, 2023; Updated by the resolution of the Faculty Council of September 13, 2024);
- Academic Integrity Code for East European University (July 1, 2021);
- Website: <https://eeu.edu.ge>;
- Interview results.

General recommendations of the cluster: None

General suggestions of the cluster: Formalize feedback mechanisms for student improvement (e. g., written feedback, feedback sessions).

Recommendations and suggestions according to the programmes: 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 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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 (Preschool Education, BA1)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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

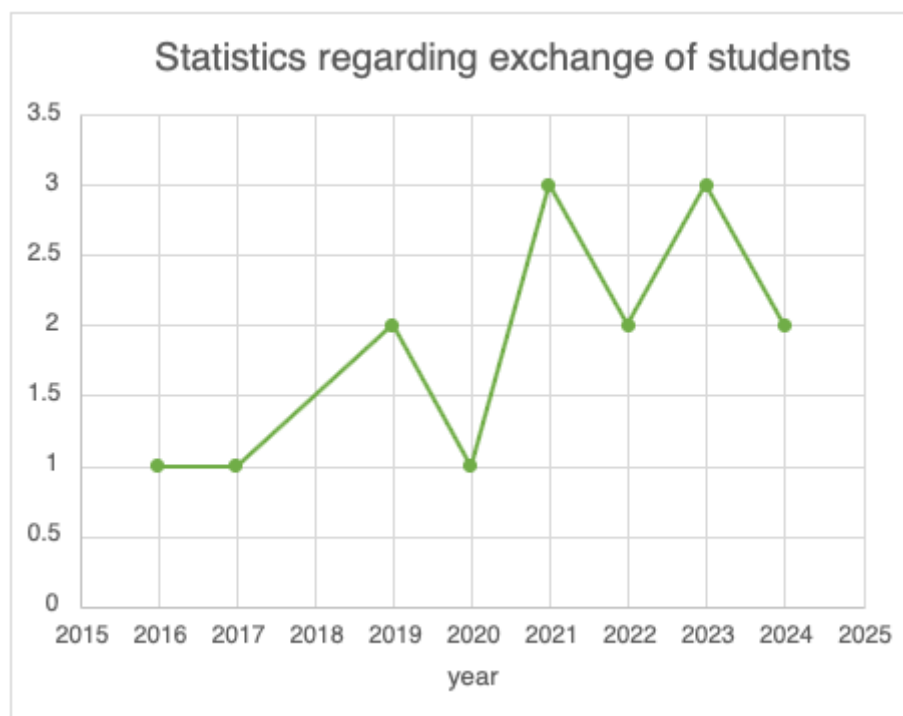
Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the reviewed materials and interviews, it was clearly demonstrated that students receive appropriate consultations and guidance regarding their studies at the university. All syllabi include information about available consultation hours, ensuring that students have easy access to their lecturers for academic support and guidance. During interviews, students also highlighted that the university actively supports their professional development, noting especially the close cooperation with academic/invited staff, faculty and the helpfulness of the Dean. Experts visiting the university had the opportunity to examine the study process management system, which was found to be quite user-friendly and efficient.

Additionally, the university offers students a broad range of extracurricular activities, including doctoral students, conferences, internships, job fairs, public lectures, and workshops. All students interviewed confirmed that they had the opportunity to participate in scientific conferences alongside their lecturers. MA and PhD students noted that, with the support of their supervisors, they had valuable opportunities to participate in scientific conferences. Additionally, PhD students emphasized that their supervisors provided significant assistance with writing and publishing scientific articles. Those enrolled in the teacher training program also benefit from practical placements in schools, a point that was further validated during employer sessions.

The university is committed to student well-being by providing free psychological counseling services and offering various scholarship systems and tuition fee vouchers. A number of clubs and associations operate on campus, supporting sports, cultural, and educational activities, thereby fostering a vibrant and inclusive student community.

Opportunities for international exchange are available, though both the university and students acknowledge that this area requires further development, as current participation rates are low (see below).



During the interview, only one student mentioned benefiting from an exchange program, which was not fully funded. It is worth noting that the university collaborates with Middlesex University in the UK through cluster programs, which could be leveraged to offer some courses in a hybrid format, particularly at the PhD level, to enhance students' international experience. While interviews with lecturers and program heads confirmed that international lecturers delivered some courses remotely during the 2024/25 academic year fall semester, the university was unable to provide documentation that this was agreed with the National Center for Educational Quality Enhancement of Georgia (Required by the Law on Higher Education, Article. 47⁴ E-Learning, Point 8.) It was desirable to submit program documentation that included hybrid courses that would help strengthen the program's international profile and provide students with broader global exposure.

It is worth mentioning that the university has a Rule on Student project funding. Within the framework of PhD studies, it's worth mentioning that university supports students to

complete their studies within the established framework, specifically helps them to win the grants and gives the internal ones as well for financing their research. Experts asked for additional statistics regarding the funding of PhD students research activities (Statistics see below). In addition, the university boasts strong performance in securing grants from the Shota Rustaveli National Science Foundation of Georgia, with a number of PhD students successfully winning these grants.

TYPE	Number of Funded Phd Students	Total Amount (Gel)
Internal University Grant	7	23,950
Grants Obtained (Rustaveli Foundation)	3	121,500

Furthermore, the university offers a variety of financial support systems, including scholarships and tuition fee vouchers, as confirmed during the interviews with students, including PhD ones.

Evidences/Indicators

- Self-evaluation Report;
- Program and syllabi;
- Rule on Student project funding;
- International Cooperation Memoranda;
- Interviews;
- Statistics regarding students participation in Exchange programs;
- Statistics regarding the funding of the PhD students research projects;
- Learning process management system.

General recommendations of the cluster: None

General suggestions of the cluster: Consider possibilities to officially incorporate hybrid/e-learning modes (based on Law on Higher Education, Article. 47⁴ E-Learning) into the

programs, particularly at the PhD level and thus to enrich involvement of international experts.

Recommendations and suggestions according to the programmes: None

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	☒	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	☒	☐	☐	☐
Programme 3 (Education Sciences, PhD)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

Master's and doctoral program students receive appropriate supervision and guidance throughout their studies. During interviews, students confirmed that they obtain all necessary support from their supervisors, including assistance with participating in scientific conferences and publishing joint articles.

The university has established required regulations for master's and doctoral studies that comply with legislation, such as the Rules on Planning, Implementation, and Assessment of the Scientific-Research Component on Master's Degree Educational Programs; the Regulations on the Dissertation Council and Doctoral Studies of the Faculty of Educational Sciences. The newly adopted standards for doctoral education are also integrated in the internal documentation.

The university has implemented a questionnaire for students to evaluate the supervision process. Students confirmed that they completed this questionnaire, providing feedback on their supervisory experience. Moreover, in cases where challenges arise, the university is very responsive and supportive, promptly addressing any concerns to ensure a positive and effective supervision experience.

It is worth mentioning that the university has established Code of Academic Integrity to uphold ethical standards in academic work. Additionally, the university has a specialized program to detect similarity rates in student submissions, ensuring originality and preventing plagiarism. Students are informed about above mentioned regulations and programs.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 Preschool Education, BA

N/A

Description and Analysis - Programme 2 Educational Research and Administration, MA

In the Master's Educational Program in Educational Research and Administration, the scientific-research component is fulfilled through the master's thesis. The processes are regulated by the Rules on Planning, Implementation, and Assessment of the Scientific-Research Component on Master's Degree Educational Programs. Students must select their thesis topic and supervisor no later than the first academic week of the fourth semester, after meeting the prerequisites for accessing the research component. The registration of the thesis title and supervisor is conducted in coordination with the respective master's program supervisor. The scientific supervisor may be an academic or invited staff member involved in the program who has published scientific papers relevant to the thematic field and area of the thesis. With the supervisor's agreement, a co-supervisor may also be assigned.

The supervisor is responsible for overseeing the student's progress in completing the scientific-research component. Students have regular consultation with supervisors. The Rules on the Planning, Implementation, and Assessment of the Scientific-Research Component of the Master's Program, specifies the technical parameters of the thesis, conditions for its development and submission, the evaluation process, and the rights and responsibilities of the supervisor. Supervisors may have no more than seven active master's students per semester. Since the last accreditation, a total of 216 master's theses have been successfully defended within this program.

Description and Analysis - Programme Education Sciences, PhD

The program Education Sciences, PhD is centered on the doctoral dissertation, besides the study component, whose completion is confirmed by its submission and successful defense. The dissertation work is primarily conducted through research carried out under the guidance of a scientific supervisor combined with the doctoral student's independent efforts. Each doctoral student is assigned a scientific supervisor and may also have a co-supervisor. The supervisor must be a university academic staff member holding a doctoral degree or an equivalent qualification in the relevant field, with up-to-date knowledge and active involvement in scientific research. International supervisors or co-supervisors are exempt from the requirement of holding a university academic position. Supervisors must have prior supervisory experience or have completed relevant professional development activities, such as training or seminars. They are also required to have published at least one scientific article in a peer-reviewed journal indexed in international databases. To maintain quality supervision, a supervisor may supervise no more than three active doctoral students (1:3), with limited exceptions allowing a 1:5 ratio if a student with suspended status reinstates submitting their dissertation.

To formalize the supervisory relationship, an agreement is established between the doctoral student, supervisor/co-supervisor, and the university, clearly defining the rights and responsibilities of all parties. Supervisors are responsible for providing regular consultations tailored to the research topic and the students' needs.

The supervision process is regulated by the "Regulations of the Dissertation Council and Doctoral Studies of the Faculty of Education Sciences."

During the interviews, PhD students confirmed that they have effective and constructive collaboration with their supervisors. Some students benefit from having an international supervisor, as the doctoral program is designed in collaboration with Middlesex University

(UK). Based on this collaboration and the university's needs, the involvement of international staff in the educational process is ensured, also, students are supported in carrying out their research activities.

It's worth mentioning that the university has designated a special space/room specifically for doctoral students to work on their dissertations, providing a supportive environment.

Description and Analysis - Programme 4 Teacher Training Educational Programme

N/A

Evidences/Indicators

- Self-evaluation Report;
- Rules on Planning, Implementation, and Assessment of the Scientific-Research Component on Master's Degree Educational Programs;
- Regulations on the Dissertation Council and Doctoral Studies of the Faculty of Educational Science;
- Code of Academic Integrity of the Eastern European University;
- Interviews.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	☒	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	☒	☐	☐	☐
Programme 3 (Education Sciences, PhD)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

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 (Preschool Education, BA)	☒	☐	☐	☐

Programme 2 (Educational Research and Administration, MA)	☒	☐	☐	☐
Programme 3 (Education Sciences, PhD)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

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 educational programs grouped within the cluster are implemented by the academic and invited personnel of the university, in accordance with Georgian legislation and the internal regulations of the East European University. The university's rector has approved the "Rules for Holding Competitions for Academic Positions," which establish the requirements for academic appointments.

According to the rules for evaluating academic and research activities of academic and invited staff at East European University, academic personnel undergo annual evaluations that include assessments of their scientific-research and academic activities. Invited personnel are assessed only in terms of their academic performance. The following indicators are used to evaluate research activities: the number of scientific-research activities and the productivity of scientific-research work. A total of 35 academic

staff members are involved in the implementation of the educational programs grouped within the cluster, 27 of whom are affiliated with the university.

The programs outline the obligations of academic personnel as stated in their contracts. These include weekly hourly workloads during each academic semester in the following areas: teaching, scientific-research activities, student consultation, and participation in university activities. The current semester workload of academic personnel meets the mandatory teaching workload requirements outlined in their employment contracts. Information about student consultation days is included in the course syllabi. The consultation schedule is approved by the faculty dean and made accessible to students via the university portal (EEU-EL).

The university administration conducts an annual survey of academic personnel to explore their views on various aspects of the university's operations. The results of this survey are used to improve processes and human resource management policies (Annex 14.1 Tools – 4. Staff). During the interviews with representatives from the administration, dean's office, and finance department, it was confirmed that the analysis and results of academic staff turnover are used to enhance sustainability — by creating conditions that encourage and support the professional development of academic staff.

The program is supported by 93 administrative and support staff, which is an adequate number. During an interview, the Faculty Dean presented the university's electronic platform from the student interface perspective. The platform is flexible, user-friendly, and student oriented. It enables students to monitor their academic performance/GPA, select courses, and communicate with the administration/support staff, among other functions.

Description and Analysis - Programme 1 Preschool Education, BA

The Bachelor's Program in Preschool Education involves 27 staff members: 6 professors, 8 associate professors, 5 assistant professors, and 8 invited lecturers, including 2 foreign lecturers. Of these, 15 are affiliated academic staff (See the detailed information in the table). According to the provided documentation, two associate professors do not hold an academic doctoral degree; however, in accordance with Article 35, Paragraph 5 of the Law of Georgia on Higher Education, their qualifications are confirmed through professional experience, specialized training, and/or publications. They possess the necessary competence to achieve the learning outcomes defined by the program. Overall, the involvement of academic staff in the program is in line with qualification requirements and legislation, as confirmed by the “Rule for Conducting the Competition for Academic Positions” and the “Law on Higher Education.”

The staff's qualifications are confirmed by scientific publications in peer-reviewed journals, participation in conferences, and involvement in research projects within the past five years. The publication record includes: 15 articles in local journals, 31 in international journals; participation in 10 local conferences and 34 international conferences; and 40 other scientific/research achievements. The qualifications of the invited personnel are confirmed by their relevant knowledge and experience. However, the personal files (CVs) of 6 academic staff members — including 1 professor, 4 associate professors, and 1 assistant professor — do not contain scientific publications from the past five years.

The Bachelor's Program in Preschool Education was accredited in 2024 and launched in September of the same year. Due to objective reasons, there are currently only 5 enrolled students, making it too early to assess the adequacy of student numbers. The ratio of affiliated academic staff to students is 3.00, and the overall ratio of academic staff to students is 5.40. The ratio of academic staff to invited staff is 2.38, which indicates the program's sustainability.

In the past five years, the program has had the following academic staff turnover: 2 academic staff were added, and 2 left, reflecting a turnover rate of 23.1 %, and a retention rate of 76.9 %, indicating program stability.

The program is led by Associate Professor from East European University and Professor Angela Scollan from the Department of Early Childhood Education at Middlesex University (UK). Both have extensive experience in the field and are actively involved in professional development initiatives related to early childhood education. The program leader has the necessary knowledge and experience, with qualifications that align with the Subject Benchmarks of Preschool Education, including relevant education and practical experience.

The program leader has made contributions to the field of preschool education through both academic leadership and policy engagement. As the leader of the Preschool Education Bachelor's program at East European University, she oversees curriculum development, faculty coordination, and student academic support. Her expertise is further recognized at the national level, where she serves as a member of the Sectoral Council for Preschool Education at the National Center for Education Quality Development. With a strong academic foundation in education sciences and years of pedagogical experience, she is actively involved in shaping the standards and quality benchmarks for preschool teacher education programs in Georgia.

Angela Scollan holds both academic and professional experience in preschool education. She earned her PhD from Middlesex University in 2021 and holds a Master's degree in Childhood

Studies and Pedagogy from Roehampton University (2011), a Postgraduate Certificate in Education from Greenwich University (2006), and diplomas in Early Childhood Education and Leadership from Kingston University and Carshalton College. With over 20 years of experience, she has held academic and leadership roles at various universities.

Programme 1 Preschool Education, BA				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	27	17	14	15
- Professor	6	4	6	5
- Associate Professor	8	5	6	6
- Assistant-Professor	5	1	0	4
- Assistant	0	0	0	0
Invited Staff	8	5	2	0
Scientific Staff	0	0	0	0

Description and Analysis - Programme 2 Teacher Training Educational Programme

The Master's level Teacher Education Program is implemented by 16 staff members, including 6 professors, 5 associate professors, 2 assistant professors, and 3 invited lecturers, one of whom is international (See the detailed information in the table). A total of 11 staff members are affiliated with the university. All personnel involved in the program meet qualification requirements and comply with relevant legislation, as outlined in the "Regulations for Holding Academic Positions" and the "Law on Higher Education." Faculty qualifications are evidenced by peer-reviewed publications, participation in academic conferences, and involvement in research projects over the past five years. Specifically, there have been 11 publications in local journals, 25 in international journals, 5 presentations at local conferences, 11 at international conferences, and 5 other scientific/research outputs. The qualifications of the invited staff are confirmed through relevant knowledge and experience. However, the personal files of 3 academic staff members, including one Professor and two Associate Professors, do not include any scientific publications from the past five-eight years.

The number of academic staff is adequate for the current student enrollment, which stands at 33. The ratio of affiliated academic staff to students is 0.33, and the total academic staff-to-

student ratio is 0.48—both considered appropriate. The ratio of academic to invited staff is 4.33, indicating the program’s sustainability. Over the past five years, the staff turnover rate includes 3 new staff and 3 - left (23.1 %), with a retention rate of 76.9 %, further supporting the program's stability.

The program leader is an affiliated faculty member at East European University. She has extensive experience in the field and actively contributes to its development. She holds a doctoral degree in Education Sciences and possesses the necessary expertise and practical experience to lead the program effectively. In addition to her academic background, she serves as the Institutional Development Coordinator at the Professional Skills Agency, a curriculum and educational resource development consultant for the Asian Development Bank (ADB), and an authorization and accreditation expert at the National Center for Educational Quality Enhancement (NCEQE). She has also participated in numerous international conferences and projects and is the author of various publications.

Programme 2 Teacher Training Educational Programme				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	16	12	12	11
- Professor	6	5	6	5
- Associate Professor	5	5	5	4
- Assistant-Professor	2	0	0	2
- Assistant	0	0	0	0
Invited Staff	3	1	1	0
Scientific Staff	0	0	0	0

Description and Analysis - Programme 3 Educational Research and Administration, MA

The Master’s program in Educational Research and Administration is implemented by 25 staff members, including 23 academic staff and 2 invited lecturers. The academic staff consists of 14 professors, 7 associate professors, and 2 assistant professors, 18 of whom are affiliated with the university (See the detailed information in the table). All personnel meet qualification standards and legal requirements, as evidenced by the “Regulations for Holding Academic Positions” and the “Law on Higher Education.” According to the provided documentation,

one Associate Professor does not hold an academic doctoral degree; however, in accordance with Article 35, Paragraph 5 of the Law of Georgia on Higher Education, the qualifications are confirmed through professional experience, specialized training, and/or publications.

Faculty qualifications are verified through scientific publications in peer-reviewed journals, participation in academic conferences, and involvement in projects over the past five years. Specifically, there were 21 publications in local journals, 73 in international journals, 5 presentations at local conferences, 47 at international conferences, and 19 other scientific/research contributions. The qualifications of invited lecturers are confirmed through their relevant knowledge and experience. However, in the CVs of 3 academic staff members (including one professor and two associate professors), no scientific publications from the past five-eight years are recorded.

The number of academic staff is appropriate for the student body, which currently totals 123 students. The ratio of affiliated academic staff to students is 0.15, while the overall academic staff-to-student ratio is 0.20—both considered adequate. The ratio of academic to invited staff is 11.50, indicating the program's sustainability. The number of master's students is in line with faculty workload; currently, there are 21 thesis supervisors active in the program.

Over the past five years, the academic staff turnover included 5 new staff and 8 left (32.7 %), with a retention rate of 69.2 %, suggesting reasonable staff stability and program sustainability.

The coordinator of the Master's program is an affiliated Associate Professor at East European University, who has extensive professional experience and actively participates in sectoral development initiatives. She is the Dean of the Faculty of Education Sciences, co-coordinator of the BA program in Preschool Education, and Chair of the Teaching and Learning Committee. She contributes as an Accreditation Expert and member of the Preschool Education Sectoral Council at the National Center for Education Quality Development. This background ensures strong academic, administrative, and policy-level competence in leading the Educational Research Master's program.

Programme 3 Educational Research and Administration, MA				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	25	22	21	18
- Professor	14	12	14	11

- Associate Professor	7	7	6	5
- Assistant-Professor	2	1	0	2
- Assistant	0	0	0	0
Invited Staff	2	1	1	0
Scientific Staff	0	0	0	0

Description and Analysis - Programme 4 Education Sciences, PhD

The Doctoral Program in Education Sciences involves 15 individuals. The academic staff includes 7 professors, 2 associate professors, and 6 invited lecturers. Among them, 9 are international (7 from the United Kingdom, 1 from Austria, and 1 from France), and 6 are affiliated (See the detailed information in the table). The doctoral education programme involves at least 5 affiliated academic staff of the relevant field, including at least 3 professors/associate professors. Their involvement in the program complies with qualification requirements and legal regulations.

The qualifications of the staff are evidenced by scientific publications in peer-reviewed journals, participation in conferences, and involvement in research projects over the past five years. There have been 21 publications in local journals and 62 in international journals, 3 presentations at local conferences and 29 at international conferences, with 32 additional research outputs. The qualification of the academic/research staff of the doctoral educational programme is confirmed by a scientific paper published in the peer-reviewed journals with the international index during the last 3 years and/or a practical/creative/performing project, which confirms his/her competence in the relevant field. The qualifications of the invited staff are confirmed by their relevant knowledge and experience. However, the CV of one professor and one invited professor lack scientific publications from the past five years.

All staff involved in the program are also required to demonstrate the level of English proficiency necessary for teaching in English, as per university regulations. English proficiency is confirmed through English-language education, teaching experience, international certification, specialized training, work experience, research activity, or internal university testing.

The number of academic staff is appropriate for the number of students. Currently, 13 students are enrolled in the program. The ratio of affiliated academic staff to students is 0.46, while the total academic staff-to-student ratio is 1.15, indicating adequacy. The ratio of academic to invited staff is 1.5, which supports the program's sustainability. The supervisor-to-doctoral student ratio is 1.15. Currently, the program has no graduates.

In the past five years, staff turnover has been as follows: 5 new academic staff members joined, and 3 left, which represents a 37.5 % turnover rate and a 57.1 % retention rate, both indicating program sustainability.

The program has a leader and co-leader. The Head of the Programme is a renowned scholar and author of numerous international academic publications. He is the founder of the Centre for Education and Scholarship in Medical Education at Middlesex University (UK) and a researcher at the Centre for Higher Education Policy at New College Oxford. He possesses the expertise and scholarly background necessary to lead the program.

Co-leader has been involved in multiple research grant projects in roles including co-author, coordinator, lead researcher, and invited expert. He has participated in academic exchange programs at Kansas State University, Metropolitan State University (USA), University of Tartu (Estonia), and the American Academy of Macroeconomics under the National Development and Reform Commission (China). He also serves as an accreditation and authorization expert at the National Center for Education Quality Development. His qualifications are supported by relevant education and experience in the field.

Programme 2 Education Sciences, PhD			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	14	14	6
- Professor	6	6	5
- Associate Professor	2	2	1
- Assistant-Professor	0	0	0
Invited Staff	6	6	0
Scientific Staff	0	0	0

Evidences/Indicators

- Annex 1- SER Educational Programmes Grouped in a_Cluster
- Annex 1- For the EDU Cluster – Quantitative Indicators – 2024
- Annex 2.5. staff list
- Annex 6. Personal files, contract samples, and job descriptions
- Annex 6.3 – Sample Contracts

- <https://eeu.edu.ge/portfolio/hr-documents/>
- <https://eeu.edu.ge/wp-content/uploads/2024/04/>
- Annex 14.1 – Instruments (4. Personnel)
- Annex 15.2 – Rule for the Evaluation of Academic and Personal Scientific-Research and Academic Activities
- Interview results

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programmes: None

Programme 1 Preschool Education, BA

Recommendation(s): None

Suggestion(s): The program should implement strategies to support and encourage their research activity, such as offering incentives, mentoring, and manageable workloads, to improve scholarly output and meet academic standards.

Programme 2 Educational Research and Administration, MA

Recommendation(s): It is recommended that the program take strategic steps to enhance the scientific productivity of its academic staff.

Suggestion(s): None

Programme 3 Education Sciences, PhD

Recommendation(s): It is recommended that the program take strategic steps to enhance the scientific productivity of its academic staff.

Suggestion(s): None

Programme 4 Teacher Training Educational Programme

Recommendation(s): None

Suggestion(s): The evaluation of CVs revealed that some academic staff have not produced scientific publications in over five years. The program should implement strategies to support and encourage their research activity, such as offering incentives, mentoring, and manageable workloads, to improve scholarly output and meet academic standards

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Preschool Education, BA)	☒	☐	☐	☐
Programme 2 (Educational research and Administration, MA)	☐	☒	☐	☐
Programme 3 (Education Sciences, PhD)	☐	☒	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

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

The East European University operates under the Minimum Standard for Master's and Doctoral Studies of East European University, which defines the conditions for the selection of supervisors—and co-supervisors, if necessary—for students enrolled in Master's and Doctoral programs. It also outlines the required qualifications and the criteria for verifying the scientific research experience of the appointed supervisors.

Programme 1 Educational Research and Administration, MA			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	21	11	18
- Professor	14	7	11
- Associate Professor	7	4	5
- Assistant-Professor	2	0	2
Invited Staff	2	0	0
Scientific Staff	0	0	0

Description and Analysis - Programme 1 Educational Research and Administration, MA

In the Master's Program in Educational Sciences, transparent qualification requirements have been established for academic supervisors. These requirements are outlined in the document entitled "Regulation for Planning, Implementing, and Evaluating the Scientific-Research Component of Master's Educational Programs."

A supervisor of a master's thesis may be an academic or invited staff member holding a doctoral degree or an equivalent academic qualification, with published scientific works in the general field and thematic area of the master's thesis. A co-supervisor may also be assigned, where necessary, to support the student in implementing the research component. The co-supervisor (if assigned) may be a person with up-to-date knowledge who has actively

participated in scientific research or possesses relevant professional experience in the thematic area of the thesis.

Between 2020 and 2025, a total of 213 theses have been defended. As of the latest data, there are 21 thesis supervisors involved in the program, 11 of whom hold a PhD degree in the relevant sectoral direction. Among these, 18 are affiliated academic staff. The supervisors include 14 Professors (7 holding a PhD in the sectoral direction and 11 affiliated), 7 Associate Professors (4 with a relevant PhD and 5 affiliated), and 2 Assistant Professors (none with a PhD in the sectoral direction, but both are affiliated). Additionally, there are 2 invited staff members, none of whom hold a PhD in the sectoral direction.

The supervisors are equipped with current knowledge, have participated in scientific research, and have published academic works. The program's academic staff have extensive experience in academic activity, and many have authored textbooks, monographs, and research studies. Their works have been published in high-impact, peer-reviewed scientific journals, including those indexed in the Scopus database. Among defended master's theses, four indicate a co-supervisor; all these co-supervisors possess relevant professional experience aligned with the thesis themes. However, it should be noted that for 3 academic staff members - supervisors, no published scientific papers from the past five years are confirmed in their CVs.

According to the internal evaluation report titled *"East European University – Satisfaction Survey on the Implementation of the Research Component,"* the level of satisfaction regarding the involvement and support provided by supervisors and co-supervisors is noteworthy. On a 5-point scale, the overall satisfaction of graduates with their academic supervisor averaged 4.4. Particularly high ratings were observed for: The ability to independently choose a supervisor; The supervisor's subject-matter expertise related to the thesis topic; The quality of consultations provided. The lowest-rated aspect, though still relatively positive, was motivation support.

Programme 2 Education Sciences, PhD			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	14	14	6
- Professor	6	6	5
- Associate Professor	2	2	1

- Assistant-Professor	0	0	0
Invited Staff	6	6	0
Scientific Staff	0	0	0

Description and Analysis - Programme 2 Education Sciences, PhD

The program has established transparent qualification requirements for academic supervisors and co-supervisors. A doctoral thesis supervisor must be a university academic staff member (professor or associate professor) holding a doctoral or equivalent academic degree in a relevant field and equipped with up-to-date knowledge. However, this requirement (professor or associate professor status) does not apply to international supervisors or co-supervisors.

A doctoral supervisor must have prior experience in supervising (or co-supervising) doctoral candidates or have undergone relevant professional development activities (such as training, seminars, or courses). The supervisor must be actively engaged in scientific research and/or have published at least one scientific paper related to the general thematic area (research field) of the doctoral candidate's thesis.

It is noteworthy that the program has a tool in place to monitor and ensure the internal quality of supervision. A doctoral student participating in the program evaluates the work of their scientific supervisor – specifically, the supervisor's involvement in the dissertation process and the support provided.

There are currently 15 supervisors of Doctoral thesis according to SER. Another source on supervisors indicates 14 supervisors of Doctoral theses, all of whom hold a PhD degree in the relevant sectoral direction. Among them, 6 are affiliated academic staff. The group of supervisors includes 6 Professors, all holding sector-specific PhDs, with 5 of them being affiliated. Additionally, there are 2 Associate Professors, both of whom hold PhDs in the sectoral direction, and one is affiliated. The remaining 6 supervisors are invited staff, all of whom also hold PhDs in the relevant field.

In the past three years, the supervisor must have published at least one peer-reviewed scientific paper in an internationally indexed journal corresponding to the thematic area of the doctoral dissertation. Such journals must be indexed in Scopus, Web of Science, or ERIH PLUS databases. A co-supervisor (if applicable) may be a professional equipped with current knowledge and actively engaged in research or possessing relevant professional experience in the thematic area and direction of doctoral research.

The Doctoral Program in Education Sciences is implemented by a team of 15 academic and invited staff members. Among them, 11 hold a doctoral degree in a field aligned with the program's profile. Seven of these serve in academic positions as professors, two as associate professors, and six as invited professors. All invited professors involved in the program are affiliated with EEU's international partner institutions, including Anglia Ruskin University (UK), Sorbonne University (France), Middlesex University (UK), and the University of Greenwich (UK). Of the academic staff, six are affiliated with the university.

The academic staff implementing the program hold doctoral degrees in Education Sciences, Economics, or Philosophy. They possess extensive experience in academic work and have supervised or co-supervised several doctoral dissertations over the years, including those in the field of education. They have authored textbooks, monographs, and research studies. Their works are published in high-impact academic journals, including those indexed in the Scopus database.

Due to the specifics and development of the field, the doctoral student's supervisor has published at least 1 scientific paper (in the field of arts - creative/performing project) in the foreign peer-reviewed journal with the international index defined by the HEI during the last 3 years, and this paper corresponds to the general topic/research field of the doctoral student's doctoral thesis; The qualification requirements of the co-supervisor correspond to the topic/research field of the doctoral student's doctoral thesis.

However, the CV of one professor and one invited professor lack scientific publications from the past five years. Additionally, no doctoral candidate has yet completed the program; based on the interview results, some of the PhD students in their third year have not published a paper so far.

Evidences/Indicators

- Annex 1- SER Educational Programmes Grouped in a Cluster
- 14.2. Internal Evaluation Results: East European University – Satisfaction Survey Report on the Implementation of the Research Component evidences/indicators, including the relevant documents and interview results
- 14.1. Instruments and Questionnaires. 9. Evaluation of the Doctoral Student's Scientific Supervisor
- Appendix 8.1 Dissertation Council and Doctoral Studies Regulations
- Appendix 8.2 The scientific-research component of master's degree educational programs
- Agreement on Scientific Supervision
- Requested additional information - published papers of PhD students

- The 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 (Preschool Education, BA)	☒	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	☒	☐	☐	☐
Programme 3 (Education Sciences, PhD)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

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

East European University regularly conducts, analyzes, and actively utilizes the results of evaluations and satisfaction surveys of the staff involved in the implementation of academic programs. Based on the "Rule for Evaluating the Academic and Invited Staff's Scientific-Research and Academic Activities," the university conducts an annual assessment of academic and invited staff engaged in educational programs, analyzes the results, uses them for various purposes, and plans relevant processes accordingly.

According to the provided documentation, the evaluation of academic and invited staff's academic activities includes internal semester-based assessments conducted by different stakeholders using the following mechanisms: (1) Evaluation of staff by students using a designated questionnaire; (2) Evaluation of staff by the faculty dean using a designated questionnaire; (3) Evaluation of staff by the program head using a designated questionnaire.

The semester-based evaluation of academic activities is calculated using a formula and results in the following ratings: Excellent, Good, Average, Satisfactory, Poor.

The academic activity evaluation process of staff is administered by the Human Resources Management Department, which ensures the electronic processing of evaluation results and submits them to the Quality Assurance Office for final analysis and the development of relevant recommendations. The results of the semester-based evaluation of staff's academic activities are sent to the relevant faculty for further action, with the goal of continuously improving the quality of teaching. Based on the evaluation results, the Human Resources Management Department prepares individual evaluation reports for each staff member and sends them personally for review.

The academic activity of staff is evaluated based on the ranking of semester evaluations (for invited staff) and annual overall evaluations (for academic staff), resulting in the following ratings: Excellent, Good, Satisfactory, and Low. Based on the ranking of evaluation results, the university provides material or non-material incentives to staff members who receive an "Excellent" rating. The rules and number of incentives are determined by the order of the Rector of the University. In the case of a "Low" rating, the staff member receives an appropriate warning along with a specified deadline for improvement.

The University's Quality Assurance Office conducts the final analysis of both semester and annual evaluation results, which is then submitted to the faculties, program heads, the Human Resources Management Department, and the Research Development Department.

The interviews with the academic staff and the program coordinators revealed that the Department of Scientific Research and Development annually collects and analyzes information on the scientific-research activities of the university's academic staff. Based on this analysis, the department plans relevant activities. The evaluation of academic staff includes the assessment of both their scientific research and academic activities, while invited staff are evaluated solely based on their academic activities.

As stated in the document, the mechanisms for evaluating scientific-research activities involve the analysis and assessment of results, followed by decision-making aimed at further improvement. The evaluation system allows for the assessment of both the scientific productivity and the quality of activities. The evaluation is conducted at the end of each academic year and is based on quantitative and qualitative indicators.

The following indicators are used to evaluate staff's scientific research activities: the number of research activities and the productivity of scientific publications, which includes citation counts and the Hirsch (h) index. The university obtains this information from the library consortium, based on a formal request. However, this indicator is not included in the academic staff's personal file.

According to the documentation, in the 2023–2024 academic year East European University conducted evaluations of academic staff involved in its education-related programs. The assessment was carried out by students, program heads, and the faculty dean. The results indicate that the programs are implemented by staff who demonstrate a high level of professionalism and strong potential. These evaluations, documented in Annex 15.4, cover personnel involved in the following programs within the Education Cluster: Educational Research and Administration; Teacher Training Program and Doctoral Program in Educational Sciences.

To support the planning, development, and advancement of educational programs at East European University, a committee for the development of academic programs has been established at the Faculty of Educational Sciences (see 14.4 Analysis of Analogies).

To support the implementation of scientific-research activities by academic and invited staff at the university, a supportive mechanism called the "Research Project Funding Regulation" has been established, based on which grant competitions are announced at the university. The interviews with the academic staff and the PhD students revealed the benefits of this

mechanism. Many of them have been granted funding to conduct research and one of the PhD students is expected to conduct his experiment with the new equipment purchased with such funding in autumn, 2025.

The funding of scientific-research projects at the university is based on the following principles: public accessibility, transparency, fairness, equality, and collegiality (see Annex 16: Research Project Funding). A grant project can be submitted by a) The university's academic staff, either individually or as a group, b) The university's academic and invited staff, c) The university's research unit(s).

East European University regularly conducts and plans professional development activities for staff, which are organized by the university's Center for Continuing Education and Student Services. The interviews with the academic staff and program coordinators confirm that there are regular activities to promote professional development and raise awareness about global trends in higher education. The activities implemented at university for the development of academic, scientific, and invited staff aimed at enhancing professional and/or teaching skills are diverse. Over the past 5 years, dozens of training sessions, webinars, and seminars have been conducted on improving research skills, working with research databases, protecting intellectual property rights, teaching and learning, the role of the university, etc. (see 15.1 Activities for Staff Development).

It is noteworthy that the university has diverse partnerships with higher education institutions from various countries (Anglia Ruskin University (UK), University of Upper Austria (Austria), University of Lodz (Poland), College of Communication and Management (Poland), Middlesex University of London (UK), California Baptist University (USA), Aleksandër Moisiu University, Durrës (Albania), University of Nicosia (Cyprus), Universidad Ceu Cardenal Herrera (Spain), Alexandru Ioan Cuza University (Romania), Sorbonne University (France), which include planned scientific weeks, workshops, and training sessions as part of these collaborations.

Evidences/Indicators

- Annex 1- SER Educational Programmes Grouped in a_Cluster
- Annex 10. Memorandums of International Cooperation
- Annex 14.4 Analysis of Analogies
- Annex 15.1 Activities for Staff Development
- Annex 15.2: Evaluation of Staff's Academic and Research Activities
- Annex 15.3 Form for the Report on Staff's Scientific Activities
- Annex 15.4 Analysis of Staff Evaluation Results (Completed)
- Annex 15. Staff Evaluation and Professional Development

- Annex 16: Research Project Funding
- Interview results

General recommendations of the cluster: None

General suggestions of the cluster: Add incentives to the academic staff based on the quality of scientific work - the productivity of scientific publications, which includes citation counts and the Hirsch (h) index.

Recommendations and Suggestions according to the programmes (if any): 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 (Preschool Education, BA)	☒	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	☒	☐	☐	☐
Programme 3 (Education Sciences, PhD)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

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

The University has a well-equipped building with modern design, where the educational process takes place. The campus provides students and staff with recreational spaces, a foyer, lecture halls, sanitary facilities, a library, scientific-research laboratories (EEU-LAB), conference halls, computer labs, faculty offices, and group workspaces. The examination center, which is equipped with computer equipment, is located in a separate building. The existing infrastructure ensures that the educational program goals and learning outcomes are achieved entirely. The university operates an electronic learning management system (EEU-EL). The Teacher Training Educational Programme is supported by the university library, which houses a collection of both Georgian-language and foreign-language contemporary books. The library collection includes mandatory literature specified in the program syllabi, lecture courses, readers, and other educational materials. Students have access to scientific periodicals in both electronic and physical formats, as well as international electronic scientific library databases. The reading room, accessible to students, academic staff, and guests, allows them to use the Internet and public electronic resources to familiarize themselves with modern scientific data in their relevant fields. The library has access to international library bases, including: Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, Sage Journals, IMechE Journals, LexisNexis, e-Duke Journals Scholarly Collection, Open edition Journals, Royal Society Journals Collection, ERIC (Education Resources Information Center), Springer. It is noteworthy that, under the agreement between East European University and the Education Department of Middlesex University (United Kingdom), doctoral students and faculty members of the Doctoral Program in Educational Sciences have access to Middlesex University's scientific and educational materials.

During the site visit interviews, it was clearly confirmed that students are informed about the availability of the resources and know how to utilize them.

Evidences/Indicators

- Self-evaluation Report
- Site visit - facilities of the EEU
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Preschool Education, BA	X	☐	☐	☐
Programme 2 Educational Research and Administration, NA	X	☐	☐	☐
Programme 3 Education Sciences, PhD	X	☐	☐	☐
Programme 4 Teacher Training Educational Programme	X	☐	☐	☐

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

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

Cluster and individual evaluation

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

The budget structure is based on expenditure items aimed at enhancing students' knowledge, gaining experience, increasing their competitiveness in the labor market, and supporting the development of academic and administrative personnel, and is financed by the Faculty of Education Sciences' budget. The allocation of financial resources is carefully managed to ensure economic feasibility while meeting the program's requirements. The budget includes relevant funding for scientific research and the functioning and development of the library.

The funding of scientific research activities is diversified. Financial support for research is provided from various sources:

- Ø The faculty/university scientific research budget;
- Ø Funds raised from various scientific foundations for grant projects;
- Ø Funds from non-governmental and international organizations.

The forecast Budget 2025 is divided as follows:

Income from basic activities (a total of 515,250 GEL) :

- Education Research and Administration MA program.....311.250
- Education Sciences Doctoral Program.....60.000
- Teacher Training Educational Program.....104.625
- Preschool Education BA program..... 39.375

And income from non-operating activities (70,000 GEL):

- Scientific grants and income from research activities

The university has detailed running costs, which include the following: Infrastructure and material technical development, salary, Business trip expenses, Trainings, costs related to raising the qualification, International events, Scholarships and other types of funding for students, student support and encouragement, Internal university events, Funding of scientific activities and grant projects, Library development, International / local expert services and other various costs.

It is an important fact that the budget also includes items such as international events, representative and other international activities, scholarships and other types of funding for students, student support and encouragement, organization of intra-university events, expenses for library development, and expenses for supporting research activities based on university regulations.

The university operates a transparent financial policy to support educational programs.

Evidences/Indicators

- Interview results
- Self-evaluation Report
- Budget

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes: None

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantial ly complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 Preschool Education, BA	X	☐	☐	☐
Programme 2 Educational Research and Administration, MA	X	☐	☐	☐
Programme 3 Education Sciences, PhD	X	☐	☐	☐
Programme 4 Teacher Training Educational Programme	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 Preschool Education, BA	x	☐	☐	☐
Programme 2 Educational Research and Administration, MA	x	☐	☐	☐
Programme 3 Education Sciences, PhD	x	☐	☐	☐
Programme 4 Teacher Training Educational Programme	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

The presented documentation and the interviews conducted during the visit show that issues related to internal quality assurance related to the cluster of programs are coordinated by the Quality Assurance Service of the Faculty of Education, and this is done in collaboration with quality assurance bodies of the EEU. Program leaders and the Faculty Quality Assurance Service cooperate with the University Quality Assurance Service in planning the program quality assessment process, developing assessment tools, implementing the assessment and analyzing the results. The relevant procedures, tools, and mechanisms are described in the University's Internal Quality Assurance Concept and the Program Implementation Assessment Procedure.

The Quality Assurance Service, through the evaluation of educational and scientific-research activities, the professional development of academic personnel, and the development of appropriate recommendations, participates in preparing the self-evaluation reports for the EEU's authorization and accreditation processes. It does so in cooperation with academic and administrative personnel, identifying strengths and weaknesses in relation to standards and developing appropriate recommendations to eliminate identified weaknesses. The EEU has well-planned and well-implemented procedures based on which the evaluation of ongoing

processes is carried out. Based on the evaluation results, further development and improvement are made following the principle of "Plan-Do-Check-Act."

According to the representatives of the self-evaluation group, continuous cooperation between the EEU and schools is also considered in the process of developing the cluster of educational programs. This was, for instance, reflected in the qualitative and quantitative research conducted within the master's program, where elective and mandatory courses have been added. The requirements of the new standard in the doctoral program have also been reviewed, understood, and incorporated, and a mathematics module has been introduced into the teacher training program for the basic and secondary education levels.

During the interview with the self-evaluation group, it was also revealed that the work was carried out in a coordinated and active manner during the pre-accreditation period: the connection between course learning outcomes and achievement activities was reviewed, and certain shortcomings in the evaluation criteria were corrected.

It should be noted that the heads of programs grouped within the cluster, together with the staff of the Quality Assurance Service, participate in planning the programs' quality evaluation processes, developing evaluation tools, and implementing the evaluation. The self-evaluation process is also using surveys of students, graduates, and employers of the programs included in the cluster (focus group reports), as well as the feedback related to bachelor's, master's, and doctoral programs. This way, the evaluation of educational programs grouped into this cluster is a regular process, for which both direct and indirect methods are employed, using both quantitative and qualitative data, as documented in the materials presented and the information shared during interviews. The questionnaires are updated periodically. Both recommended and additional questionnaires were used during the survey process, reflecting the specifics of the field.

Academic staff are also actively evaluated (annual reporting scheme focused on educational as well as research activities). Academic staff have individual workload plans and report on their fulfillment annually. As noted by representatives of the Quality Assurance Service, the collected data is processed by the Service, after which staff members are provided with

proposals for improvement. Based on identified needs, various activities are planned individually with academic staff. The agreements signed with staff members specify in detail the teaching, research, and other activities to be fulfilled.

It is also worth highlighting the active cooperation between program leaders and program staff with the Quality Assurance Service. They actively participate in various meetings organized by the Service, focusing on ensuring the smooth operation of educational and scientific processes, program development, syllabus preparation, continuous modification of individual courses based on feedback, and participation in different formats of consulting and training sessions. Accordingly, the internal quality assurance mechanism involves a continuous cycle comprising interconnected components of planning, implementation, evaluation, and development, with the goal of improving the quality of the educational programs. Based on the above, the internal quality assessment mechanisms used by the educational programs included in the cluster are functioning effectively.

During the meetings, interviews revealed that academic and invited staff members involved in the bachelor's, master's, and doctoral programs are familiar with these mechanisms and consider their application effective both for program development and for their own professional growth.

The self-evaluation working group actively discusses the shortcomings identified through internal quality mechanisms, and valuable recommendations are developed, which form the basis for implementing relevant changes. It is clear that the activities of the Quality Assurance Service are student-centered and are directed toward enhancing the quality of both teaching and research.

The EEU ensures the high quality of educational resources and services, the internationalization of teaching and research, and the periodic, effective monitoring, evaluation, and appropriate response to findings.

The educational programs within the presented cluster utilize internal quality assessment mechanisms, which are implemented in accordance with the quality policy developed and currently in force at the EEU.

It is also important to note that monitoring of the educational process, the development, evaluation, and enhancement of educational programs, the evaluation and improvement of staff performance, educational resources and services, the internationalization of teaching and research, the conduction of periodic surveys, and the formulation of recommendations are all aimed at ensuring internal quality assurance.

Evidences/Indicators

- Quality assurance systems
- Analysis of labor market research results
- Rules and procedures for planning, developing, approving, amending and canceling educational programs
- Rules for evaluating the implementation of educational programs at the university
- Analysis of the results of internal quality assurance evaluation
- Report on changes made to the program
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any): 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 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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 presented documentation and interviews clearly demonstrate that in the preparation of the programs included in the cluster, the results of external evaluations established by Georgian legislation are fully taken into account in the effort to improve the programs.

All relevant information regarding the conduct of external evaluations at the HEI, as well as the consideration of possible legal consequences, is duly shared at the EEU.

Based on the interviews and the analysis of the presented documentation, it is also evident that the internal self-evaluation reports of the presented educational programs are prepared based on periodic internal self-evaluations. These evaluations identify strengths and areas for improvement, and targeted interventions for further development are planned based on the processing and analysis of the collected data.

Accordingly, a number of surveys are periodically conducted. They include analysis of students' academic performance; semester-based student surveys regarding courses; surveys of graduates; evaluations of invited and academic staff based on student feedback; and assessments by employers and external experts.

It is also important to note that, based on decisions made by the Program Development Committee, the head of the Faculty Quality Assurance Service prepares a summary report on the program and submits it to the University Quality Assurance Service. Following the review of the reports received, the University Quality Assurance Service prepares a consolidated summary, which is then discussed and approved by the Academic Council, the final decision-making body.

A series of training sessions for Quality Assurance Service employees has been organized to improve the specificity of quality mechanisms, enhance the use of self-assessment tools, and promote the effective use of data analysis.

Interviews also revealed the active involvement of staff in the program development process.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 Preschool Education, BA

Students report that their needs have been considered — for example, regarding the location of school practice. The involvement of graduates in the program development process is also high. Graduates noted that, based on their recommendations, the psychology course — previously optional in the old program — was made a mandatory course. They also proposed increasing the number of practical hours in the research component of the master's program, and this suggestion was implemented.

Employers have actively participated in the development process as well. Based on their recommendations, courses such as multicomponent school practice courses, transition courses, and separate courses on preschool inclusive education were incorporated into the program.

It is important to highlight that the internationalization component at the EEU features a diverse range of activities, although mobilities are still having a potential of much larger development.

The presented Bachelor's program in Preschool Education was developed with the support of the Department of Preschool Education at Middlesex University. This collaboration provides academic staff the opportunity to jointly plan and implement various academic and scientific activities (such as seminars, workshops, webinars, etc.) together with their British partners. The EEU, in partnership with the Department of Preschool Education at Middlesex University (United Kingdom), is implementing a project to promote preschool education in Georgia. Within this framework, a training program for the professional retraining of university staff in the field of preschool education in Georgia is planned.

According to the program leaders, as a result of studying similar programs (analogues), elective courses within the main field of study were developed. For example, modeled on the University of Nicosia's program, elective courses in EEU's Preschool Education program are mainly offered to graduates during the later semesters. Based on this analysis, the following

elective courses are available: Philosophy of Education, Digital Technologies and Learning in Early Childhood Education, and Preschool Environmental Education.

Representatives of EEU state that when planning the educational program, the Program Development Committee studied the undergraduate programs in preschool education from the following international universities:

- Middlesex University (United Kingdom): Early Childhood Studies
- University of Nicosia (Cyprus)
- Plymouth State University (USA): Early Childhood Education BS
- Pantheon University (Greece): Undergraduate Studies
- University of Pécs (Hungary): Pre-school Teacher BA Program

Additionally, the Committee analyzed similar programs offered by local universities in Georgia, including:

- Batumi Shota Rustaveli State University
- Ilia State University
- Akaki Tsereteli State University
- Shota Meskhia Zugdidi State University

To ensure the quality of the program, an external evaluation was conducted by a foreign expert from the University of Nicosia (Cyprus). The committee's analysis shows that the majority of the core courses in the Bachelor's program in Preschool Education are aligned with leading international analogues. In particular, the program includes critical components such as: The pedagogy of early education (child development characteristics, professional development, teaching and learning strategies, etc.).

The courses included in the presented accreditation program are aligned with leading courses from major university programs. These areas include early education pedagogy, child development characteristics, professional development, teaching and learning strategies, child well-being and safety, social perspectives (such as children's rights, inclusion, and diversity),

special educational needs, cooperation with parents and local communities, interdisciplinary models and leadership, academic skills, and scientific and artistic disciplines.

According to the program leaders and representatives of the self-assessment group, the presented program was developed based on sectoral characteristics and the standards established by applicable legislation.

Description and Analysis - Programme 2 Educational Research and Administration, MA

In planning and developing the educational program, the committee analyzed the Master of Education Studies and Administration program in comparison with similar programs offered locally and internationally. Specifically, the committee studied and analyzed master's programs in education at leading U.S. and European higher education institutions, including:

- Middlesex University London – MA in Education
- UMEF University, Geneva – MA in Educational Leadership
- University of California, Los Angeles (UCLA) – MA in Principal Leadership
- Harvard Graduate School of Education – Master's Degrees (Education Policy and Analysis; Education Leadership, Organizations, and Entrepreneurship)
- University of Kansas – MSE in Educational Leadership
- Anglia Ruskin University (ARU) – MA in Educational Leadership and Management
- University College London (UCL) – MA in Education (Science)

In addition, the committee analyzed master's programs in the field of educational sciences at local universities, including:

- Ivane Javakhishvili Tbilisi State University
- Akaki Tsereteli State University

Furthermore, master's programs awarding the qualification of Master of Educational Administration at the following local institutions were studied:

- Ilia State University

- International Black Sea University
- Batumi Shota Rustaveli State University
- Georgian National University
- European University

The analysis showed that these programs, both national and international, were used as references in the development of the presented program.

According to representatives of the Quality Assurance Service, the EEU Master's Program in Educational Research and Administration includes several cross-curricular courses aligned with sectoral standards and with the programs studied. These include Research Methods in Education, Educational Economics and Policy, Educational Law, Educational Psychology, Educational Quality Management, Human Resources Management, Educational Management and Leadership, Practice (Practicum), Master's Thesis, Educational Sociology, Strategic Management, Scientific Writing / Academic Writing for Master's Students.

The analysis conducted by the Quality Assurance Service indicates that most of the core courses align closely with the corresponding courses in comparable programs. Specifically, the program incorporates both practical and research components — including reflective practice and a master's thesis — and training modules designed to enhance research and academic writing skills, such as Research Methods in Education, Academic Writing and Research Skills, Statistical Data Analysis in Education (SPSS), and Educational Management and Leadership.

For the purpose of external evaluation, the program was reviewed by a foreign expert from Cyprus. According to the expert's assessment, the program is well-aligned with its stated goals and successfully achieves the intended learning outcomes.

Description and Analysis - Programme 3 Education Sciences, PhD

The doctoral Program in Education Sciences is an English-language program implemented with the support of the Department of Education at Middlesex University (London).

According to the agreement between the EEU and the Department of Education at Middlesex University, academic staff from Middlesex University are actively involved in the implementation of the program.

Students enrolled in the program are granted access to the scientific and educational resources of Middlesex University's Department of Education. Additionally, students can enroll in modules or conduct research directly at the Department of Education at Middlesex University.

International doctoral programs were analyzed when preparing the comparative analysis (analogue study) document. In particular, the committee studied the following programs:

- Harvard University – Doctor of Education Leadership (Ed.L.D.)
- Texas A&M University – Doctoral Programs in Teaching, Learning, and Culture (TLAC)
- Middlesex University London – Education Studies Programs

Additionally, the committee analyzed English-language doctoral programs in educational sciences offered by local universities:

- Black Sea International University
- New Vision University

As a result of the analysis, significant alignment was identified between the courses in the studied programs and those included in the presented program. Common areas include teaching methods, educational policy, and basic tools of doctoral research.

For the purpose of external quality assurance, the program underwent an external evaluation by a foreign expert from the University of Nicosia (Cyprus).

Description and Analysis - Programme 4 Teacher Training Educational Programme

In planning and developing the Teacher Training Educational Programme, the Committee considered the contexts and structures of similar programs offered both locally and

internationally. Specifically, the Committee studied and analyzed teacher training programs at leading U. S. and European higher education institutions, including:

- Middlesex University London – Teacher Training Programs
- University of Greenwich – Professional Certificate in Education (Further Education and Training)
- Arizona State University (ASU) – Educator Preparation Programs
- University College London (UCL) – Teacher Training PGCE Courses

In addition, the committee analyzed teacher training programs offered by local universities, including:

- Ivane Javakhishvili Tbilisi State University (LEPL)
- Ilia State University (LEPL)
- Akaki Tsereteli State University (LEPL)
- Batumi Shota Rustaveli State University (LEPL)
- Sukhumi State University (LEPL)
- Iakob Gogebashvili Telavi State University (LEPL)
- Gori State University (LEPL)
- St. Andrew the First-Called Georgian University of the Patriarchate of Georgia (A(A)IU)
- European University (LLC)
- British Teaching University in Georgia (LLC)

The analysis demonstrated that corresponding modules in the EEU Teacher Training Educational Programme align with those in the programs reviewed, particularly in the following areas: Inclusive Education, Development and Teaching Theories, Educational Legal Acts, and Teaching Practice.

For external quality assurance, the program was evaluated by a foreign expert from the University of Nicosia (Cyprus). According to the external evaluation report, “The presented program complies with both national and international standards for teacher qualifications.

Practical components, including internships in schools, classroom management, and teaching methods, are well represented, ensuring that students gain significant practical experience. The inclusion of modules on inclusive education and the use of digital tools is particularly important.”

Evidences/Indicators

- Evaluations by external experts of the programs
 - Comparative analysis documents of similar programs
 - Quality Assurance System documentation
 - Analysis of labor market research results
 - Rules and procedures for planning, developing, approving, amending, and canceling educational programs
 - Rules for assessing the implementation of educational programs at the university
- Interviews with relevant stakeholders

General recommendations of the cluster: None

General suggestions of the cluster: None

Best Practice: The educational programs within the presented cluster demonstrate a strong external evaluation component.

Recommendations and Suggestions according to the programmes (if any): None

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 (Preschool Education, BA)	X	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	X	☐	☐	☐
Programme 3 (Education Sciences, PhD)	X	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	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

Based on interviews and the analysis of submitted documentation, it is evident that the periodic internal self-evaluation of educational programs plays a significant role in the development of the programs included in the cluster at the EEU. This process involves the preparation of internal self-evaluation reports for the educational programs, aiming to identify strengths and areas for improvement. These findings, obtained through the evaluation of

existing programs, inform the planning of targeted interventions for further development, based on the processing and analysis of collected data.

The following evaluations are conducted periodically:

- Analysis of students' academic performance
- Semester-long student surveys regarding individual courses
- Graduate surveys
- Evaluation of invited and academic staff based on student feedback

According to program representatives, the university continuously monitors and analyzes program target indicators and semester-based academic performance of students. Additionally, assessments from employers and external experts are regularly incorporated into the evaluation process. This can be said, there is ongoing work to enhance evaluation mechanisms, develop additional assessment tools, and strengthen the capabilities of the quality assurance system at the EEU.

To facilitate scientific and research activities among academic, scientific, and invited staff, the university has established a variety of support mechanisms. For example, according to administration representatives, financial support is provided for participation in various training, grant competitions, and other professional development opportunities. According to the Quality Service representatives, a variety of activities, including training and workshops, are organized to encourage the professional advancement of personnel.

The EEU has become a full member of the British Academy of Higher Education – Advance HE. This membership provides outstanding opportunities for the academic staff of the EEU to access world-leading services, share best practices, participate in joint projects, events, and educational activities. It also offers unique opportunities for professional development and international recognition, including the potential attainment of Associate, Senior, or Principal Fellowship of the Higher Education Academy (HEA). Following this approach, and with the support of Advance HE, a training cycle was organized for the academic staff of the EEU.

Academic staff who successfully completed the program are now eligible to apply for fellowship membership in the UK Higher Education Academy.

As already mentioned above, different forms of evaluations conducted by students of various levels (programs), periodicity of these activities, and also comparisons of the programs with similar programs abroad are in place at the EEU, and the results are used for further improvements, if considered necessary. To conclude, the analysis of the presented documentation and a series of interviews clearly demonstrate that robust mechanisms for monitoring and periodic evaluation of educational programs are in place and well-understood at the EEU. These practices contribute significantly to the continuous development and improvement of the university's educational offerings.

Evidences/Indicators

- Educational programs
- Rules governing the educational process
- Quality assurance system
- Analysis of the results of internal and external quality assurance evaluation
- Report on changes made to the program
- Analysis of the labor market and meetings with employers
- University website
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any): 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 (Preschool Education, BA)	☒	☐	☐	☐
Programme 2 (Educational Research and Administration, MA)	☒	☐	☐	☐
Programme 3 (Education Sciences, PhD)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

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 (Preschool Education, BA)	☒	☐	☐	☐
Programme 2 (Educational Research	☒	☐	☐	☐

and Administration, MA)				
Programme 3 (Education Sciences, PhD)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Programme)	☒	☐	☐	☐

Attached documentation (if applicable): None

Name of the higher education institution: East European University, LLC

Name of Higher Educational Programmes, Levels: Cluster of educational programmes (see in the table below)

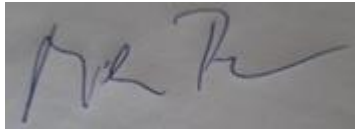
Compliance of the programmes with the standards

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 (Preschool Education, BA)	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements
Programme 2 Educational Research and Administration, MA)	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements
Programme 3 (Education Sciences, PhD)	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements
Programme 4 (Teacher Training Educational Programme)	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements	Complies with Requirements

Signatures

Chair of Accreditation Experts Panel

Milan Pol,



Of the member(s) of the Accreditation Experts Panel

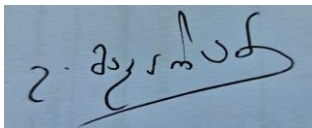
Ketevan Todadze, signature



Diana Mtchedlishvili, signature



Elza Makaradze,



Tamar Mikeladze,



Irma Kurdadze,



Ana Gvritishvili

