



Accreditation Expert Group Report on Cluster of Higher Education Programmes

Name of the Cluster of Educational Programmes according to the Fields of Study of the Classifier

Programs grouped in the 011 Education Cluster: “Primary Education” Teacher Training Integrated Bachelor–Master Educational Program; "Education Science" Master's Educational Program; „Preschool Education" Bachelor's Educational Program; Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level); Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports) are oriented to prepare highly qualified teachers.

Name of Higher Educational Institution

Akaki Tsereteli State University

Evaluation Date(s)

19–21.05.25

Report Submission Date

01.07.25

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Akaki Tsereteli State University
Identification Code of Institution	212693049
Type of the Institution	Legal Entity of Public Law

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Astrid Liliana Męczkowska-Christiansen; Polish Naval Academy; PKA; Poland
Member (Name, Surname, HEI/Organization, Country)	Ketevan Todadze, LEPL - Ilia State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Diana Mtchedlishvili, LLC Caucasus University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Pikria Vardosanidze, LEPL - Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Nino Talikadze, LEPL - Ivane Javakhishvili Tbilisi State University, Georgia
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5
Name of the educational programme	Primary Education	Education Science	Preschool Education	Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and	Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports;
				Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level)	
Level of higher education	Masters' Program	Masters' Program	Bachelor Program		

Qualification to be awarded	Master of Education	Master of Education Science	Bachelor of Preschool Education	Teacher Training Educational Program does not award a qualification. a) Upon successful completion of the Teacher Preperation Educational Program, a corresponding certificate is issued. b) If a bachelor's educational program includes the Teacher Prepertaion Educational Program, the diploma and diploma supplement will also indicate the right to teach the subject(s) at the relevant level of general education.	Teacher Training Educational Program does not award a qualification. a) Upon successful completion of the Teacher Preperation Educational Program, a corresponding certificate is issued. b) If a bachelor's educational program includes the Teacher Prepertaion Educational Program, the diploma and diploma supplement will also indicate the right to teach the subject(s) at the relevant level of general education
Name and code of the detailed field	Teacher preperation without subject	Education Science 0111	Preschool teacher	Teacher preparation with subject	Teacher preparation with subject

	specialization 0113		training 0112	specialization 0114	specialization the 0114
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education ¹	With the right to teach Georgian language and literature, Mathematics and			1. Georgian language and literature (basic and secondary levels)	1. Mathematics (basic and secondary level) 2. Biology (basic and secondary level)

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

	Natural Science subject group of I-IV grades of general education and Georgian Language and Literature/Mathematics/Natural Science of V-VI grades			2. English language (primary, basic and secondary levels) 3. German language (primary, basic and secondary levels) 4. French language (primary, basic and secondary levels) 5. Russian language (primary, basic and secondary levels) 6. History (basic and secondary levels) 7. Geography (basic and secondary levels) 8. Civic Education (basic and secondary levels)	3. Physics (basic and secondary level) 4. Chemistry (basic and secondary level) 5. Information and communication technologies 6. Music 7. Physical education and sports
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian

Number of ECTS credits	300	120	240	60	60
Programme Status (Accredited/Non- accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited 01.08.2018, №90	Accredited 13.09.2021, №906387	Accredited 11.08.2023, №988458	Accredited 17.03.2016, №3	Accredited 17.03.2016, №3;

II. Accreditation Report Executive Summary

General Information on the Cluster of Education Programmes²

Programs grouped in the 011 Education Cluster: “Primary Education” Teacher Training Integrated Bachelor–Master Educational Program; "Education Science" Master's Educational Program; „Preschool Education" Bachelor's Educational Program; Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level); Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports) are oriented to prepare highly qualified teachers. The Integrated Bachelor's–Master's Teacher Training Educational Program "Primary Education" was accredited in 2018 (Accreditation Council Decision No. 90, 01.08.2018). The Master's Educational Program in “Education Science” was accredited in 2021 (Accreditation Council Decision No. 906387, 13.09.2021). The Bachelor's Educational Program "Preschool Education" was accredited in 2023 (Accreditation Council Decision No. 988458, 11.08.2023). The Teacher Training Educational Program was accredited in 2016 (Accreditation Council Decision No. 3, 17.03.2016). In 2024, the Faculty of Pedagogy began preparations for the re-accreditation of its educational programs. During this process, the clustered programs underwent modifications in accordance with the competencies outlined in Annex 1 of Order No. 69/N (April 10, 2019) of the Minister of Education, Science, Culture, and Sport of Georgia, which approves the National Qualifications Framework, as well as Annex 2 of the same order, which establishes the Classifier of Fields of Study, accreditation standards, sectoral characteristics of higher education for primary level teachers of general education, preschool education, and teacher training, along with other regulatory documents.

The qualifications awarded by the programs grouped in the cluster were defined according to the updated Classifier of Fields of Study, aligned with the respective detailed fields of study, specifically:

Teacher Training without Subject Specialization (0113): The qualification awarded by the Integrated Bachelor's–Master's Educational Program "Primary Education" is "Master of Education", with the right to teach the subject group of Georgian Language and Literature, Mathematics, and Natural Sciences for grades I–IV of general education, and the right to teach Georgian Language and Literature/Mathematics/Natural Sciences for grades V–VI.

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

Education Science (0111): The qualification awarded by the Master's Educational Program Education Sciences is "Master of Education Science."

Preschool Teacher Training (0112): The qualification awarded by the Bachelor's Educational Program "Preschool Education" is "Bachelor of Preschool Education."

Teacher Training with Subject Specialization (0114): The Teacher Training Educational Program does not award a qualification.

a) Upon completion of the Teacher Training Educational Program, an appropriate certificate is issued.

b) If the Bachelor's Educational Program includes the Teacher Training Educational Program, the diploma and diploma supplement will also indicate the right to teach a subject/subjects at the corresponding level of general education.

Educational programs grouped within the cluster involve:

“Primary Education” Teacher Training Integrated Bachelor–Master Educational Program;

Duration of the program – 10 semesters

Volume of the program – 300 ECTS credits:

Free component module – 50 ECTS credits, including

Compulsory – 35 ECTS credits

Elective – 15 ECTS credits

Pedagogy and Psychology, Primary Level General Education Subject/Subject Group and Methodological Module – 185 ECTS credits

Subject Group Study Disciplines – 115 ECTS credits (all compulsory);

Disciplines of the Specialty Elective Module – 15 ECTS credits (all compulsory);

Pedagogy–Psychology Disciplines – 40 ECTS credits (all compulsory);

Special Education Disciplines – 10 ECTS credits (all compulsory);

School Practice and Practice Research Module – 70 ECTS credits (all compulsory).

Master's Educational Program Education Science

Duration of the program – 4 semesters

Program volume – 120 ECTS credits:

Compulsory courses – 65 ECTS credits;

Professional practice – 10 ECTS credits;

Master's thesis – 25 ECTS credits;

Elective courses – 20 ECTS credits.

Bachelor's Educational Program "Preschool Education"

- Program Duration: 8 semesters

- Program Volume: 240 ECTS credits

Compulsory courses of the free component – 40 ECTS credits

Study courses corresponding to the content of the main field of study – 100 ECTS credits

Practice(s) determined by the specifics of the field – 40 ECTS credits

Elective courses of the free component – 60 ECTS credits

Teacher Training Educational Program

(Georgian Language and Literature (Basic and Secondary Levels); English Language (Primary, Basic, and Secondary Levels); German Language (Primary, Basic, and Secondary Levels); French Language (Primary, Basic, and Secondary Levels); Russian Language (Primary, Basic, and Secondary Levels); History (Basic and Secondary Levels); Geography (Basic and Secondary Levels); Civic Education (Basic and Secondary Levels))

Program Duration: 2 semesters

Program Volume: 60 ECTS credits

Pedagogy and Psychology Cycle Courses – 35 ECTS credits

Subject Teaching Methodology Cycle Courses – 15 ECTS credits

School Practice – 10 ECTS credits

The program includes 8 modules within the Subject Teaching Methodology Cycle Courses:

1. Georgian Language and Literature (Basic and Secondary Levels)
2. English Language (Primary, Basic, and Secondary Levels)
3. German Language (Primary, Basic, and Secondary Levels)
4. French Language (Primary, Basic, and Secondary Levels)
5. Russian Language (Primary, Basic, and Secondary Levels)
6. History (Basic and Secondary Levels)
7. Geography (Basic and Secondary Levels)
8. Civic Education (Basic and Secondary Levels)

Teacher Training Educational Program

(Mathematics (Basic and Secondary Levels); Biology (Basic and Secondary Levels); Physics (Basic and Secondary Levels); Chemistry (Basic and Secondary Levels); Information and Communication Technologies; Music; Physical Education and Sports)

Program Duration – 2 semesters

Program Volume – 60 ECTS credits:

Pedagogy-Psychology Cycle Courses – 35 ECTS credits

Subject Teaching Methodology Cycle Courses – 15 ECTS credits

School Practice – 10 ECTS credits

The program includes 7 modules within the Subject Teaching Methodology Cycle Courses:

1. Mathematics (Basic and Secondary Levels)
2. Biology (Basic and Secondary Levels)
3. Physics (Basic and Secondary Levels)
4. Chemistry (Basic and Secondary Levels)
5. Information and Communication Technologies
6. Music
7. Physical Education and Sports

The Integrated Bachelor-Master Teacher Training Educational Program "Primary Education" and the Bachelor's Educational Program "Preschool Education" of Akaki Tsereteli State University, as well as the Teacher Training Educational Programs, are included in the list of state-funded priority educational programs.

Overview of the Accreditation Site Visit

The site visit to LEPL – [Akaki Tsereteli State University](#) was conducted on **19-21 May 2025** by an accreditation panel appointed by National Centre for Education Quality Enhancement. The purpose of the visit was to evaluate the compliance of the institution's programmes in fields of Education Science and Teacher Training (5 programmes) with the standards set out by the National Qualifications Framework and NCEQE. During the visit, the panel reviewed key documentation, held meetings with academic and administrative staff, students, and external stakeholders, and visited the main teaching and learning facilities. The visit focused on curriculum design, programme objectives, learning outcomes, methodology and organization of teaching, evaluation of programme mastering, teaching resources, students' achievements and support given to students, and stakeholder engagement. Before the site visit, the panel reviewed the Self-Evaluation Report (SER) and supporting documents (e.g. syllabi, assessment policies). During the visit the experts held structured meetings with: University leadership (rector, dean, head of department); academic teaching staff; Self-Assessment Group, students and alumni from various stages of the programmes; administrative and quality assurance staff; employers. The expert panel conducted tours of relevant facilities, including lecture halls, library, instructional labs, etc. All representatives of Akaki Tsereteli State University demonstrated a high level of cooperation and helpfulness, providing comprehensive responses to the questions raised during the interviews and supplying additional supporting documentation.

Brief Overview of Education Programme Compliance with the Standards

Recommendations

Recommendation for substandard 3.2. for Programme: Education Science" Master's Educational Program:

- It is recommended to develop mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA theses, which ensure the effective implementation and development of the supervision/ co-supervision process.

Suggestions

Cluster suggestions for substandard 1.4:

- It is suggested that the English versions of the educational programs include the exact formulations of qualification titles in accordance with the names defined by the classification of fields of study, as presented in the institution's self-assessment report.
- To further align educational programmes with the needs and expectations of their primary stakeholders, such as students and graduates, it is suggested to enhance their involvement in the programme development process and not limit their participation to the distribution of questionnaires and filling them up.

Suggestion for substandard 1.4 for Programme 2 - "Education Science" Master's:

- It is suggested to strengthen the research component of the programme in such a way that the student is given the opportunity to fully focus on planning and conducting research during the final semester, with the study component already completed by that time.

Suggestions for substandard 1.4: Programmes 4 and 5 (Teacher Training Educational Programmes):

- To ensure the consistent acquisition of the programme, it is suggested to review the prerequisites of the study courses, for example, to indicate "General Pedagogy" as a prerequisite for the course "Inclusive Education".

Cluster suggestions for substandard 1.5:

- Institute a policy or internal regulation for periodic update of compulsory literature.
- Promote structured use of up-to-date research across all courses, not only by individual initiative.

- Suggestion for Programme 2 for substandard 2.1: 2. "Education Science" Master's Educational Program:
- For more transparency, it is suggested that the criteria for exemption from the English language B2 level requirement be clearly outlined in the program prerequisites, for example, which certificates, along with the minimum required scores, will be considered sufficient. (Substandard 2.1)

Cluster suggestions for substandard 2.2:

- Rather than establishing indefinite agreements, memoranda of understanding with external institutions concerning internships should be systematically renewed, for example, every three years.
- Enhance science and methodology practice for students training to teach STEM subjects — expand laboratory and experimentation opportunities.
- Strengthen internationalization, especially short-term exchange programmes or virtual collaborative projects for the students.

General suggestions of the cluster: 2.4:

- The instructions for completing MA theses should indicate the minimum threshold bibliography and literature which will be considered as an academic papers, academic journals or scholarly publications.
- It's desirable to strengthen the English language skills among students so that they can actively participate in exchange programs.

Suggestions for substandard 3.2. for Programme: Education Science" Master's Educational Program:

- It is desirable to define the minimum number of academic sources required for thesis preparation, along with clear criteria regarding the academic level of those sources (e.g., peer-reviewed journals, high-ranking publications, and international research);
 - It is desirable to monitor the authenticity and relevance of the cited sources to ensure high academic standards and prevent plagiarism.
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General suggestions of the cluster 4.3.:

- It's desirable to strengthen the English language skills among academic staff, which will help them got acquainted with the latest international literature and then use it in the teaching process.

Cluster suggestion for substandard 4.5:

- The university is advised to include the allocated funds for internship expenses in the programme budgets.

General suggestions of the cluster 5.1:

- It is suggested to develop structured mechanisms for deeper stakeholder engagement: such as alumni panels for curriculum design or more. For smaller programs, it is better to hold face-to-face meetings.
- Regularly share impact reports that highlight changes made based on student feedback, program improvements, and success stories. This will promote transparency, strengthen stakeholder trust, and enhance the university's reputation.

General suggestions of the cluster 5.2:

- It is advisable to involve international experts in program evaluation and development.

General suggestions of the cluster 5.3:

- Although feedback is collected from multiple stakeholders, ATSU should formalize how this feedback is prioritized, discussed, and integrated into program updates. Consider: Developing a transparent action plan that shows how each feedback element has been addressed and sharing key results and planned changes with students and employers to close the feedback loop.

Suggestions for substandard 5.3 for Programme: Education Science" Master's Educational Program:

- It is suggested to strengthen the mechanisms for evaluating the presence of the scientific component and academic supervision of master's theses. The existing solutions in this area (a simple questionnaire) do not appear to be fully satisfactory. It is therefore proposed to organize a focus group, involving students and academic staff, in order to discuss and develop appropriate solutions.

Suggestions for substandard 5.3 for Programme: "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program

- It is suggested to strengthen the mechanisms for evaluating the presence of the scientific component and academic supervision of master's theses. The existing solutions in this area (a simple questionnaire) do not appear to be fully satisfactory. It is therefore proposed to organize a focus group, involving students and academic staff, in order to discuss and develop appropriate solutions.

Brief Overview of the Best Practices (if applicable)³

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

Evaluation panel or external agrees with the Higher Education Institution's own justification, reasoning, and explanations provided in its self-assessment report.

The expert panel acknowledged the university's position on the recommendation concerning substandard 1.4 for Programme 2 - the Master's Programme in Education Science, and reclassified it as a suggestion, given that it entails modifications to the programme's curriculum structure and credit allocation. We hope the university will take this suggestion into account and implement the necessary adjustments to support the programme's ongoing development.

The expert panel acknowledged the university's position on the recommendation concerning substandard 2.2. – Cluster Recommendation. The previous recommendation is now formulated as a suggestion, of mostly technical aspect, on the basis of the University's explanation — as also evidenced by the attached documentation — indicated that the internship system is adequately developed and that the memoranda with employers are mostly open-ended.

The expert panel acknowledged the university's position on the recommendation concerning substandard 2.4. – Cluster Recommendation. The previous recommendation was formulated as a suggestion.

The expert panel acknowledged the university's position on the recommendation concerning substandard 5.1. – Cluster Recommendation. The previous recommendation was formulated as a suggestion.

The expert panel acknowledged the university's position on the recommendation concerning substandard substandard 5.3 for Programme: "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program. The previously formulated recommendation, in light of the explanations and additional information provided, has been removed, but an appropriate suggestion has been formulated in its place.

The expert panel acknowledged the university's position on the recommendation concerning substandard substandard 5.3 for Programme: Education Science" Master's Educational Program. The previously formulated recommendation, in light of the explanations and additional information

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

provided, has been removed, but an appropriate suggestion has been formulated in its place.

Evaluation approaches for the accreditation experts:

- Document Review
- Site Visit / Remote Evaluation
- Standards-Based Assessment
- **Formulation of Preliminary Questions**
- Meetings with Stakeholders & Interviewing
- Campus Tour
- Analysis & Deliberation

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster

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

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

2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

Programme objectives of the educational programmes grouped in a cluster meet the requirements of the National Qualifications Framework. The objectives of the educational programs grouped in the cluster are clearly stated, realistic and achievable. The objectives of each program correspond to the requirements of the qualification descriptor of the corresponding (6 or 7th) level of the National Qualifications Framework, the content of the detailed fields of study defined in Article 3 of the Classifier of Fields of Study, the relevant sectoral characteristics. Programme objectives consider the specificity of the field of study and the level and the educational programme. They reflect what knowledge, skills and competences the programme aims to develop in graduate students. They are consistent with the mission, objectives and strategy of the HEI and its educational unit. They reflect main issues of internationalization of the educational programme. They are public and accessible. They are shared by the persons involved in the program. They also illustrate the contribution of the programme to the development of the field and society.

Individual evaluation

1. Description and Analysis – Programme 1 (Primary Education – Integrated Bachelor-Masters' Programme)⁶

⁶ Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about

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

Programme objectives of Teacher Training Educational Programme (2) were formulated based on the detailed field description, the qualifications of level 7, and the higher education sector characteristics for general education teachers at the primary level, considering the requirements of Georgian legislation and international standards. Programme objectives of the programme meet the requirements of the National Qualifications Framework. The objectives are clearly stated, realistic and achievable. Programme objectives consider the specificity of the field of study and the level and the educational programme. They reflect what knowledge, skills and competences the programme aims to develop in graduate students. They are consistent with the mission, objectives and strategy of the HEI and its educational unit. They reflect main issues of internationalization of the educational programme. They are public and accessible. They are shared by the persons involved in the program. They also illustrate the contribution of the programme to the development of the field and society.

2. Description and Analysis - Programme 2 (Education Science - Masters' Programme)

Programme objectives of Teacher Training Educational Programme (2) were formulated based on the detailed field description, the qualifications of level 7, and the higher education sector characteristics for general education teachers at the primary level, considering the requirements of Georgian legislation and international standards. Programme objectives of the programme meet the requirements of the National Qualifications Framework. The objectives are clearly stated, realistic and achievable. The objectives of each program correspond to the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the detailed fields of study defined in Article 3 of the Classifier of Fields of Study, the relevant sectoral characteristics. Programme objectives consider the specificity of the field of study and the level and the educational programme. They reflect what knowledge, skills and competences the programme

the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

aims to develop in graduate students. They are consistent with the mission, objectives and strategy of the HEI and its educational unit. They reflect main issues of internationalization of the educational programme. They are public and accessible. They are shared by the persons involved in the program. They also illustrate the contribution of the programme to the development of the field and society.

3. Description and Analysis - Programme 3 (Preschool Education - Bachelor Programme)

Programme objectives of Teacher Training Educational Programme (2) were formulated based on the detailed field description, the qualifications of level 6, and the higher education sector characteristics for general education teachers at the primary level, considering the requirements of Georgian legislation and international standards. Programme objectives of the programme meet the requirements of the National Qualifications Framework. The objectives are clearly stated, realistic and achievable. Programme objectives consider the specificity of the field of study and the level and the educational programme. They reflect what knowledge, skills and competences the programme aims to develop in graduate students. They are consistent with the mission, objectives and strategy of the HEI and its educational unit. They reflect main issues of internationalization of the educational programme. They are public and accessible. They are shared by the persons involved in the program. They also illustrate the contribution of the programme to the development of the field and society.

4. Description and Analysis - Programme 4 (Teacher Training Educational Programme: Georgian language and literature [basic and secondary levels]; English language [primary, basic and secondary levels]; German language [primary, basic and secondary levels]; French language [primary, basic and secondary levels]; Russian language [primary, basic and secondary levels]; History [basic and secondary levels]; Geography [basic and secondary levels]; Civics [basic and secondary levels])

Programme objectives of Teacher Training Educational Programme (2) were formulated based on the detailed field description, the qualifications of level 6, and the higher education sector characteristics for general education teachers at the primary level, considering the requirements of Georgian legislation and international standards. Programme objectives of the programme meet the requirements of the National Qualifications Framework. The objectives of the are clearly stated, realistic and achievable. Programme objectives consider the specificity of the field of study and the level and the educational programme. They reflect what knowledge, skills and competences the programme aims to develop in graduate students. They are consistent with the mission, objectives and strategy of the HEI and its educational unit. They reflect main issues of internationalization of the educational programme. They are

public and accessible. They are shared by the persons involved in the program. They also illustrate the contribution of the programme to the development of the field and society.

5. Description and Analysis - Programme 5 (Teacher Training Educational Programme: Mathematics [basic and secondary level]; Biology [basic and secondary level]; Physics [basic and secondary level]; Chemistry [basic and secondary level]; Information and Communication Technologies; Music; Physical Education and Sports.

Programme objectives of Teacher Training Educational Programme (2) were formulated based on the detailed field description, the qualifications of level 6, and the higher education sector characteristics for general education teachers at the primary level, considering the requirements of Georgian legislation and international standards. Programme objectives of the programme meet the requirements of the National Qualifications Framework. The objectives are clearly stated, realistic and achievable. Programme objectives consider the specificity of the field of study and the level and the educational programme. They reflect what knowledge, skills and competences the programme aims to develop in graduate students. They are consistent with the mission, objectives and strategy of the HEI and its educational unit. They reflect main issues of internationalization of the educational programme. They are public and accessible. They are shared by the persons involved in the program. They also illustrate the contribution of the programme to the development of the field and society.

Evidences/Indicators

- Educational programmes;
- Curriculum map;
- Sectoral benchmarks;
- University Official Website ;
- Mission, objectives and strategy of the HEI and the Faculty;
- Analysis of the demands of labour market and employers;
- Interview results.

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

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[should be considered by the HEI in order to comply the programme with the requirements of the standard]

Suggestions - non-binding advice for the programme development

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s): **Suggestion(s):**

Programme 2

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

Recommendation(s):

Suggestion(s):

Programme 4 (Teacher Training)

Recommendation(s):

Suggestion(s):

Programme 5 (Teacher Training)

Recommendation(s):

Suggestion(s):

Evaluation ⁷

⁷ Evaluation is performed for each programme separately.

Please, evaluate the compliance of the programme with the component

Component 1.1 – Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Primary Education, Integrated Bachelor-Master Educational Program)	➤	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	➤	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	➤	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	➤	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	➤	☐	☐	☐

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

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

Learning outcomes of the clustered educational programs describe the knowledge and skills and sense of responsibility and autonomy that students will acquire upon completion of the Bachelor's and Master's degree programs. The learning outcomes are fully aligned with the goals of the programs included in the cluster, the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the field of study defined by the Classification of Fields of Study, the sector-specific characteristics of higher education, and are based on the trends of field development. They are logically related to the programme objectives and the specificity of the field of study.

The learning outcomes of the clustered educational programs were developed with the involvement of all stakeholders (academic staff, students, graduates, employers), taking into account labor market requirements and the employment rates of program graduates. However, student involvement in developing learning outcomes appears disproportionately low compared to other participants in the process (i.e., academic staff and employers).

The learning outcomes of the educational programs are measurable, achievable, and realistic, consider the specifics of the field, and ensure the possibility of continuing studies at the next level. The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes.

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

Description and Analysis - Programme 1 (Primary Education - Integrated Bachelor-Masters')

The learning outcomes of the programme describe the knowledge and skills and sense of responsibility and autonomy that students will acquire upon completion of the Bachelor's and Master's degree programs. The learning outcomes are fully aligned with the goals of the programs included in the cluster, the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the field of study defined by the Classification of Fields of Study, the sector-specific characteristics of higher education, and are based on the trends of field development. They are logically related to the programme objectives and the specificity of the field of study.

The learning outcomes of the programme were developed with the involvement of all stakeholders (academic staff, students, graduates, employers), taking into account labor market requirements and the employment rates of program graduates. However, student involvement in developing learning outcomes appears disproportionately low compared to other participants in the process (i.e., academic staff and employers).

The learning outcomes of the programme are measurable, achievable, and realistic, consider the specifics of the field, and ensure the possibility of continuing studies at the next level. The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes.

Description and Analysis - Programme 2 (Education Science - Masters')

The learning outcomes of the programme describe the knowledge and skills and sense of responsibility and autonomy that students will acquire upon Master's degree programme. The learning outcomes are fully aligned with the goals of the programs included in the cluster, the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the field of study defined by the Classification of Fields of Study, the sector-specific characteristics of higher education, and are based on the trends of field development.

They are are logically related to the programme objectives and the specificity of the field of study.

The learning outcomes of the programme were developed with the involvement of all stakeholders (academic staff, students, graduates, employers), taking into account labor market requirements and the employment rates of program graduates. However, student involvement in developing learning outcomes appears disproportionately low compared to other participants in the process (i.e., academic staff and employers).

The learning outcomes of the programme are measurable, achievable, and realistic, consider the specifics of the field, and ensure the possibility of continuing studies at the next level. The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes.

Description and Analysis - Programme 3 (Preschool Education - Bachelor Programme)

The learning outcomes of the programme describe the knowledge and skills and sense of responsibility and autonomy that students will acquire upon Master's degree programme. The learning outcomes are fully aligned with the goals of the programs included in the cluster, the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the field of study defined by the Classification of Fields of Study, the sector-specific characteristics of higher education, and are based on the trends of field development. They are are logically related to the programme objectives and the specificity of the field of study.

The learning outcomes of the programme were developed with the involvement of all stakeholders (academic staff, students, graduates, employers), taking into account labor market requirements and the employment rates of program graduates. However, student involvement in developing learning outcomes appears disproportionately low compared to other participants in the process (i.e., academic staff and employers).

The learning outcomes of the programme are measurable, achievable, and realistic, consider the specifics of the field, and ensure the possibility of continuing studies at the next level. The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes.

Description and Analysis - Programme 4 Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level)

Based on the Level 6 Qualification Descriptor and the Sectoral Characteristics of Teacher Education within Higher Education, the learning outcomes of teacher preparation educational programme describe the knowledge and skills and sense of responsibility and autonomy that students will acquire. The learning outcomes are fully aligned with the goals of the programs included in the cluster, the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the field of study defined by the Classification of Fields of Study, the sector-specific characteristics of higher education, and are based on the trends of field development. They are logically related to the programme objectives and the specificity of the field of study.

The learning outcomes of the programme were developed with the involvement of all stakeholders (academic staff, students, graduates, employers), taking into account labor market requirements and the employment rates of program graduates. However, student involvement in developing learning outcomes appears disproportionately low compared to other participants in the process (i.e., academic staff and employers).

The learning outcomes of the educational programs are measurable, achievable, and realistic, consider the specifics of the field, and ensure the possibility of continuing studies at the next level. The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes.

Description and Analysis - Programme 5: Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

Based on the Level 6 Qualification Descriptor and the Sectoral Characteristics of Teacher Education within Higher Education, the learning outcomes of teacher preparation educational programme describe the knowledge and skills and sense of responsibility and autonomy that students will acquire. The learning outcomes are fully aligned with the goals of the programs included in the cluster, the requirements of the qualification descriptor of the corresponding level of the National Qualifications Framework, the content of the field of study defined by the Classification of Fields of Study, the sector-specific characteristics of higher education, and are based on the trends of field development. They are logically related to the programme objectives and the specificity of the field of study.

The learning outcomes of the programme were developed with the involvement of all stakeholders (academic staff, students, graduates, employers), taking into account labor market requirements and the employment rates of program graduates. However, student involvement in developing learning outcomes appears disproportionately low compared to other participants in the process (i.e., academic staff and employers).

The learning outcomes of the educational programs are measurable, achievable, and realistic, consider the specifics of the field, and ensure the possibility of continuing studies at the next level. The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes.

Evidences/Indicators

- Educational programmes;
- Curriculum map;
- interview results;
- Sectoral benchmarks.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

Recommendation(s):

Suggestion(s):

Programme 4 (name, level)

Recommendation(s):

Suggestion(s):

Programme 5 (name, level)

Recommendation(s):

Suggestion(s):

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Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Primary Education, Integrated Bachelor-Master Educational Program)	➤	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	➤	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	➤	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	➤	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	➤	☐	☐	☐

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

Evaluation mechanisms of programme learning outcomes are defined. All educational programmes represented in the cluster follow a four-stage evaluation cycle: (1) formation of the learning outcomes, (2) curriculum analysis, (3) data collection and analysis, and (4) use of results, which aligns well with the standard's expectation of a defined and systematic approach. The programme has benchmarks for each learning outcome. Although benchmarks are defined, there is no monitoring data available to compare achievement results against these benchmarks yet. This mechanism is newly introduced, therefore, no actual analysis reports or data on learning outcomes achievement were available yet. Periodicity for assessment of benchmarks for learning outcomes is defined according to the educational programme level: 5 years for the integrated bachelor's-master's program, 4 years for the bachelor's educational program, 2 years for the master's educational programs, and 1 year for the teacher preparation educational program.

There is a learning outcome assessment mechanism in place, using direct and indirect assessment methods. Direct methods are as follows: assignments, presentations, essays, tests with rubrics linked to course-level outcomes. Direct evidence of learning outcomes achievement is represented by students' academic performance. Indirect methods are surveys (students, graduates, employers), employment data, program completion rates. These methods evaluate students' skills, responsibility, and autonomy.

A curriculum map has been developed, showing alignment of each course with learning outcomes at different cognitive levels (I – Introduction; P – Practice; M – Master).

Programme implementers (academic and visiting staff) are involved in developing evaluation mechanisms and adjusting syllabi and rubrics.

Employers (for example, school directors) were involved in programme development and curriculum review and provided input on practice components. Alumni were not involved directly, but they were indirectly involved through surveys.

Programme learning outcomes assessment results are utilized for the improvement of the programme. Some changes have already been made on the basis of staff and alumni surveys, for example, course consolidation, curriculum updates (such as AI topics, safe school), improved alignment between course and programme outcomes.

Evidences/Indicators

- Educational programmes;
- Curriculum map;
- Sectoral benchmarks;
- Mechanism for Assessing Learning Outcomes;

- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programme with the component

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 (Primary Education, Integrated Bachelor-Master Educational Program)	☒	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	☒	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	☒	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	☒	☐	☐	☐

1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

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

The programmes grouped in a cluster are developed in alignment with the university established methodology for planning, designing, and developing academic programmes. This adherence ensures that the programme is grounded in institutional best practices and quality assurance mechanisms. The programmes content, volume, and complexity are appropriately matched to the learning cycle and relevant sector benchmark document, facilitating a coherent and progressive educational experience. The structure supports student development across cognitive, practical, and theoretical dimensions throughout the programme's duration. Compliance with the national legislation of Georgia and the principles of the European Credit Transfer and Accumulation System (ECTS) is evident. Credit distribution reflects the expected student workload and is clearly aligned with learning outcomes, ensuring transparency and consistency with European higher education standards. Curriculums content and structure are closely aligned with the qualification to be awarded. Programmes components are designed to support the achievement of learning outcomes, thus ensuring that graduates are adequately prepared for professional or academic advancement. The programmes structures are logically organised, integrating both teaching and scientific-research components in a sequential and interconnected manner. Courses are arranged to ensure a logical progression of content, and prerequisites are mostly appropriately established to support student readiness for advanced material.

The volume of educational programmes grouped in the cluster is:

- The volume of Primary Education Teacher Training Integrated Bachelor-Master Educational Programme is 300 credits, duration is 5 years, i.e. 10 semesters;
- The volume of Education Science Master's Educational Programme is 120 credits, duration is 2 years, i.e. 4 semesters;
- The volume of Preschool Education Bachelor's Educational Programme is 240 credits, the duration is 4 years, or 8 semesters;

- The volume of Teacher Training Educational Programmes (2 programmes) is 60 credits, the duration is 1 year, or 2 semesters.

Each of the five programmes consists of 60 ECTS credits per academic year, with 30 credits allocated per semester. One credit corresponds to 25 hours of student workload.

It is noteworthy that in the English versions of the educational programmes, the translation of the programme titles and qualifications needs to be reviewed and corrected, as they are accurately formulated in the institution's self-evaluation report. Accordingly, it should be assured that the English versions of the educational programs include the exact formulations of qualification titles in accordance with the names defined by the classification of fields of study, as presented in the institution's self-assessment report.

Contemporary research findings and recent scientific advancements are incorporated into the programmes. As mentioned during the interviews, published books authored by the staff are integrated into the teaching process. In addition, pedagogical situations and cases accumulated through personal experience are actively used. Scientific papers are also presented at conferences in collaboration with students. This ensures academic relevance and provides students with access to current developments in the field.

Elements of internationalisation are embedded within the curriculums, as appropriate to the field of study and programme level. This includes international literature, global case studies, participation in international scientific conferences or opportunities for academic mobility and collaboration.

The development process of the programmes is collaborative, involving contributions from a range of stakeholders, including academic staff, visiting lecturers, students, graduates, and employers. The academic and invited staff noted that they are actively involved in the programme development process, particularly in aligning the programmes with the sector benchmark documents, refining the structure, and updating syllabi. Employers, on the other hand, stated that they actively cooperate with the programme implementation team and frequently hire graduates of these programs as teachers. They expressed satisfaction with the qualifications of the graduates and indicated their willingness to continue this cooperation in the future. However, it should be noted that the involvement of external stakeholders is mainly limited to

surveys and the completion of questionnaires electronically. In order to further align educational programmes with the needs and expectations of their primary stakeholders, such as students and graduates, it is suggested to enhance their involvement in the programme development process and not limit their participation to the distribution of questionnaires and filling them up. This approach will further enhance the programmes' relevance and responsiveness to academic and labour market needs.

Finally, the HEI ensures that information about the programmes is publicly accessible on the university webpage and clearly communicated. Prospective students and other interested parties are able to obtain comprehensive and transparent details regarding the programme's structure, objectives, and outcomes.

Description and Analysis - Programme 1 - "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program

The structure of Primary Education Teacher Training Integrated Bachelor-Master Educational Program is defined as follows:

- Module of Free Components – 50 ECTS credits, including:
 - Mandatory – 35 credits;
 - Elective – 15 credits.
- Module of Pedagogy and Psychology, General Education of Primary School Subjects/Subject Groups, and Methodology – 180 ECTS credits:
 - Disciplines for the study of subject groups – 115 ECTS credits (including all mandatory subjects).
 - Disciplines of the Elective Module in the Specialization – 15 credits (including all mandatory subjects);
 - Disciplines in Pedagogy-Psychology – 40 credits (including all mandatory subjects);
 - Disciplines in Special Education – 10 credits (including all mandatory subjects);
- Module of School Practice and Practice Research – 70 credits (including all mandatory subjects).

Description and Analysis - Programme 2 - "Education Science" Master's Educational Program

The structure of Education Science Master's Educational Programme is defined as follows:

- Mandatory courses – 65 credits;
- Professional practice – 10 credits;
- Master's thesis – 25 credits;
- Elective courses – 20 credits.

It is noteworthy that the Master's thesis is allocated 25 credits, scheduled for the final semester, during which one additional 5-credit elective course is also taken. According to the requirements of the National Qualifications Framework, a Master's program should incorporate some of the latest developments in the field and provide a foundation for innovation and the development of new, original ideas. To ensure this, appropriate time allocation is necessary. Accordingly, it is recommended to strengthen the research component of the programme in such a way that the student is given the opportunity to fully focus on planning and conducting research during the final semester, with the study component already completed by that time.

Description and Analysis – Programme 3 – "Preschool Education" Bachelor's Educational Program

The structure of Preschool Education Bachelor's Educational Programme is defined as follows:

- Mandatory courses of the free component – 40 credits;
- Courses related to the main field of study – 100 credits;
- Field-specific practical training – 40 credits;
- Elective courses of the free component – 60 credits.

Description and Analysis – Programmes 4 and 5

4. Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level))

5. Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry

(Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

The structure of the Teacher Training Educational Programs (2 programmes) is defined as follows:

- Pedagogy-Psychology module disciplines – 35 credits;
- Subject teaching methodology module disciplines – 15 credits;
- School practice – 10 credits.

The structure of the teacher training educational programmes is logically distributed across two semesters, and prerequisites for course enrollment are defined; however, to ensure the consistent acquisition of the programme, it is suggested to review the prerequisites of the study courses, for example, to indicate “General Pedagogy” as a prerequisite for the course “Inclusive Education”.

Evidences/Indicators

- Educational Programmes;
- Curriculum Maps;
- Documents confirming the participation of interested parties in the development of the programmes;
- University Website: www.atsu.edu.ge;
- The university self-evaluation report;
- Interviews.

General recommendations of the cluster: None

General suggestion of the cluster:

- It is suggested that the English versions of the educational programs include the exact formulations of qualification titles in accordance with the names defined by the classification of fields of study, as presented in the institution's self-assessment report.
- To further align educational programmes with the needs and expectations of their primary stakeholders, such as students and graduates, it is suggested to enhance their involvement in the programme development process and not limit their participation to the distribution of questionnaires and filling them up.

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

Programme 2 - "Education Science" Master's Educational Program

Recommendation: None

Suggestion(s):

It is suggested to strengthen the research component of the programme in such a way that the student is given the opportunity to fully focus on planning and conducting research during the final semester, with the study component already completed by that time.

Programmes 4 and 5

4. **Teacher Training Educational Program** (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level))

5. **Teacher Training Educational Program** (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

Recommendation(s): None

Suggestion:

- To ensure the consistent acquisition of the programme, it is suggested to review the prerequisites of the study courses, for example, to indicate "General Pedagogy" as a prerequisite for the course "Inclusive Education".

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program	X	☐	☐	☐
Programme 2 - "Education Science" Master's Educational Program	X	☐	☐	☐
Programme 3 - "Preschool Education" Bachelor's Educational Program	X	☐	☐	☐
Programme 4 - Teacher Training Educational Program	X	☐	☐	☐
Programme 5 - Teacher Training Educational Program	X	☐	☐	☐

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

The learning outcomes of the academic courses align with the educational programmes' learning outcomes. Course leaders confirmed that syllabi were modified after consultations with program heads to align course-level outcomes with program learning outcomes. Examples of such modifications include differentiated teaching methods embedded in practical research courses and integration of prior knowledge analysis (SWOT) in research methods courses.

Syllabi provide very detailed description of course title, course type, number of credits with corresponding contact and independent hours, course instructor, course objectives, course format, learning outcomes, assessment system and criteria, teaching/learning methods, learning resources, course content, and more. The number

of credits and contact hours appears to be determined with consideration for course complexity and intended outcomes.

Some practical courses have introduced diverse tools (for example, project work) to align teaching methods with content.

Every learning outcome of each academic course/subject is assessed. Staff use diverse assessment methods (for example, presentations, combined tests, portfolios), reflecting outcome-oriented practices. University provides a common framework, but instructors adapt methods to their subject specifics, which promotes relevance.

Syllabi clarify how each specific learning outcome is assessed.

Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course learning outcomes and ensure the achievement of programme learning outcomes. Staff describe a responsive and flexible literature update system involving the library and program leadership. Literature purchases are based on departmental recommendations; some translated materials (e. g., UNICEF textbooks) are used. Despite the stated procedures, many syllabi list outdated literature (pre-2016) as compulsory reading.

Some courses explicitly incorporate research-based examples, especially in practical and modern subject areas. However, there are courses that lack references to current research or up-to-date field achievements. Therefore, integration of recent findings is not obligatory; no standard policy ensures research-based content across all courses.

Students have unlimited access to the university's physical and online libraries.

Description and Analysis - Programme 1 (Primary Education, Integrated Bachelor-Master Educational Program)

New courses were added to the program to ensure that the content and the learning outcomes of the academic courses add up to the achievement of the learning outcomes of the programme.

Description and Analysis - Programme 2 (Education Science, Master's Educational Program)

Two new elective courses were added: "Foundations of Educational Leadership" and "Gender Issues in Education." The course "Children's Rights - Theory and Practice"

was offered in both Georgian and English, increasing the involvement opportunities for both Georgian and international students.

Description and Analysis - Programme 3 (Preschool Education, Bachelor's Educational Program)

New elective courses were added to the program. The content of the academic courses ensure the achievement of the learning outcomes defined by this courses. Almost all courses now include a component for action research to ensure that students get necessary practical skills.

Description and Analysis - Programme 4: Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level)

Teacher Training Educational Program is divided into 2 parts. This change is due to the following circumstances, namely, the previous accredited teacher training educational program included 12 modules of the subject teaching methodology cycle defined in accordance with the Individual Educational Plan, to which 3 modules were added after the program was revised: 1. Civic Education (basic and secondary levels), 2. Information and Communication Technologies (primary and basic levels) and 3. Physical Education and Sports (primary, basic and secondary levels). Therefore, the program divided into two independent programs and this is the first one: (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic and Secondary Level); German Language (Primary, Basic and Secondary Level); French Language (Primary, Basic and Secondary Level); Russian Language (Primary, Basic and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level).

Description and Analysis - Programme 5: Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

As it was mentioned earlier, the Teacher Training Educational program divided into two independent programs. This is the second one: (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports).

Evidences/Indicators

- Educational programme with enclosed syllabi;

- Curriculum map;
- Teaching materials / resources, databases of international electronic library;
- Results of the interview.

General recommendations of the cluster:

General suggestions of the cluster: Institute a policy or internal regulation for periodic update of compulsory literature.

Promote structured use of up-to-date research across all courses, not only by individual initiative.

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Primary Education, Integrated Bachelor-Master Educational Program)	☒	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	☒	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	☒	☐	☐	☐

Programme 5 (Teacher Training Educational Program 2)	☒	☐	☐	☐
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Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Primary Education, Integrated Bachelor-Master Educational Program)	☒	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	☒	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	☒	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	☒	☐	☐	☐

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

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the engagement achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Cluster and individual evaluation

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

The cluster programmes admission preconditions are designed to reflect the specific characteristics of the programme and ensure the enrollment of students who possess the necessary knowledge, skills, and competences to successfully master the academic content. These criteria are tailored to identify applicants whose academic background and preparedness align with the demands of the relevant programme. Admission requirements and procedures are fully consistent with the Georgian legislation and

relevant sectoral benchmark, ensuring legal compliance and institutional integrity. They are generally well-defined, ensuring transparency, fairness, and equal opportunity for all applicants. There is a clear and logical connection between the admission criteria and the programme's content, intended learning outcomes, level of education, the qualification to be awarded, and the language of instruction. This alignment contributes to a coherent academic experience and supports student success.

As it was stated during the interviews the university has developed a methodology for student body planning that considers the nature and specificity of the programme, as well as the institution's available resources. This planning ensures that the number of admitted students is manageable and supports the effective delivery of the programme and overall academic quality. This adherence helps to maintain the quality of instruction, access to resources, and smooth administration of educational processes.

Importantly, the programme's admission requirements are fair, publicly available on the university webpage, and accessible to all prospective students. This openness contributes to the transparency of the process and fosters trust among stakeholders.

Description and Analysis - Programme 1. - "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program

Programme Admission Preconditions are as follows:

- "A document certifying general education received - a certificate and the results of the Unified National Exams;
- Without passing the Unified National Examinations, in accordance with the rules and within the timeframe established by the Ministry of Education and Science of Georgia learning is admissible:
- For foreign citizens and stateless people who have received full general or equivalent education in a foreign country;
- For Georgian citizens who have received full general or equivalent education in a foreign country and last 2 years of general education received in a foreign country;
- For people who have been studying / studied and received credits in a foreign country in a higher education institution recognized in accordance with the legislation of that country.
- External and internal mobility."

Description and Analysis - Programme 2. - "Education Science" Master's Educational Program

“Programme Admission Preconditions are as follows:

- Bachelor's degree or equivalent academic degree;
- Successful completion of the unified master's exam;
- Successful completion of the internal university exam.

The internal university exam consists of:

- Exam in the specialty;
- Testing to determine the level of foreign language proficiency.
- The exam in the specialty involves checking the applicant's level of broad knowledge in pedagogy. The exam shall be written. The exam sheet includes three questions (education theory, didactics, history of education, classroom management) and a pedagogical situation.
- The applicant must have knowledge of a foreign language (English) at level B2. The applicant's language proficiency level is checked through testing. The applicant shall be exempted from testing if he/she presents an internationally recognized certificate certifying the foreign language proficiency at level B2.
- In addition to the above, enrollment in the program is made through internal and external mobility, which is regulated by order of the Ministry of Education and Science of Georgia of February 4, 2010 #10/N – “On approval of the procedure and fees for transferring from one higher educational institution to another higher educational institution” (<https://matsne.gov.ge/ka/document/view/1001733?publication=0>) and the “Rule for obtaining, suspending, terminating, restoring, mobility, qualification and recognition of received education” developed and approved by Akaki Tsereteli State University Council Resolution No. 12 (17/18)).
- Foreign citizens will also be admitted to the program in accordance with the current law of Georgia on Higher Education.”

According to the admission prerequisites defined by the program, applicants may be exempt from the English language exam if they present a certificate confirming B2 level proficiency in English. However, it is not specified which certificates are accepted and what the minimum required scores are. Accordingly, for more transparency, it is suggested that the criteria for exemption from the English language B2 level requirement be clearly outlined in the program prerequisites, for example, which certificates, along with the minimum required scores, will be considered sufficient.

Description and Analysis - Programme 3. - "Preschool Education" Bachelor's Educational Program

Programme Admission Preconditions are as follows:

- “A document certifying general education received – a certificate and the results of the Unified National Exams;
- Without passing the Unified National Examinations, in accordance with the rules and within the timeframe established by the Ministry of Education and Science of Georgia learning is admissible:
 - o For foreign citizens and stateless people who have received full general or equivalent education in a foreign country;
 - o For Georgian citizens who have received full general or equivalent education in a foreign country and last 2 years of general education received in a foreign country;
 - o For people who have been studying / studied and received credits in a foreign country in a higher education institution recognized in accordance with the legislation of that country.
- External and internal mobility.”

Description and Analysis – Programmes

4. Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level)

5. Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry

(Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

Programmes Admission Preconditions are as follows:

- “Enrollment in the teacher training educational program is carried out in accordance with the procedure established by the legislation of Georgia in force.
- A person holding a bachelor's degree or an equivalent academic degree is eligible to complete the teacher training educational program;
- A person with a bachelor's degree or an equivalent academic degree in a field relevant to the national curriculum, or a relevant military/sports professional education, who has confirmed his/her subject competence through an exam organized by the National Assessment and Examinations Center and has passed an exam determined by the higher educational institution, shall be admitted to the program.
- Without passing the subject exam and the exam determined by the higher education institution, a student has the right to complete a teacher training educational program if he/she has been enrolled in a bachelor's degree educational program in the main field of study of the subject/subject group that includes the teacher training educational program, in accordance with the procedure established by the Georgian legislation in force, and he/she has completed the courses/subjects provided for in this program with a volume of at least 90 credits.”

During the interview, the graduates of the Teacher Training Educational Programmes stated that they had taken the university’s internal entrance examination and also submitted a motivation letter. There was a competition to be enrolled in the programme.

Evidences/Indicators

- Educational Programmes;
- Resolution of the Academic Council №67 (21/22), dated 23/07/2022 — On Approving the Rule for Acquisition, Suspension, Termination, Restoration of Student Status, Mobility, Qualification Awarding, and Recognition of Obtained Education (Link: <https://www.atsu.edu.ge/index.php/acad-council-separator/akad-sabcho-dadgenilebebi/2021-2022/67-21-22>);
- Official Website of ATSU: <https://www.atsu.edu.ge>;
- The university self-evaluation report;
- Interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 2. - "Education Science" Master's Educational Program

Recommendation(s): None.

Suggestion(s):

For more transparency, it is suggested that the criteria for exemption from the English language B2 level requirement be clearly outlined in the program prerequisites, for example, which certificates, along with the minimum required scores, will be considered sufficient.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program	X	☐	☐	☐
Programme 2 - "Education Science" Master's Educational Program	X	☐	☐	☐
Programme 3 - "Preschool Education" Bachelor's Educational Program	X	☐	☐	☐
Programme 4 - Teacher Training Educational Program	X	☐	☐	☐
Programme 5 - Teacher Training Educational Program	X	☐	☐	☐

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

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

research projects, in accordance with the programme learning outcomes.

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

All programmes explicitly link practice and research components with programme learning outcomes. The master's research course was strategically relocated closer to the thesis phase to improve relevance and application. Students in preschool education start practice from year one, which aligns with the gradual progression of skills development. Students can choose their thesis topics within a predefined scope or bring their own ideas, allowing for personalized learning pathways.

Practice is embedded in each programme and organized either regionally (through memoranda) or through selected partner schools. Structured supervision includes university-assigned coordinators, mentors from practice institutions, and clear evaluation protocols (e. g., diaries, observations, final project with mentor / director signature). Faculty submits official nominations for practice supervisors, and school directors are engaged in monitoring. Students attend interdisciplinary clubs and summer schools, providing additional opportunities for creativity and performance.

Some students (especially in the natural sciences) feel a lack of practical sessions (e. g., laboratory experiments), which undermines skill development in their specific field. One alum also mentioned insufficient practice and the need for more inclusive education content.

MOUs exist with practice institutions across different regions, ensuring students can practice locally. Agreements typically outline objectives, duration, student numbers, and responsibilities. Employers confirm active involvement in programme development and ongoing collaboration (including teacher hiring and monitoring). University has signed a memorandum of cooperation with the Union of Kindergartens of Kutaisi Municipality. However, many of these MOUs are outdated and need to be renewed.

Practice activities are supervised by both academic and field mentors. Evaluation includes planning and implementation review, diaries, and structured feedback. Field mentors and school directors assess the student's activities and sign final evaluation documents.

Programmes ensure the development of students' scientific / research skills and their involvement in research projects, in accordance with the programme learning outcomes. Students participate in university, inter-university, and international (online) conferences. At the interview, many students mentioned having participated in annual student scientific conferences organized by the university.

The practical / creative component of the programme is organised and planned in accordance with the learning outcomes of the programmes. Opportunities exist for performance-based activities (e. g., drama club, FabLab projects, summer schools).

Alumni remain connected and sometimes take current students for practice in their schools.

The university has signed memoranda with various European universities. However, greater attention is needed to ensure participation in international mobility or exchange. Lack of exchange programme participation indicates limited international exposure for students.

Evidences/Indicators

- Completed practice component and documentation certifying the results of the practice;
- Agreements / memorandums with economic agents, employers and objects of practice.

General recommendations of the cluster: None

General suggestions of the cluster:

Rather than establishing indefinite agreements, memoranda of understanding with external institutions concerning internships should be systematically renewed, for example, every three years.

Enhance science and methodology practice for students training to teach STEM subjects — expand laboratory and experimentation opportunities.

Strengthen internationalization, especially short-term exchange programmes or virtual collaborative projects for the students.

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (Primary Education, Integrated Bachelor-Master Educational Program)	☒	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	☒	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	☒	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	☒	☐	☐	☐

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

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

The programmes are implemented by using student-centered teaching and learning methods. Teaching and learning methods correspond to the level of education,

course/subject content, student learning outcomes and ensure their achievement. Teaching and learning methods of each academic course/subject correspond to the level of education, course/subject content, learning outcomes, sectoral benchmark requirements and ensure their achievement; Teaching-learning methods ensure students' active engagement in the learning process, interaction both between students and staff and students themselves; ensure student participation in the learning process with appropriate autonomy and responsibility, and are aimed at the development of various skills by the student, including critical and analytical skills. They are mostly related to constructivist/student-centered orientation in academic didactic and they involve such methods/strategies as: case studies; the project method, critical reading as well as cooperative and problem-solving learning forms. Teaching and learning methods are flexible and take into account the individual needs of students, with the declared use of the Universal Design for Learning (UDL) model. There is a demonstrated readiness to create and implement individualised programmes tailored to the interests and academic preparedness of students. Procedures have been developed to respond to the needs of students with special educational requirements.

Teaching methods, organisational forms, and extracurricular activities are in place to support the development of interests and talents among particularly gifted students. These include participation in scientific clubs, the organisation of academically oriented competitions or academic Olympiads, and the opportunity to receive additional - individualised - support from academic staff.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Educational programme/educational programmes grouped in a cluster,
- Teaching - learning methods,
- Results of the interview,
- Electronic resources utilized to implement the programme in the HEI,
- Self-evaluation report,
- Course syllabi
- Interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Primary Education, Integrated Bachelor-Master Educational Program)	➤	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	➤	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	➤	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	➤	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	➤	☐	☐	☐

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

At Akaki Tsereteli State University (LEPL) the assessment of students' academic system is divided into the following components:

From the total score of 100 points assigned to an educational program component, the share of midterm assessment amounts to 60 points, which, in turn, includes the following forms of assessment:

Student activity during the academic semester (including various assessment components) – no more than 30 points; Midterm exam – at least 30 points; Final exam – 40 points.

A student is eligible to take the final exam if they have obtained a minimum of 20 points from the midterm assessment components, which is defined as the minimum competency threshold.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level) – Integrated Bachelor-Master Teacher Training Educational Program "Primary Education"

The Integrated Bachelor-Master Teacher Training Educational Program "Primary Education" outlines a detailed procedure for completing the 30-credit research component. A Student is eligible to defend their master's thesis if s/he has:

- Accumulated 270 credits as specified by the program components during the course of study;
- Submitted the master's thesis in accordance with existing regulations and within established deadlines;
- Provided a certificate confirming that the thesis has passed a plagiarism check;
- Submitted positive evaluations from both the thesis supervisor and an independent reviewer.
- The criteria for evaluating the master's thesis are thoroughly described in the master's thesis assessment syllabus, ensuring transparency and clarity in the assessment process.

Description and Analysis – Master's Educational Program “Education Science”

The Master's Educational Program “Education Science” specifies the procedure for completing the 25-credit research component. A student is eligible to defend their master's thesis if s/he has:

- Accumulated 95 credits as determined by the master's program components;

- Submitted the master's thesis in accordance with current regulations and requirements and within the set deadlines;
- Provided a certificate confirming the thesis has passed a plagiarism check;
- Submitted positive evaluations from both the thesis supervisor and an independent reviewer.
- The criteria for evaluating the master's thesis are comprehensively detailed in the master's thesis assessment syllabus, ensuring an objective and transparent evaluation process.

Evidences/Indicators

- Educational programs grouped into clusters;
- Course syllabi;
- Resolution №5 (17/18), 15.09.2019; Resolution №6 (22/23), 16.09.2022 of the ATSU Academic Council – ATSU student assessment system;
- Resolution №9 (17/18), 10.11.2017 of the Academic Council on the examination appeal procedure;
- Rule for master's thesis preparation and assessment, Academic Council Resolution №38 (20/21), 15.07.2021.

General recommendations of the cluster: None

General suggestions of the cluster:

The instructions for completing MA theses should indicate the minimum threshold bibliography and literature which will be considered as an academic papers, academic journals or scholarly publications.

It's desirable to strengthen the English language skills among students so that they can actively participate in exchange programs.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 – Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Teacher Training Program “Primary Education, Bachelor–Master)	➤	☐	☐	☐
Programme 2 (“Education Science, MAster)	➤	☐	☐	☐
Programme 3 (“Preschool Education”, Bachelor)	➤	☐	☐	☐
Programme 4 (“Teacher Training Program (Language, History, Geography, Civil Education”)	➤	☐	☐	☐
Programme 5 (“Teacher Training Program (Mathematics, Biology, Physics, Chemistry, IT, Physical Education”)	➤	☐	☐	☐

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 (Primary Education, Integrated Bachelor–Master Educational Program)	➤	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	➤	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	➤	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	➤	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	➤	☐	☐	☐

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 have access to various forms of consultation and support services, including academic mentoring, career counseling, psychological assistance, and administrative support. These services are mostly provided by both academic staff and the university's structural units.

However, during meetings with students and alumni, several limitations were identified:

- Although the services are in place, the level of awareness and access to them is not uniform among all students;

- Particular attention should be paid to the proactive dissemination of information, especially regarding psychological support and international mobility opportunities.

The support for practical experience was positively evaluated; however, students in science-related programmes highlighted the need to improve laboratory infrastructure and opportunities.

It is desirable to enhance the involvement of students and alumni in the programme monitoring and self-evaluation processes — not only through filling out questionnaires but also by participating in working meetings and feedback discussions. This would significantly contribute to the meaningful development and improvement of support services.

Cluster and individual evaluation

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

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

If necessary, description and analysis according to the education programmes

Description and Analysis – Programme 1 (Name and Level)

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

Evidences/Indicators

- Interviews,
- Self-evaluation report.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (Primary Education, Integrated Bachelor-Master Educational Program)	➤	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	➤	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	➤	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	➤	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	➤	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

(Only applicable to Programme 2 – “Education Science” Master’s Programme)

- Akaki Tsereteli State University has developed a regulatory framework that governs the rights and responsibilities of academic supervisors and co-supervisors involved in the master's programme. Institutional documents outline the procedures for the appointment, replacement, and duties of supervisors, ensuring clarity and transparency in the supervision process.
- Supervisors are appointed based on their academic expertise and relevance to the student's research topic. According to institutional regulations, consultations between supervisors and students are conducted regularly and with a frequency that corresponds to the research stage and complexity of the topic. Interviews with students confirmed that they had access to their supervisors throughout the research process and that feedback was generally timely and constructive.
- Supervisors are expected to support students not only in developing their thesis but also in areas such as research design, project planning, academic writing, and participation in local or international academic events. However, evidence of systematic engagement in broader research activities — such as integration into international research networks, publishing in peer-reviewed journals, or involvement in grant competitions — remains limited. While some supervisors demonstrated these practices, a unified institutional approach to encouraging them across the board is not fully evident.
- Although co-supervisors are not frequently appointed, the institution has provisions for their inclusion, with their role defined as complementary to that of the primary supervisor and established through mutual agreement. Their contribution, when present, is aligned with the research objectives and supports the student's academic progression.
- The university has established a methodology for determining the appropriate ratio of supervisors to master's students. This model is designed to ensure adequate attention and support is available to each student. The student-supervisor ratio within the *Education Science* programme is appropriate and supports the quality of individual supervision.
- However, while supervisors' engagement is formally regulated, **the evaluation of the quality of supervision is not yet implemented systematically**. Currently, there are no formal mechanisms for students to provide structured feedback on supervision, nor are there institutional procedures in place to review the performance and impact of academic supervision regularly. Developing such mechanisms would enhance accountability and foster continuous improvement in research mentoring.
- Furthermore, **the institutional guidelines do not specify requirements regarding the minimum number and quality of sources to be used in a master's thesis**, nor is there a standardized system for validating the authenticity and academic integrity of referenced material. Establishing such standards would contribute to maintaining high academic rigor and align with international practices in graduate research.

Cluster and individual evaluation

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

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

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Data related to the supervision of master's/doctoral students Programme 1 (name, level)⁸	
Number of master's/doctoral theses supervisors	16
//Number of doctoral thesis supervisors	-
Number of master's students	15
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	1,07
Ratio - supervisors of doctoral theses/doctoral students	-

Evidences/Indicators

- Interview results
- Student Support and Development Service
<https://atsu.edu.ge/index.php/students-service-info> ;
- ATSSU Tutor <https://atsu.edu.ge/index.php/tutoring-info> ;
- Career Development and Employment Support for Students and Graduates
<https://atsu.edu.ge/index.php/carrier-development-info> ;
- Academic Council Resolution No. 39 (13/14) “On Approval of the Rights and Duties of the Curator”;
- Annex 1: Information about the Quantitative Data of the Educational Programme;
- Self-evaluation report.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

⁸ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Programme 2 (Education Science, Master's Educational Program)

Recommendation(s): It is recommended to develop mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA theses, which ensure the effective implementation and development of the supervision/ co-supervision process.

Suggestion(s):

- It is desirable to define the minimum number of academic sources required for thesis preparation, along with clear criteria regarding the academic level of those sources (e.g., peer-reviewed journals, high-ranking publications, and international research);
- It is desirable to monitor the authenticity and relevance of the cited sources to ensure high academic standards and prevent plagiarism.

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (Integrated Teacher Training Program "Primary Education, Bachelor-Master)	☐	☐	☐	☐
Programme 2 ("Education Science, MAster)	☐	➤	☐	☐
Programme 3 ("Preschool Education", Bachelor)	☐	☐	☐	☐
Programme 4 ("Teacher Training Program (Language, History, Geography, Civil Education")	☐	☐	☐	☐
Programme 5 ("Teacher Training Program (Mathematics, Biology, Physics, Chemistry, IT, Physical Education")	☐	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Teacher Training Program “Primary Education, Bachelor-Master)	➤	☐	☐	☐
Programme 2 (“Education Science, MAster)	➤	☐	☐	☐
Programme 3 (“Preschool Education”, Bachelor)	➤	☐	☐	☐
Programme 4 (“Teacher Training Program (Language, History, Geography, Civil Education”)	➤	☐	☐	☐
Programme 5 (“Teacher Training Program (Mathematics, Biology, Physics, Chemistry, IT, Physical Education”)	➤	☐	☐	☐

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 academic staff involved in the clustered educational programs participate in the program in accordance with legislation and ATSU's internal regulations.

At ATSU the number of academic and invited staff required for the implementation of the program is determined by the Resolution No. 173 (28.02.2018) of the University's

Representative Council, titled "On the Methodology for Determining the Number of Academic and Invited Staff by Programs at ATSU".

The clustered educational programs are implemented by highly qualified specialists in the field, who possess the necessary competencies to achieve the learning outcomes defined by the program.

The annual teaching and scientific-methodological workload of academic staff corresponds to the norms approved by the ATSU Academic Council's Resolution No. 61 (21/22) of July 6, 2022, "Norms of Annual Teaching and Scientific Methodological Workload for Academic Staff, Emeritus Professors, Teachers, and Invited Specialists at ATSU".

The semester-based workload scheme, updated regularly, includes teaching-contact hours, teaching-methodological, and scientific-methodological activities, amounting to a total of 1500 hours per year, distributed as follows: a) 500 hours — teaching workload (including teaching-contact hours, teaching-methodological, and teaching-organizational activities), b) 1000 hours — scientific-methodological work.

Description and Analysis - Programme 1 - Integrated Bachelor-Master Teacher Training Educational Program "Primary Education"

The Integrated Bachelor-Master Teacher Training Educational Program "Primary Education" involves 4 full professors, 32 associate professors, 3 assistant professors, and 29 invited specialists.

The Academic staff of courses delivered by the implementing personnel and the published scientific papers are in line with the specifics of the presented program.

Description and Analysis - Programme 2 - Master's Educational Program "Education Science"

The Master's Educational Program "Education Science" involves the participation of 2 professors, 16 associate professors, 2 assistant professors, and 5 invited specialists.

The lecture courses they have delivered and their published scientific works are in line with the specifics of the program. They possess the necessary knowledge and experience to develop the program.

Description and Analysis - Programme 3 - Bachelor's Educational Program "Preschool Education" involves the participation of 2 professors, 19 associate professors, 2 assistant professors, 24 invited specialists in the implementation of the Bachelor's Educational Program "Preschool Education".

The total number of academic staff implementing the bachelor's program is 23, and the number of invited specialists is 24. Based on a detailed review of the educational program, cv and interviews, it was determined that, given the specifics of the program, their practical experience is essential for the program's practical, narrow-field

courses. In addition, the financial sustainability of the program ensures the contracts of invited personnel.

The qualifications and experience of the head of the educational program and the lecture courses they have delivered and their published scientific works are in line with the specifics of the program. They possess the necessary knowledge and experience to develop the program.

Description and Analysis - Programme 4 - Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Levels); English Language (Primary, Basic and Secondary Levels); German Language (Primary, Basic and Secondary Levels); French Language (Primary, Basic and Secondary Levels); Russian Language (Primary, Basic and Secondary Levels); History (Basic and Secondary Levels; Geography (Basic and Secondary Levels); Civic Education (Basic and Secondary Levels))

5 professors, 16 associate professors, 3 assistant professors, 4 invited specialists are involved in the implementation of the program.

The lecture courses they have read, the scientific works they have published are presented in accordance with the specifics of the program. They have the necessary knowledge and experience for the development of the program.

Description and Analysis - Programme 5 - Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

3 professors, 17 associate professors, 2 assistant professors, 3 invited specialists are involved in the implementation of the program

The lecture courses they have read and the scientific papers they have published are presented in accordance with the specifics of the program. They have the necessary knowledge and experience for the development of the program.

Programme 1 (name, level)⁹ Integrated Bachelor-Master Teacher Training Educational Program "Primary Education"				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁰	Including the staff holding PhD degree in the sectoral direction¹¹	Among them, the affiliated academic staff
Total number of academic staff	39	39	68	29

⁹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁰ Staff implementing the relevant components of the main field of study

¹¹ Staff with relevant doctoral degrees implementing the components of the main field of study

- Professor	4			
- Associate Professor	32			
- Assistant-Professor	3			
- Assistant				
Invited Staff	29			—
Scientific Staff				—

Programme 2 (name, level)¹² Master's Educational Program "Education Science"

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹³	Including the staff holding PhD degree in the sectoral direction ¹⁴	Among them, the affiliated academic staff
Total number of academic staff	20	20	25	5
- Professor	2			
- Associate Professor	16			
- Assistant-Professor	2			
- Assistant				
Invited Staff	5			—
Scientific Staff				—

Programme 3 (name, level)¹⁵ Bachelor's Educational Program "Preschool Education"

Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated academic staff
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¹² In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹³ Staff implementing the relevant components of the main field of study

¹⁴ Staff with relevant doctoral degrees implementing the components of the main field of study

¹⁵ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

academic, scientific, and invited staff)		sectoral expertise ¹⁶	the sectoral direction ¹⁷	
Total number of academic staff	23	23	23	24
- Professor	2			
- Associate Professor	19			
- Assistant-Professor	2			
- Assistant				
Invited Staff	24			—
Scientific Staff				—

Programme 4 (name, level)¹⁸ Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Levels); English Language (Primary, Basic and Secondary Levels); German Language (Primary, Basic and Secondary Levels); French Language (Primary, Basic and Secondary Levels); Russian Language (Primary, Basic and Secondary Levels); History (Basic and Secondary Levels); Geography (Basic and Secondary Levels); Civic Education (Basic and Secondary Levels))

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁹	Including the staff holding PhD degree in the sectoral direction ²⁰	Among them, the affiliated academic staff
Total number of academic staff	23	23	27	4
- Professor	4			
- Associate Professor	16			
- Assistant-Professor	3			
- Assistant				
Invited Staff	4			—
Scientific Staff				—

¹⁶ Staff implementing the relevant components of the main field of study

¹⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

¹⁸ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁹ Staff implementing the relevant components of the main field of study

²⁰ Staff with relevant doctoral degrees implementing the components of the main field of study

Programme 5 (name, level)²¹ Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²²	Including the staff holding PhD degree in the sectoral direction²³	Among them, the affiliated academic staff
Total number of academic staff	22	22	25	3
- Professor	3			
- Associate Professor	17			
- Assistant-Professor	2			
- Assistant				
Invited Staff	3			—
Scientific Staff				—

Evidences/Indicators

- List of personnel implementing educational programs grouped in the cluster with reference to the subject/subjects o Personal data (CVs) of academic personnel implementing educational programs grouped in the cluster o Personal data (CVs) of the head of educational programs grouped in the cluster o Function and duties of the head of the program
- Resolution No. 173. 28.02.2018. of the Representative Council of ATSU. On the methodology for determining the number of academic and invited personnel according to the programs of Akaki Tsereteli State University. o Resolution of the Academic Council No. 61 (21/22) of June 6, 2022: “Annual educational and scientific methodological workload norms of academic personnel, emeritus, teachers and specialists invited under the contract”
- Individual workload form. o Regulations of the Pedagogical Faculty (Job Instructions)

²¹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²² Staff implementing the relevant components of the main field of study

²³ Staff with relevant doctoral degrees implementing the components of the main field of study

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Teacher Education Program "Primary Education, Bachelor-Master)	➤	☐	☐	☐
Programme 2 (Education Science Program, Master)	➤	☐	☐	☐
Programme 3 (Preschool Education Program, Bachelor)	➤	☐	☐	☐
Programme 4 (Teacher Education Training Program (Language, History, Geography, Civil Education)	➤	☐	☐	☐
Programme 5 (Teacher Education Training Program (Mathematics, Biology, Physics, Chemistry, IT, Physical Education)	➤	☐	☐	☐

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 university has qualification criteria for supervisors and, if necessary, co-supervisors in place. Supervisors must possess scientific research experience and recent publications relevant to the students' thesis themes. Supervisors have published papers that were directly used in students' theses. The institution shows alignment with international practices and transparency in qualification criteria.

Supervisors suggest key literature and participate in relevant research. Example was given during the interview that the supervisor's own article was used in the student's thesis. Some supervisors lead multiple students working on thematically similar topics, suggesting thematic expertise and coherence. Supervisors are selected based on the fit with student's specific specialization. Supervisors are active researchers with demonstrated expertise in thesis-relevant areas.

The university organizes trainings with invited experts tailored to the needs of the staff. No systematic institutional requirement for continuous research involvement was mentioned, but active publication and participation are implied. Evidence of professional development exists, but there could be more structured documentation or institutional monitoring of up-to-date engagement.

Co-supervisors have worked with supervisors on joint student projects. They are also involved from practice settings (e. g., school mentors). There is mention of co-supervision and collaboration with school-based practice mentors. Selection is based on thematic relevance and experience. Co-supervisors are meaningfully involved and selected based on expertise.

Students were involved in choosing supervisors (e.g., selecting among different lecturers). Supervisors have specialization in the thesis area. Students initially met frequently (3 times a week), with communication becoming less intense during fieldwork phases. Group supervision is practiced for students working on similar

themes. Alumni confirm that both the academic and administrative staff (dean, QA) monitored the supervision process. Supervision is structured, student-centered, and well-monitored.

Programme 1 (Primary Education, Integrated Bachelor-Master Educational Program)²⁴			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction²⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	40	39	34
- Professor	4	4	4
- Associate Professor	32	32	32
- Assistant-Professor	3	3	3
Invited Staff	5	4	—
Scientific Staff			—

Programme 2 (Education Science, Master's Educational Program)²⁶			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction²⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	16	15	12
- Professor	2	1	2
- Associate Professor	14	14	14
- Assistant-Professor	0	0	0
Invited Staff	2	2	—
Scientific Staff			—

²⁴ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁵ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

²⁶ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁷ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Description and Analysis - Primary Education, Integrated Bachelor-Master Educational Program

The supervisors haven't started working with students on their thesis, but all the required documentation is in place. This demonstrates alignment with the standard requiring supervisors to hold a PhD in the field. One person with a degree in other field is a business administration doctor. Program relies heavily on associate professors who all hold PhDs in the sector. There is very high ratio of qualified supervisors, it's one supervisor for three students approximately.

Description and Analysis - Education Science, Master's Educational Program

According to the rules for the performance and evaluation of master's theses at ATSU, the supervisor of the master's theses may be an academic staff member of the university (professor, associate professor), an emeritus professor, an invited person with a doctoral degree - the decision on the invitation is made by the head of the department upon the proposal of the head of the program, which is reflected in the relevant protocol (department meeting).

The supervisors of master's theses are involved in scientific research activities and have published scientific works that are relevant to the research directions and topics offered to master's students. There is even higher ratio of supervisors for this program. The number of students roughly equals the number of students. There is low number of professors in the program, but there are many associated professors with a degree in the sector. 75 percent are affiliated staff, ensuring commitment to long-term academic quality.

Evidences/Indicators

- Personal files of supervisors and cosupervisors of MA students and documents confirming the implemented studies;
- Interview results.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

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 (Primary Education, Integrated Bachelor-Master Educational Program)	☒	☐	☐	☐
Programme 2 (Education Science, Master's Educational Program)	☒	☐	☐	☐
Programme 3 (Preschool Education, Bachelor's Educational Program)	☒	☐	☐	☐
Programme 4 (Teacher Training Educational Program 1)	☒	☐	☐	☐
Programme 5 (Teacher Training Educational Program 2)	☒	☐	☐	☐

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

Personnel evaluation is a constituent and integral part of the University's personnel policy, the purpose of which is to promote the effective implementation of each

employee's functions and professional development, which is especially important for the academic provision of the program.

Academic personnel are evaluated using an assessment of educational and scientific-methodological activities determined by a preliminary individual workload within the framework of the academic year. The educational and methodological work of academic personnel is checked by the Dean of the Faculty, the Head of the Department, the Educational Process Management Service, and the Deputy Rector.

Electronic versions of the personal data (CV) of academic personnel involved in the educational program are constantly created and updated.

The professional development of the staff is of particular importance for the academic provision of the program. For the professional development of the staff, ATSU uses the following services:

- Travel to trainings and scientific conferences;
- Trainings and workshops planned by the ATSU Quality Assurance Service (quality culture and continuous quality improvement process; knowledge management in the academic space, analysis of university knowledge; course monitoring and European standards; education for sustainable development);
- The Pedagogical Faculty of Akaki Tsereteli State University organizes an international scientific-methodical conference “Current Problems of Teaching and Upbringing” annually;
- ATSU and the Humanitarian and Pedagogical Sciences Development Foundation, the 8th Kutaisi International Scientific Conference “Language and Culture” was held;
- Ideators' clubs, readers' clubs were formed;
- Summer School for Students - on Children's Rights; Students talk about children's rights - conducting training for government representatives on children's rights by students;
- Raising awareness on child welfare issues for representatives of schools and preschool institutions (15 schools);
- EDEC -Internship Program for Students in Day Centers for Children with Disabilities;
- USAID Basic Education Program-Student Project-"Creating Big Books"-with the involvement of 3rd year students of the 300-credit program of the Faculty of Pedagogy;
- Since 2020, the Faculty of Pedagogy at ATSU has been involved in the USAID Basic Education Program, which is funded by the United States Agency for International Development (USAID) and implemented by RTI International, in collaboration with the University of Georgia, seven regional universities, the Child, Family, Society (CFS) Union, and the Center for Civic Integration and Interethnic Relations (CCIIR);

- Within the framework of the project, trainings and coachings of leader teachers in small groups were carried out intensively for four years. A total of 112 groups
- On July 12, 2023, the Summer School for Students "STEAM Activities Using Electronic Components";
- Masterclass on Creating a Big Book for Teachers - On May 30, 2023, within the framework of the USAID project Basic Education Program, presentations on creating big books were held by students of the Faculty of Pedagogy of Akaki Tsereteli State University;
- Shota Rustaveli National Science Foundation. Projects 2017-2023;
- Erasmus+ project DITECH (Developing and Implementing Technology-Enhanced Teaching and Learning at Georgian HEIs);
- The project "Curriculum Innovation for Social Inclusion (CISI)" was carried out by a consortium of 12 partners with the support of the Erasmus+ Institutional Development project. CISI promotes the social inclusion process of people with disabilities in Georgia by improving the quality of inclusive education in schools.

Within the framework of the CISI project, the following educational courses were developed: Education of deaf and hard of hearing students; Braille system and assistive devices for visually impaired individuals ; Methodology for teaching students with learning disabilities; Methodology for teaching students with speech, language, and communication disorders; Methodology for teaching students with intellectual disabilities; Teaching students with emotional and behavioral disorders; Working with students on the autism spectrum in schools ; Fundamentals of special and inclusive education; Practice of inclusive education; Challenges of inclusion in society.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Personal data (CV) of academic staff implementing educational programs grouped in the cluster
- Educational program evaluation procedure EP-QA 1.2
- Mutual attendance and classroom work evaluation policy. Appendix 4- EP-QA 1.2
- ATSU Human Resources Management Policy and Procedures
- ATSU Academic Council Resolution No. 12(22/23), 29.09.2022 On encouraging the publication of articles by the academic staff of the university in highly rated scientific publications.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

General suggestions of the cluster:

It's desirable to strengthen the English language skills among academic staff, which will help them get acquainted with the latest international literature and then use it in the teaching process.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

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 (name, level)	➤	☐	☐	☐
Programme 2 (name, level)	➤	☐	☐	☐
Programme 3 (name, level)	➤	☐	☐	☐
Programme 4 (name, level)	➤	☐	☐	☐
Programme 5 (name, level)	➤	☐	☐	☐

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 cluster of educational programmes is supported by an adequate range of library, material, laboratory, informational, and digital resources. These resources are sufficient to support the effective achievement of programme objectives and intended learning outcomes. The infrastructure is well-aligned with the academic and practical needs of the programmes, ensuring that students and staff have the tools necessary for teaching, learning, and research activities.

The university library holds all the core literature listed in course syllabi, along with supplementary teaching materials, including electronic resources. This comprehensive access to educational materials plays a crucial role in enabling students to meet the expected learning outcomes of their respective programmes. Students benefit from access to modern scientific periodicals, digital resources, and international electronic library databases. All material, laboratory, informational, and digital resources are freely accessible to students and staff. In addition, students are informed about the available resources and are provided with guidance on how to access and utilize them effectively. This approach ensures that students use institutional resources in support of their academic and research goals.

As it is indicated in the university self-evaluation report, since 2018, the bilingual website of the university library has served as a comprehensive platform, integrating all essential information related to the library's operations. It provides access to services such as the electronic catalog, online book reservation, electronic resources, interlibrary services, and digital book ordering. The electronic catalog (<http://atsu.library.ac.ge>) functions as an Integrated Library System (ILS) and offers a range of core services, including cataloging and inventory management, a web-based public access catalog (OPAC), circulation management, reporting features, and synchronization with other systems. The catalog also incorporates one of the world's largest and oldest fully digitized Gutenberg libraries and integrates Google Search, allowing users to explore and access all library resources through a unified search interface. The university library houses a rich and diverse collection of printed books, fully aligned with the literature specified in the syllabi of its academic programs. In addition to its physical holdings, the library provides access to a wide array of digital resources, including e-books, audiobooks, audio and video lectures, training materials, periodicals, and other digital publications. These resources are accessible both on-site and remotely. To enhance user experience, the library offers an electronic catalog and a digital library guide. Interlibrary loan services are also available, enabling users to borrow materials from partner libraries when specific resources are not available within the university's collection. Furthermore, the ATSU library provides access to a broad range of electronic scientific databases (<https://library.atstu.edu.ge/scientific-bases.html>), comprising thousands of scholarly journals and books across various disciplines.

Description and Analysis – Programmes

1. **Primary Education” Teacher Training Integrated Bachelor–Master Educational Program**
2. **"Education Science" Master's Educational Program**
3. **"Preschool Education" Bachelor's Educational Program**
4. **Teacher Training Educational Program** (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level)
5. **Teacher Training Educational Program** (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

It is noteworthy that, based on the principle of randomness, for all programmes presented in the cluster, up to 10 sources of literature were selected from the core literature listed in the syllabi. The availability of these books in the university library was verified. The university provided all the requested literature. Additionally, access to scientific databases was checked and confirmed. As noted, JSTOR, ResearchGate, and Elsevier are the most frequently used. Both staff and students have access to these databases both on and off campus.

The university has sufficient teaching, material, and technical resources, as well as laboratories, to ensure the smooth and high-quality implementation of the educational process and research activities for all five programs presented within the cluster.

During the interview, the academic and invited staff noted that they actively use scientific databases (JSTOR, ResearchGate, Web of Science, and Elsevier). They also mentioned that literature is updated as needed: they contact the dean’s office to purchase a book if it is available, and if the book is not for sale, they proceed to digitize their own copy.

Evidences/Indicators

- ATSU Library <http://atsu.library.ac.ge>;
- Syllabi;
- International electronic library databases;
- Material and technical resources of the university;
- The university self-evaluation report;

- Interviews.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 4.4. Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program	X	☐	☐	☐
Programme 2 - "Education Science" Master's Educational Program	X	☐	☐	☐
Programme 3 - "Preschool Education" Bachelor's Educational Program	X	☐	☐	☐
Programme 4 - Teacher Training Educational Program	X	☐	☐	☐
Programme 5 - Teacher Training Educational Program	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 cluster of educational programmes is financially supported through the university budget, which clearly reflects the institution's commitment to the programmes sustainability. Additionally, a separate budget is defined for each educational programme. According to the submitted programme budgets, the allocation of financial resources is aligned with the academic and operational needs of the programme, ensuring that all essential components, such as staff salaries, material resources, infrastructure, student services, scientific/research expenses, scholarship, other expenses, including events, training, materials, supplies, etc., are adequately funded. However, no finances are allocated for internship expenses, including the amount paid by ATSU to the internship facility. During the interview, it was noted that the funding for internships is regulated by a separate document, specifically a Rector's Order. The Dean of the Faculty and the head of the university administration stated that the absence of internship-related expenses in the budget is a technical error. The institution presented copies of the Rector's Orders (№01-04/108, 27.11.2024; №01-04/109, 27.11.2024) that define the remuneration norms for staff members of host organizations involved in pedagogical, teaching, industrial, field, and professional internships. The university is advised to include the allocated funds for internship expenses in the programme budgets.

Budgetary decisions are made with consideration of the programme's scale, scope, and strategic objectives, allowing for stable operation and development over time. The budget documentation provides transparent and detailed information regarding the sources of financial support for the programme. According to the budget, the main source of income is student tuition fees. The formation and calculation of each educational program's budget are conducted in accordance with the Representative Council's official decisions, namely, Decision No. 175 (dated 28.02.2018) and Decision No. 82 (dated 21.12.2021), which approved the educational program budget format for ATSU.

According to the university self-evaluation report, the budget for each educational program is calculated using a specialized electronic tool designed to estimate annual expenses. This tool was developed by the University's Financial and Material Resources Management Service. The budget is determined based on the program's educational, practical (internship), and research components. Expense planning is closely aligned with the revenue planning of the overall university budget. When determining expenditures, priority is given to covering all mandatory costs that the university is legally required to pay. These include taxes and fees, salary obligations established by staffing schedules and contracts, scholarships, insurance premiums, and other similar commitments. This planning adheres to both national legislation and internal regulations adopted by the university's authorized bodies. In recent years, to ensure the rational and efficient use of available funds, faculties have been allocated spending limits within the general university budget. These limits are based on project proposals (budget applications) submitted by the faculties themselves. A spending limit grants each faculty the authority to allocate funds in accordance with their needs and the university's annual budget priority document. Both the spending limits and budget priorities are approved by the University Representative Council.

It is also stated that for the current fiscal year, an optimal approach has been adopted: faculty project applications are considered within the expenditure framework of the budget, aligning with both the ATSU Strategic Development Plan and the respective Faculty Strategic Development Plans. This method ensures effective implementation of strategic objectives despite financial constraints. The revenue section of the university's budget plan accounts for all projected income the university expects to receive during the year. A challenge in this planning process arises from the mismatch between the budget year and the academic calendar. As a result, projected income from student tuition fees is estimated based on the number of places allocated for the upcoming academic year. The financing of each program is carried out within reasonable limits, derived from income generated through the university's economic activities.

ATSU has implemented an accountable financial management and control system to ensure the effective execution of its planned budget. This system enables sound management of financial resources. University departments monitor budget implementation in accordance with both national legislation and ATSU's internal

financial regulations. To ensure revenue targets are met, the Financial and Material Resources Management Service, in coordination with the Head of Administration, takes necessary administrative actions based on quarterly financial analysis.

Overall, the financial support framework in place ensures that the programmes can maintain academic quality, support student learning, and pursue continuous development in alignment with institutional goals and national higher education standards.

Description and Analysis - Programme 1 - “Primary Education” Teacher Training Integrated Bachelor–Master Educational Program

The budget allocated for Teacher Training integrated bachelor-master educational programme considers the total expenses 35682 lari (that does not include Internship expenses):

- ❖ Direct expenses – 26282 lari;
 - Academic staff salaries, including salaries of on-staff employees, salaries of contract employees, and salaries of hourly employees – 22282 lari;
 - Scientific/research expenses; including scientific trips, academic staff's scientific research publications, research projects, scientific literature, and other expenses – 4000 lari;
- ❖ Indirect costs – 9400 lari;
 - Administrative and support staff salaries (support and administrative staff costs are calculated per group) – 3000 lari;
 - ATSU Scholarship – 1000 lari;
 - Utility and budget payments – 1400 lari;
 - Infrastructure – 3000 lari;
 - Other expenses, including events, training, materials, supplies, etc. – 1000

The student tuition fee for the programme is 2250 lari per academic year. The programme budget is calculated for 17 students' tuition income, totally 38250 lari. So, the balance is 2568 lari.

Description and Analysis - Programme 2 - "Education Science" Master's Educational Program

The budget allocated for Education Science master's educational programme considers the total expenses 33525 lari (that does not include Internship expenses):

- ❖ Direct expenses – 25125 lari;
 - Academic staff salaries, including salaries of on-staff employees, salaries of contract employees, and salaries of hourly employees – 21125 lari;
 - Scientific/research expenses; including scientific trips, academic staff's scientific research publications, research projects, scientific literature, and other expenses – 4000 lari;
- ❖ Indirect costs – 8400 lari;
 - Administrative and support staff salaries (support and administrative staff costs are calculated per group) – 3000 lari;
 - ATSU Scholarship – 1000 lari;
 - Utility and budget payments – 1400 lari;
 - Infrastructure – 2000 lari;
 - Other expenses, including events, training, materials, supplies, etc. – 1000

The student tuition fee for the programme is 2250 lari per academic year. The programme budget is calculated for 16 students' tuition income, totally 36000 lari. So, the balance is 2475 lari.

Description and Analysis - Programme 3 - "Preschool Education" Bachelor's Educational Program

The budget allocated for Preschool Education bachelor's programme considers the total expenses 42800 lari (that does not include Internship expenses):

- ❖ Direct expenses – 33400 lari;
 - Academic staff salaries, including salaries of on-staff employees, salaries of contract employees, and salaries of hourly employees – 29900 lari;
 - Scientific/research expenses; including scientific trips, academic staff's scientific research publications, research projects, scientific literature, and other expenses – 3500 lari;
- ❖ Indirect costs – 9400 lari;
 - Administrative and support staff salaries (support and administrative staff costs are calculated per group) – 3000 lari;
 - ATSU Scholarship – 1000 lari;
 - Utility and budget payments – 1400 lari;
 - Infrastructure – 3000 lari;
 - Other expenses, including events, training, materials, supplies, etc. – 1000

The student tuition fee for the programme is 2250 lari per academic year. The programme budget is calculated for 21 students' tuition income, totally 47250 lari. So, the balance is 4450 lari.

Description and Analysis - Programme 4 - Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level)

The budget allocated for Teacher Training educational programme considers the total expenses 33620 lari (that does not include Internship expenses):

- ❖ Direct expenses – 26220 lari;
 - Academic staff salaries, including salaries of on-staff employees, salaries of contract employees, and salaries of hourly employees – 25220 lari;
 - Scientific/research expenses; including scientific trips, academic staff's scientific research publications, research projects, scientific literature, and other expenses – 1000 lari;
- ❖ Indirect costs – 7400 lari;
 - Administrative and support staff salaries (support and administrative staff costs are calculated per group) – 3000 lari;
 - ATSU Scholarship – 1000 lari;
 - Utility and budget payments – 1400 lari;
 - Infrastructure – 1000 lari;
 - Other expenses, including events, training, materials, supplies, etc. - 1000

The student tuition fee for the programme is 2250 lari per academic year. The programme budget is calculated for 16 students' tuition income, totally 36000 lari. So, the balance is 2380 lari.

Description and Analysis - Programme 5 - Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports)

The budget allocated for Teacher Training educational programme considers the total expenses 33620 lari (that does not include Internship expenses):

- ❖ Direct expenses – 26220 lari;

- Academic staff salaries, including salaries of on-staff employees, salaries of contract employees, and salaries of hourly employees – 25220 lari;
- Scientific/research expenses; including scientific trips, academic staff's scientific research publications, research projects, scientific literature, and other expenses – 1000 lari;
- ❖ Indirect costs – 7400 lari;
- Administrative and support staff salaries (support and administrative staff costs are calculated per group) – 3000 lari;
- ATSU Scholarship – 1000 lari;
- Utility and budget payments – 1400 lari;
- Infrastructure – 1000 lari;
- Other expenses, including events, training, materials, supplies, etc. – 1000

The student tuition fee for the programme is 2250 lari per academic year. The programme budget is calculated for 16 students' tuition income, totally 36000 lari. So, the balance is 2380 lari.

Evidences/Indicators

- ATSU Representative Council Decision No. 175 (Principles for Justifying the Financial Provision of Programs);
- ATSU Representative Council Decision No. 82, dated 21.12.2021 – Approval of the Educational Program Budget Form for Akaki Tsereteli State University;
- The budget of educational programmes grouped in clusters;
- Rector's Orders (№01-04/108, 27.11.2024; №01-04/109, 27.11.2024) that define the remuneration norms for staff members of host organizations involved in pedagogical, teaching, industrial, field, and professional internships;
- The university self-evaluation report;
- Interviews.

General recommendations of the cluster: None.

General suggestions of the cluster:

The university is advised to include the allocated funds for internship expenses in the programme budgets.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 - "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program	X	☐	☐	☐
Programme 2 - "Education Science" Master's Educational Program	X	☐	☐	☐
Programme 3 - "Preschool Education" Bachelor's	X	☐	☐	☐

Educational Program				
Programme 4 - Teacher Training Educational Program	X	☐	☐	☐
Programme 5 - Teacher Training Educational Program	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 - "Primary Education" Teacher Training Integrated Bachelor-Master Educational Program	X	☐	☐	☐
Programme 2 - "Education Science" Master's Educational Program	X	☐	☐	☐
Programme 3 - "Preschool Education" Bachelor's Educational Program	X	☐	☐	☐
Programme 4 - Teacher Training Educational Program	X	☐	☐	☐
Programme 5 - Teacher Training Educational Program	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 quality assurance system at Akaki Tsereteli State University (ATSU) demonstrates a structured, policy-driven approach grounded in national legislation and university governance. The implementation of the PDCA cycle as a central mechanism ensures that quality processes are cyclical and improvement-oriented. Over the years, particularly since 2015, ATSU has made tangible efforts to systematize internal processes, focusing on the continuous development of educational programs.

The three core policies—EP-QA, RE-QA, and ME-QA—are well-aligned and provide a comprehensive framework for assuring the quality of education, research, and management.

A notable strength is the involvement of multiple governance levels and key stakeholders, including students, faculty, and external partners like employers. The Quality Assurance Service's focus on training and building staff capacity, supported by collaboration with international partners.

However, while the system appears robust on paper, the narrative places heavy emphasis on procedural and structural details, with less direct evidence of measurable impact—for example, improvements in student learning outcomes, or tangible program enhancements resulting from the implemented policies. There is also a potential risk of excessive formalization, where the system might prioritize compliance over genuine quality enhancement if not carefully monitored. Interviews with alumni did not reveal their direct involvement in the program development stage. The results of the corresponding survey are also not presented.

Overall, ATSU's quality assurance system is methodical, participatory, and aligned with international standards, but it would benefit from stronger integration of outcome-based indicators to better demonstrate its effectiveness in driving real educational improvements.

If necessary, description and analysis according to the education programmes

Description and Analysis – Programme 1 (Name and Level)

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

Evidences/Indicators

- Quality Assurance System–Mechanisms

- Questionnaires
- Provision of the educational program
- Interviews

General recommendations of the cluster: None

General suggestions of the cluster:

- It is suggested to develop structured mechanisms for deeper stakeholder engagement: such as alumni panels for curriculum design or more. For smaller programs, it is better to hold face-to-face meetings.
- Regularly share impact reports that highlight changes made based on student feedback, program improvements, and success stories. This will promote transparency, strengthen stakeholder trust, and enhance the university's reputation.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

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Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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"Primary Education" Teacher Training Integrated Bachelor-Master Educational Program;	X	☐	☐	☐
"Education Science" Master's Educational Program;	X	☐	☐	☐
"Preschool Education" Bachelor's Educational Program;	X	☐	☐	☐
Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level); Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports;	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

Akaki Tsereteli State University (ATSU) integrates external assessment mechanisms into its program development and improvement processes. The collaboration with the LEPL - National Center for Education Quality Enhancement (NCEQE) and partner

universities demonstrates the institution's openness to external validation and its commitment to aligning programs with national accreditation standards.

The university's use of external peer evaluations and expert recommendations appears to be systematic and well-accepted by the academic community. It is particularly positive that the recommendations from recent external assessments—such as those for the Master's in Education Science (2022) and the Bachelor's in Preschool Education (2023)—were fully embraced and integrated by the program leaders and faculty. This suggests that ATSU's quality assurance system is not just compliant but also responsive and adaptive.

The involvement of internal academic peers, such as Associate Professor Miranda Mnatsakanyan, in program evaluation further strengthens the credibility of ATSU's internal quality processes and highlights the institution's reliance on sectoral expertise. However, while external assessments are clearly embedded, the provided information does not detail the specific improvements or changes that resulted from the external feedback. It would be valuable for ATSU to more explicitly showcase how such assessments have led to measurable program advancements or enhanced student outcomes.

Overall, ATSU demonstrates a healthy balance between internal processes and external quality engagement, positioning the university as a cooperative and improvement-oriented institution. Strengthening the documentation and communication of post-evaluation impacts would make this system even more transparent and robust.

The involvement of international experts will be valuable. A more comprehensive application of international expert advice could further enhance the program.

If necessary, description and analysis according to the education programmes

Description and Analysis – Programme 1 (Name and Level)

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

Evidences/Indicators

- Clustered educational programs;
- External peer reviews.

General recommendations of the cluster:

None

General suggestions of the cluster:

- It is advisable to involve international experts in program evaluation and development.

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

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
"Primary Education" Teacher Training Integrated Bachelor-Master Educational Program;	X	☐	☐	☐
"Education Science" Master's Educational Program;	X	☐	☐	☐
"Preschool Education" Bachelor's Educational Program;	X	☐	☐	☐
Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and	X	☐	☐	☐

Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level); Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports;

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

Akaki Tsereteli State University (ATSU) has established a cyclical system for the monitoring and evaluation of its educational programs, demonstrating alignment with best practices in internal quality assurance. The university applies a structured approach through its EP-QA 1.2 procedure, which clearly defines timelines, responsibilities, and specific tools for data collection and analysis.

The multi-source feedback mechanism—involving students, teachers, graduates, and employers—reflects a well-rounded perspective on programs quality and relevance. The institution's systematic use of student performance monitoring, material resource evaluation, and mutual classroom observations shows an intentional effort to assess both learning outcomes and teaching processes in a dynamic and responsive manner.

ATSU integrates the mutual attendance policy into its quality system, fostering peer learning and continuous improvement among academic staff since 2017. This contributes to a professional development culture and supports the refinement of teaching practices.

The monitoring process appears to be consistently linked to decision-making at both faculty and program levels, reinforcing the feedback loop essential for effective quality management.

However, the documentation would benefit from providing concrete examples of specific improvements or measurable impacts that have resulted from these monitoring activities, such as survey results, programme periodic review results with similar programmes of foreign universities and etc. Explicitly illustrating how student success rates, employment outcomes, or teaching methods have improved over time would strengthen the evidence of system effectiveness. Master students do not evaluate the implementation of the scientific-research component, as well as scientific supervision. This was revealed during the interviews.

Overall, ATSU demonstrates well-documented internal quality monitoring framework that engages stakeholders and responds to changes.

If necessary, description and analysis according to the education programmes

Description and Analysis – Programme 1 (Name and Level)

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

Evidences/Indicators

- Educational Program
- Quality Assurance System
- Rules for Evaluating the Implementation of Educational Programs at the University
- Interviews

General recommendations of the cluster:

None

General suggestions of the cluster:

- Although feedback is collected from multiple stakeholders, ATSU should formalize how this feedback is prioritized, discussed, and integrated into program updates. Consider: Developing a transparent action plan that shows how each feedback element has been addressed and sharing key results and planned changes with students and employers to close the feedback loop.

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

“Primary Education” Teacher Training Integrated Bachelor-Master Educational Program:

Recommendation(s): It is recommended that Master students should evaluate the implementation of the scientific-research component, as well as scientific supervision.

Suggestion(s):

"Education Science" Master's Educational Program:

Recommendation(s): It is recommended that Master students should evaluate the implementation of the scientific-research component, as well as scientific supervision.

Suggestion(s):

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Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
“Primary Education” Teacher Training Integrated Bachelor- Master Educational Program;	X	☐	☐	☐
"Education Science" Master's Educational Program;	X	☐	☐	☐
"Preschool Education" Bachelor's Educational Program;	X	☐	☐	☐
Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and	X	☐	☐	☐

Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level); Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports;

X

☐

☐

☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
"Primary Education" Teacher Training Integrated Bachelor-Master Educational Program;	X	☐	☐	☐
"Education Science" Master's Educational Program;	X	☐	☐	☐
"Preschool Education" Bachelor's Educational Program;	X	☐	☐	☐
Teacher Training Educational Program (Georgian Language and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary,	X	☐	☐	☐

Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level);				
Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports;	X	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

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
"Primary Education" Teacher Training Integrated Bachelor-Master Educational Program;	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
"Education Science" Master's Educational Program;	Complies with requirements	Complies with requirements	complies with requirements	Complies with requirements	Complies with requirements
"Preschool Education" Bachelor's Educational Program;	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Teacher Training Educational Program (Georgian Language	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

and Literature (Basic and Secondary Level); English Language (Primary, Basic, and Secondary Level); German Language (Primary, Basic, and Secondary Level); French Language (Primary, Basic, and Secondary Level); Russian Language (Primary, Basic, and Secondary Level); History (Basic and Secondary Level); Geography (Basic and Secondary Level); Civic Education (Basic and Secondary Level);					
Teacher Training Educational Program (Mathematics (Basic and Secondary Level); Biology (Basic and Secondary Level); Physics (Basic and Secondary Level); Chemistry (Basic and Secondary Level); Information and Communication Technologies; Music; Physical Education and Sports;	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

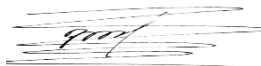
Chair of Accreditation Experts Panel

Full name, signature Astrid Męczkowska-Christiansen



Of the member(s) of the Accreditation Experts Panel

Full name, signature Pikria Vardosanidze



Full name, signature Diana Mtchedlishvili



Full name, signature Ketevan Todadze



Full name, signature Nino Talikadze

Full name, signature Ani Khetsuriani

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, positioned to the right of the text.