NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Reconstruction of Buildings and Structures, Master's Program

Georgian American University LLC

Evaluation Date(s) 20.05.2025

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Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Georgian American University LLC
Identification Code of Institution	205037137
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Saulius Vasarevičius, Vilnius Gediminas Technical University, Lithuania
Member (Name, Surname, HEI/Organisation, Country)	Vakhtang Balavadze, Ilia State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamta Tskhovrebadze, International Black Sea University
Member (Name, Surname, HEI/Organisation, Country)	Nino Jolia, Caucasus International University LLC, Georgia

[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	შენობა-ნაგებობათა რეკონსტრუქცია
Name of Higher Education Programme (in English)	Reconstruction of buildings and structures
Level of Higher Education	Master's Degree
Qualification to be Awarded[2]	Master of Construction Engineering
Name and Code of the Detailed Field	0732.1.1 მშენებლობის ინჟინერია Construction Engineering
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	
Language of Instruction	Georgian
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	

[2] In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

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

II. Accreditation Report Executive Summary

- **General Information on Education Pogramme**[4]

The study programme is relevant, timely and essential to training master students, equipped with the necessary human skills required to Reconstruction of buildings and structures. But the university must pay attention to the development of its laboratory equipment base.

- **Overview of the Accreditation Site Visit**

The master's study program provides quality education in the Reconstruction of Buildings and Structures, well-grounded in the fundamental principles and the study courses required for this. The study program is relevant, timely, and essential to educate master's students, equipped with the necessary human skills. There is a good recognition of the university at a good educational level and efficient cooperation with employers/industrial partners.

The study program is relevant, up-to-date, and well implemented. This clearly shows the relevance and alignment to the Reconstruction of Buildings and Structures. The university has good library resources that support students and staff. The program is provided with qualified human resources.

The invited staff are component, appropriate, and active in practical activities in the Reconstruction of Buildings and Structures field.

Employers confirm that there is a need for specialists in the field of Reconstruction of Buildings and Structures, and they are ready to employ them after graduating from this study program. Employers are ready to provide limited financial support to develop a study program.

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

1 Standard: Complies with requirements

2 Standard: Complies with requirements

3 Standard: Complies with requirements

4 Standard: Complies with requirements

5 Standard: Complies with requirements

- **Recommendations**

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- It is recommended to develop a learning outcomes assessment plan, which indicates by which assignment, when and by whom students will be evaluated for each learning outcome of the program, this will ensure utilizing programme learning outcomes assessment results for the improvement of the program.

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

- It is recommended to sign contracts with companies (and their laboratories), as most of the practical work will take place outside the university."

4.4 Material Resources

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

- The University is recommended to prepare and subsequently implement a plan for the development of its laboratory base.

Suggestions for Programme Development

1.1 Programme Objectives

- It is suggested to work more on actual employability and market research, addressing the potential of graduates to be employed in companies.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- It is suggested to continue working with the academic and visiting staff of the program so that they are thoroughly familiar with the methods of assessing learning outcomes and improve their skills necessary for the preparation, assessment and analysis of learning outcomes.

1.4 Structure and Content of Education Programme

- It is suggested to add more selective study courses (for example, Structural engineering, etc.).

1.5 Academic Course/Subject

- It is suggested to constantly update literature sources used in educational courses.

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

- It is suggested to strengthen cooperation with more foreign universities in fostering joint research activities.

3.1 Student Consultation and Support Services

- It is suggested to accelerate the introduction of English-taught courses to strengthen the program's internationalization.

3.2 Master's and Doctoral Student Supervision

- It is suggested to set a maximum number of students per supervisor.

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

- It is suggested to prepare the budget for the study program (not school).

- **Brief Overview of the Best Practices (if applicable)[5]**

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

The experts panel has discussed the argumentative position of the university and revised the recommendations given in relation to enhancing work on actual employment and market analysis and increasing information availability among academic and invited staff to be well informed about the learning outcome assessment methods and supported in developing necessary skills for designing, measuring and analyzing learning outcomes. Considering the constructive feedback, accreditation visit

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

findings and motivation of the institution, the reformulated suggestions will be useful for the program's further development.
However, experts panel thinks that recommendations issues in relation to learning outcomes assessment plan, contracts with companies and laboratories and developing laboratory infrastructure (2, 4 and 5) are essential for the program to consider and hopes these recommendations will truly benefit program.

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

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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 HEI. 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.

1.1 Programme Objectives

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

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

The goals of the program are indicated as consider the university mission, the needs of the program's various constituencies, and these criteria as recommended by ABET. Accordingly, the program objectives are systematically utilized and effective process involving the program constituencies for the periodic review to provide high quality education in the Construction engineering field, well- grounded in the fundamental principles of material engineering, engineering chemistry and physics, structural analysis, seismology, labor safety etc. Graduates of the program typically enter careers in various positions: construction designers, construction engineers, construction project managers, construction site managers, reconstruction experts etc.

The educational goals of the "Reconstruction of buildings and structures" program are fully consistent with the mission of the Georgian American University. This mission emphasizes the creation, transfer, and application of knowledge to advance science and contribute to the development of society, both at the local and international levels.

The main objectives are clearly formulated:

1) Prepare a Master of Construction Engineering oriented on construction-design-reconstruction activities, who, based on deep, systematic knowledge and critical understanding of its activities, will be able to create a solid foundation for innovation and new, original ideas.
2) Develop the ability to manage practically activities by considering critical analyzes of complex and/or incomplete information, innovative synthesis, evaluation, and social and ethical responsibilities; which means independently carrying out reconstruction, design, structural analysis of buildings and structures, and visual-instrumental research and monitoring, using innovative construction technologies, taking into account national and international construction norms and protocols, as well as labor safety regulations, and adhering to the principles of reducing negative environmental impacts.
3) Prepare qualified, competitive, highly morally-responsible specialists for a decent career who will be motivated to compete with similar profile specialists in the local and international market.
4) Prepare a professional whose main area of activity will be practical and/or scientific research activities in the construction field in accordance with the principles of academic integrity, using the latest methods, engineering innovative technologies, and best practices.

The program's objectives are also in complete harmony with the University Mission. This strategic focus enables graduates to effectively navigate modern challenges in a dynamically evolving environment, ensuring their relevance and desirability in both local and international labor markets. The program, therefore, serves as a vital component in fulfilling the broader mission of the university and the strategic objectives outlined by the Faculty.

Based on the self-evaluation report of the educational program, accompanying documentation, and information obtained during the accreditation visit, it is evident that the development of the “Reconstruction of buildings and structures" program incorporated evaluation, feedback, and recommendations from various stakeholders. Additionally, a labor market analysis was conducted, and its findings were considered in the program development.

The suggestions and recommendations formulated during this process are disseminated by the program working group. It is noteworthy that, apart from the stakeholders mentioned earlier, the academic and guest staff of the program, representatives of partner companies, and the administration were actively engaged in the program development.
While emphasizing the relevance of the educational program during interviews with employers, it is important to highlight that comprehensive information regarding the specific demand for the program within their companies and an approximate number of graduates to be employed directly could not be obtained during employer interviews. Therefore, it is suggested to work more on actual employability and market research, addressing the potential of graduates to be employed in companies.
According to experts, the goals of the program should be carefully considered the unique characteristics of the field of study, the academic level, and the educational program. They reflect the knowledge, skills, and competencies that the program aims to impart to graduates, as well as the program's intended contribution to the development of the field and society at large.

Evidences/Indicators

- Mission of the University;
- Master’s program “Reconstruction of buildings and structures”;
- Comparative analysis with similar programs;
- Mission, Objectives, and Strategic development Plan of Georgian American University;
- University’s Internationalization Policy;
- Map of the goals and outcomes of the Master’s Program in Reconstruction of Buildings and Structures;
- Map of the goals and outcomes of the Master’s Program in Reconstruction of Buildings and Structures;
- ABET criteria for accrediting engineering programs, 2022-2023;
- Results of interviews.

A prepared study program will enable to achievement the intended program objectives.
- Program objectives meet the demands of the labor market and employers.
- Program objectives correspond to the mission, objectives, and strategy of the University.
- Academic staff know program objectives and know how to implement them.

Recommendations:

- -

Suggestions for the Programme Development

- It is suggested to work more on actual employability and market research, addressing the potential of graduates to be employed in companies.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	■	☐	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The learning outcomes of the Master's program "Reconstruction of buildings and structures" have been developed taking into account the requirements of the local and international standards in force in the field, including the ABET accreditation standards. This, in turn, ensures the compliance of the learning outcomes of the program with the specifics of the field and the requirements of the labor market. The learning outcomes of the program are consistent with the program objectives.
The study program envisages the Program learning outcomes:
1. Based on deep theoretical knowledge and the application of the latest methods and approaches, the student will independently research the key trends and developments in the construction field, process the information gained through analysis, and solve specific reconstruction/rehabilitation challenges related to buildings and structures.
2. The student will carry out practical and research activities in compliance with environmental and safety regulations.
3. Based on structural analysis of buildings and structures, the student will develop complex solutions, select appropriate construction materials and components while preserving the value of historical rehabilitation sites, and determine—through critical analysis—whether to use traditional, composite, or nanotechnology-based materials for a reconstruction/rehabilitation project.
4. The student will develop reconstruction works and manage projects effectively, in accordance with national and international construction standards and protocols.
5. The student will independently perform calculations for building structures using the latest methods, considering seismic resilience.
6. In the decision-making process, the student will demonstrate quick orientation and effective action. They will understand the boundaries of professional ethics in construction activities and assume social and moral responsibility.
7. The student will perform reconstruction of buildings using innovative and energy-efficient technologies and management systems.
8. With academic integrity, the student will present their conclusions, arguments, and research results in both Georgian and foreign languages to academic/professional communities, using the appropriate format and information-communication technologies.

According to experts assessment, the learning outcomes of the program exhibit a logical connection with the program's goals and the specific characteristics of the field of study. These outcomes comprehensively describe the knowledge, skills, and, where applicable, the responsibilities and autonomy that students acquire upon successfully completing the program.

Evidences/Indicators

- Master's Program "Reconstruction of buildings and structures";
- Comparative analysis of similar programs;
- Labor market analysis;
- ABET criteria for accrediting engineering programs;
- Self-assessment report submitted by the University;
- Syllabus of training courses;
- Map of Program Competencies;
- Employer Requirement Analysis;
- Map of the goals and outcomes;
- Results of the interview.

Recommendations:

- -

Suggestions for Programme Development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	■	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;

➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

The Programme has developed a "Mechanism for assessing learning outcome of the educational program", which is accompanied by the target benchmarks and a learning outcomes assessment plan, known as the "curriculum map". In assessing the programme's learning outcomes, direct methods are used—each learning outcome is evaluated based on the relevant courses and research component. Direct assessment methods include written exams, oral questioning, projects, portfolios, theses, presentations, simulated processes.

The presented documentation (including surveys, analyses, reports) and interview results confirm that indirect methods are also used in the evaluation of learning outcomes—results from surveys of students, graduates, and employers, as well as benchmarking analogue programs and curricula analysis are taken into account.

The university analyzes academic performance with the Gaussian Normal Distribution. However, there are no other benchmarks defined for achieving the program's learning outcomes, considering the specific nature of the academic component. If a deviation of more than 20% from the gaussian range, the Quality Assurance Service may recommend reviewing the learning outcomes of the syllabus or the program and their achievement methods.

The presented documentation and interviews with target groups confirmed that the institution will monitor the learning outcomes assessment results in 2 years, as the program is new.

The university's quality assurance is based on Deming's PDCA (Plan-Do-Check-Act) continuous improvement cycle, which includes ongoing activities to enhance the program, including informing and supporting academic/invited staff in assessment methods. To this end, the Quality Assurance Office organizes training/workshops at least once a year and offers ongoing group and individual consultations through the school's Quality Assurance Manager. The academic staff were actively involved in developing the learning outcome assessment document for this Study program.

It is important to continue working with the academic and visiting staff of the program so that they are thoroughly familiar with the methods of assessing learning outcomes and improve their skills necessary for the preparation, assessment and analysis of learning outcomes.

Evidences/Indicators

- Self-Evaluation Report
- Master's Program "Reconstruction of Buildings and Structures"
- Mechanism for Assessing Learning Outcomes of the Educational Program
- Curriculum map
- Survey forms and results
- Interview results

Recommendations:

- It is recommended to develop a learning outcomes assessment plan, which indicates by which assignment, when and by whom students will be evaluated for each learning outcome of the program, this will ensure utilizing programme learning outcomes assessment results for the improvement of the program.

Suggestions for the Programme Development

- It is suggested to continue working with the academic and visiting staff of the program so that they are thoroughly familiar with the methods of assessing learning outcomes and improve their skills necessary for the preparation, assessment and analysis of learning outcomes.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	☐	■	☐	☐

1.4. Structure and Content of Education Programme

➢ The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.

➢ The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

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

The content and structure of the Master's Study program "Reconstruction of buildings and structures" is consistent with the qualifications awarded and ensure that the learning outcomes of the program are achieved. The curriculum consists of mandatory and optional learning components that reflect the current trends in the field and use the latest learning materials and resources.

Accordingly, 120 credits are considered by the program including

- Mandatory components in the main field of study – 82 credits;
- Elective components in the main field of study – 8 credits;
- Free components – 8 credits;
- Research component – 22 credits.

The practical component is included in specific courses, particularly:

- Traditional, composite, and nanotechnology-based materials;
- Structural analysis, investigation, and monitoring of buildings and structures;
- Research component.

The educational objectives of the Study program are to provide a high-standard education and training to its students so that they have the knowledge and skills to enter careers in Construction engineering field. Guided by the Mission of the University, the Study program is committed to preparing students who will be thoughtful, responsible, and successful citizens.

○ According to expert assessment, the program was developed using the planning, development, and educational program methodologies employed by the University. The

structure of the Master educational program is consistent and logical. The content and structure ensure that the learning outcomes of the program will be achieved. However, experts believe the program will benefit more by considering more selective study courses (for example, Structural engineering, etc.).

The qualification to be awarded is in accordance with the content of the program and the learning outcomes. The content, volume and complexity of the program correspond to the level of education. The learning components included in the program are sequentially and logically arranged. The program is built according to the rules established by Georgian legislation and in accordance with the ECTS. The study courses of the educational program take into account new research findings and modern scientific achievements. The academic staff bring practical experience to the program, facilitating exposure to the latest advancements in construction engineering. After reviewing the submitted documents and during the interviews, it was determined that during the preparation of the study program, cooperation was carried out with various stakeholders (academic, research, visiting staff, students, graduates, employers, etc.). This is a new Master's study program and therefore the University seeks to disseminate information about it as widely as possible.

Evidences/Indicators

- Mission of the University;
- Master's Program "Reconstruction of Buildings and Structures";
- Syllabuses of Relevant Components;
- Comparative analysis with similar programs;
- Methodology for planning, designing and developing the educational programme;
- ABET criteria for accrediting engineering programs;
- Interview results.

Recommendations:

o -

Suggestions for the programme development

○ It is suggested to add more elective courses (e.g. structural engineering).

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of	■	☐	☐	☐

Educational Programme

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.

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

A planning stage precedes the development of the new Master's study program in the Georgian American University, which includes the survey of the market, meetings with potential employers and probable or existing personnel implementing the program, analysis of the resources and consultations with the representatives of the Administration. The program that has been developed or edited is reviewed by the School representatives and goes through a university expertise. After approving the new Study program if considers the following facts are approved: the program outcomes ensure the competitiveness of the graduates at the educational and employment market; the unity of the components of the program ensures the achievement of the goals and learning outcomes set by the program; the contents of all the components of the program, considering the teaching methods and credit capacity, ensure the achievement of the learning outcomes and goals set by the mentioned component, which will be relevantly reflected in the syllabus of the relevant component; the program is provided with human and material resources. The procedure for the approval of the new Master's study program ""Reconstruction of buildings and structures" includes all of the mentioned-above steps.

The content of the course/subject and the number of credits ensure the achievement of the learning outcomes defined by this course/subject. The course/subject content and learning outcomes of the core area ensure that the learning outcomes of the program are achieved. It can be seen from 10 syllabus of study courses presented in English and the Map of the learning outcomes that every learning outcome of each academic course/subject is assessed. The study material specified in the syllabus largely ensures the achievement of the learning outcomes of the program. Compulsory literature and other teaching and learning resources listed in the syllabus correspond to the achievements in the field of study as shown in the Map of the learning

outcomes and also consider the latest research in the relevant field taking into account the specifics of the academic course.

In the field of technological sciences, which include Construction Engineering, it is especially important to present the latest teaching material/references. Therefore, it is important to constantly update literature sources used for technical/engineering study courses.

Evidences/Indicators

- Mission of the University;
- Master's Program "Reconstruction of Buildings and Structures";
- Syllabuses of Relevant Components;
- Study literature, textbooks;
- Methodology for planning, designing and developing the educational programme.

Recommendations:

- -

Suggestions for the programme development

- It is suggested to continue working on constantly updating literature sources used in educational courses.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	■	☐	☐	☐

Compliance of the Programme with the Standard

1. **Educational programme objectives, learning outcomes and their compliance with the programme**	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐

	Does not comply with requirements	☐

2. Methodology and Organisation of Teaching, Adecuacy 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 achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

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

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

The prerequisites for the admission to the program consider the specificity of the program, ensure the inclusion of persons possessing the mandatory knowledge, skills and competencies for completing the program for studying at the program; the prerequisites for the admission to the program are logically linked to the contents of the program, the learning outcomes and the qualification to be awarded.

The enrollment of the students to the program is performed in accordance with the regulation stipulated by the legislation, as below:

✓ A bachelor's degree or an equivalent academic qualification;

✓ Successful completion of the Unified Master's Exams;

✓ Applicants must also complete an internal university procedure, which consists of the following stages: document analysis (applicants fill out a general application form developed by the university, which includes an evaluation of their professional biography); English Language Exam B2 level (applicants are exempt from this requirement if they submit a valid certificate TOEFL, IELTS or have completed a bachelor's or higher-level academic program in English); interview/exam in speciality* (to assess the applicant's knowledge of in construction engineering field).

The university assessed its institutional resources, current market demand, and to ensure a smooth study process, set the maximum number of students in the study program at 15. According to the experts' assessment, the educational institution has defined appropriate,

transparent, fair, public, and accessible prerequisites and procedures for admission of individuals to the program. These measures ensure the inclusion of individuals with relevant knowledge and skills, aligning with the program's learning outcomes.

Evidences/Indicators

- Master's Program "Reconstruction of Buildings and Structures";
- Interview results;
- Methodology for planning, designing and developing the educational programme.

Recommendations:

- -

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	■	☐	☐	☐

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

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

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

The program includes educational objectives incorporating research techniques and opportunities that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. Accordingly, a documented, systematically utilized, and effective process is taken into account involving program constituencies for the periodic review of these program educational objectives as well as research skills in all four technical

areas of the program that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.

University will try to cooperate with several institution and organizations regarding the construction engineering field of study with the purpose of developing research and practical skills of students. The cooperation considers the joint establishment of scientific connections with universities and research centers to implement joint research projects. Georgian American University is actively involved in various scientific and research projects. Currently, the university is collaborating with John Paul II University of Applied Sciences in Poland on a joint research project. Students of the Master's program will have the opportunity to participate in this project and develop their practical, scientific, and research skills. Additionally, they will be able to attend local and international scientific conferences based on their interests.
In addition to the theoretical knowledge required for the field, the bachelor's program focuses on the development of practical skills. The development of practical skills is provided in individual courses by performing projects/assignments of a practical nature based on the principle of individual or group work, by participating in laboratory work. To implement the practical component, the university has signed agreements/memorandums with various construction organizations. But those agreements lack an indication that companies will allow the use of their laboratory equipment for students' practical work. A memorandum of cooperation has been signed between Georgian American University and the Association of Infrastructure Builders. According to the agreement, graduate students will be involved in member companies of the association in accordance with their level of study. There, they can participate in company-led projects, masterclasses, and training sessions. These practical experiences will enable students to understand the characteristics of reconstruction and rehabilitation processes, develop skills in organizing and managing reconstruction projects using modern innovative technologies, identify, define, and solve common construction engineering problems and manage complex workflows that meet environmental and construction norms and standards.

The University has insufficient own technical base for practical work of students. This is planned to be carried out outside the University, in enterprises. For the successful implementation of such a plan, cooperation agreements must be signed between the University and enterprises (their laboratories). Because currently, the successful acquisition of practical skills by students is dependent on external stakeholders (various construction companies).

According to experts, the program guarantees, in alignment with the learning outcomes the development of students', practical, scientific / research / creative / performing and transfer skills and/or their engagement in research projects.

Evidences/Indicators

- Master's Program "Reconstruction of Buildings and Structures";
- Interview results;
- Agreements/Memorandums with stakeholders;

- Methodology for planning, designing and developing the educational programme.

Recommendations:

- It is recommended to sign contracts with companies (and their laboratories), as most of the practical work will take place outside the university."

Suggestions for the programme development

- It is suggested to strengthen cooperation with more foreign universities in fostering joint research activities.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	☐	■	☐	☐

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

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

Syllabi of academic courses in the Master's Educational Program "Reconstruction of Buildings and Structures" provide a list of various teaching and learning methods that are employed in the academic courses and components of the program. Teaching and learning methods of courses correspond to the level of education, content and learning outcomes of the component. The program includes lectures, seminars, practical work, independent work. The activities foster students' active engagement in the learning process, interaction both between students and lecturers 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. These activities include teaching and learning process: verbal explanation, case study analysis, brainstorming, discussions, interactive teaching, written assignments, presentations, problem-based learning, demonstration, project scheme development.

Various modern teaching methods are used in the program, namely:

- Lecture - Seminars: informative speech prepared in advance for addressing in front of the audience, by means of which the explanation and interpretation of the main material considered by the course is performed. The method includes the elements of questioning the explained material.

- Practical Work: the key issues of a particular topic will be practically studied and it will be tried to make the topic of the lecture clear for the students by answering their questions and providing practical experiments. The method enables the student to process the material independently on the basis of the recommendations given by the lecturer.

- Team Work: engagement of students in the lecturing process, joint discussion of issues related to the topic of the lecture by lecturer and employing a question-and-answer regime, during which students participate in the discussion, express their opinions, ask new questions, with regard to which the lecturer provides an explanation.

- Verbal or Oral Method: a lecture, reading, conversation and other activities are included in this method.

Therefore, it can be concluded that 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. Teaching-learning methods are flexible and envisage individual needs of students. If necessary, the University is ready to apply distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the program.

The University has developed relevant documents and rules for supporting individual approaches and individual study plans of students who need distinct academic attitudes. In addition, it has to be noted that during site-visit interviews, academic and invited staff, as well as students, confirmed the availability of lecturers' consultation hours with students for the purpose of supporting individual needs and requirements of students of the educational program.

Evidences/Indicators

- Self-Evaluation Report;
- Master's Educational Program "Reconstruction of Buildings and Structures";
- Syllabi;
- Interview results.

Recommendations:

- -

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

2.3. Teaching and learning methods	■	☐	☐	☐

2.4. Student Evaluation

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

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

Student evaluation within the higher education programme is conducted in alignment with the "Rule for Calculating Credits in Higher Education Programs", as established by the Decree №3 of the Minister of Education and Science of Georgia, dated January 5, 2007. The evaluation system is transparent, reliable, and legally compliant. It ensures that students are informed in advance about the assessment components, methods, and criteria applicable to each academic course or subject.

Each course includes both midterm and final assessments, which together form a composite final score out of 100 points. The evaluation of learning outcomes covers knowledge and awareness, practical skills, and the capacity for autonomy and responsibility. Assessment methods may include oral or written exams, quizzes, practical or theoretical tasks, project-based assignments, and homework. These are clearly defined in the course syllabi, with each component assigned a specific weight within the 100-point grading system.

The evaluation system prohibits awarding academic credit based solely on a single assessment form. Students are required to meet minimum competency thresholds, specifically:

- 25 points in midterm assessments,
- 16 points in final assessments.

Minimum competency may also be required for individual assessment components, as specified in the course syllabus. A student earns credit only upon receiving a positive final evaluation.

The programme employs a standard grading scale that includes:

- Positive Grades:
  - A (Excellent): 91–100 points
  - B (Very Good): 81–90 points
  - C (Good): 71–80 points
  - D (Satisfactory): 61–70 points

- o E (Sufficient): 51–60 points
- Negative Grades:
- o FX (Failed): 41–50 points – Student requires additional work and may retake the exam
- o F (Failed): ≤ 40 points – Student must retake the course

This system ensures fairness and uniformity across all academic disciplines.

The programme's research component, particularly the Master's thesis, is evaluated in the semester in which the work is completed or in the subsequent semester. It encompasses both theoretical and applied research aspects, consistent with the focus of the programme – in this case, Reconstruction of Buildings and Structures. Evaluation of the thesis is conducted as a final, one-time assessment, and includes consideration of academic style, research methodology, and practical relevance. An illustrative example is the course "Organization of Reconstruction Works", which uses a multi-faceted evaluation structure, including tests, project work (development and presentation), participation in practical sessions, and both midterm and final written examinations.

Mechanisms for upholding academic and research ethics are firmly embedded in the evaluation process. These include plagiarism detection systems, and policies for maintaining academic integrity. Students are made aware of these standards and requirements at the outset.

At the conclusion of the academic programme, a cumulative GPA is calculated to reflect the student's overall performance and to incentivize high achievement. The GPA is determined by a weighted average: each course grade is multiplied by its respective credit value, summed, and then divided by the total number of credits earned.

Summarizing the above, it can be stated that Master students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement. During students' evaluation the University uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response. Appealing of students' assessment results is ensured and students will be informed about it at the beginning of the semester. This process is transparent and objective. He involves reviewing evaluation results and making a decision by another evaluators. at the end of the semester, evaluation results are analyzed. therefore, the University ensures monitoring of the reliability and validity of student assessments.

Evidences/Indicators

- ○ Self-Evaluation Report;
- ○ Master's Educational Program "Reconstruction of Buildings and Structures";

- Syllabi;
- Rule for Checking Plagiarism in Works Completed at Georgian-American University;
- Mechanism for Evaluating the Learning Outcomes of the Educational Program;
- Policy and Mechanisms of Academic Integrity;
- Interview results.

Recommendations:

- -

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	■	☐	☐	☐

Compliance with the programme standards

2. **Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering**	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

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

The Master's Program in Reconstruction of buildings and structures at Georgian American University LLC demonstrates substantial compliance with the accreditation standard on student consulting and support services. The institution provides students with access to structured academic, career, and personal guidance through both program-level and university-wide support mechanisms.

Students benefit from consistent and meaningful communication with key academic figures, including the Program Head, Academic Manager, and the Dean of the School, who provide regular updates on the study process, opportunities for improving academic performance, and engagement in university activities. The university environment is described as comfortable, flexible, and student-oriented, fostering ongoing dialogue and accessibility.

The HEI's Marketing and Employment Office plays a vital role in advising students on career pathways and employment-related matters. The International Relations Office actively supports student mobility by providing consultations on exchange programs, Erasmus+ partnerships, and international academic opportunities. Notably, the program has already facilitated international study experiences for students, including active exchanges for students in the School of Informatics and Engineering, with over 200 partner institutions worldwide, including 23 agreements in the field of engineering.

The university holds dedicated "Dean's Hour" meetings, which serve as an open platform for information exchange and academic counseling. In addition, the Dean is responsible for overseeing the annual student satisfaction survey, ensuring that student feedback is systematically collected and used to inform decision-making.

Each course syllabus specifies instructor office hours, and academic staff, including invited lecturers, hold weekly individual consultations, providing academic guidance and support on an ongoing basis. The consultation schedule is established each semester in collaboration with the school administration, ensuring predictability and accessibility for students.

The Program Head and Academic Manager also play a key role in academic advising, offering support on curriculum planning and helping students understand the learning outcomes of the program. Responsibilities are clearly outlined in the School Regulation, ensuring a coordinated advisory system.

HEI also supports student participation in extracurricular and co-curricular activities, including sports events, university games, hackathons, and awareness campaigns. These activities enhance student experience and contribute to personal and professional development.

Importantly, the university has recognized the need to further strengthen the internationalization of the program. In response, it plans to develop courses delivered in English, thereby aligning the academic offer more closely with global standards and increasing the competitiveness of its graduates.

The Master's Program at Georgian American University LLC offers a robust and well-integrated system of student consulting and support services. The institution ensures that students are advised throughout their academic journey – regarding study planning, academic success strategies, and career development – by qualified personnel and dedicated structural units. The university's commitment to internationalization, regular feedback mechanisms,

and holistic student support contributes to a well-rounded educational experience that aligns closely with the accreditation standard.

Evidences/Indicators

- Self-Evaluation Report;
- Master's Educational Program "Reconstruction of Buildings and Structures";
- Regulation of the School of Informatics and Engineering;
- Marketing and Communications Office Regulation;
- International Relations Office Regulation;
- Academic Staff Workload;
- Interview results.

Recommendations:

- -

Suggestions for Programme Development

- It is suggested to accelerate the introduction of English-taught courses to strengthen the program's internationalization.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	■	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

Master students are guided and consulted by qualified academic staff. The rights, duties and functions of the supervisors of the Master students are defined in the Master's Degree Regulation of the School of Informatics and Engineering. The supervisors regularly advices Master students. Consultations will concern issues related to research processes, preparation of final thesis and other activities. The supervisors conducts scientific discussions with his Master students. This is new study program and no Final theses were submitted for evaluation.

The rights, duties and functions of the supervisor of the Master student are defined in the Master's Degree Regulation of the School of Informatics and Engineering, which ensures the supervision of Master theses and quality performance of theses.

The scientific supervisor provides adequate support for successful completion of the research component. According to the Regulations of the Master's Programs of the School of Informatics and Engineering, the supervisor of a Master's thesis/project can be:

- A professor or associate professor at the School;
- Or, with the School Council's approval, another individual holding a doctoral degree and/or relevant scientific/practical experience.

The supervisor assists the student through regular meetings/consultations on the following:

- Developing an individual research plan;
- Choosing a research design;
- Accessing scientific literature, relevant practices, and electronic databases;
- Proper planning and implementation of the thesis/project.

The ratio of students to supervisors in the master's program ensures effective supervision. The maximum number of students in the study program is 15. There is no specified maximum number of students that can be supervised by one supervisor.

This is a new Master's study program.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

- Master's Degree Regulation of the School of Informatics and Engineering;
- Self-Evaluation Report.

Recommendations:

- -

Suggestions for the programme development

- It is suggested to set a maximum number of students per supervisor.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	■	☐	☐	☐

Compliance with the programme standards

3. **Students Achievements, Individual Work with them**	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure 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 of appropriate competence.

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

The program is provided with qualified human resources. The academic, scientific, and invited staff have published scholarly works in high-ranking Georgian and international scientific journals. This is evidenced by scientific output over the past 10 years, including textbooks, monographs, and peer-reviewed journal articles, as well as participation in international and

local scientific conferences and seminars. The high qualification of the School of Informatics and Engineering's academic staff is further highlighted by their involvement in applied and scientific research projects on both national and international levels. The Master's program is new. Students will have the opportunity to participate in these

research projects according to their competencies. The program is executed by qualified individuals who possess the competencies required to provide the learning outcomes of the program.

The program is led by two co-heads of the program, both with many years of academic experience. Each has published more than 30 scientific articles and several textbooks. They are leading specialists in the field and are actively involved in significant projects across Georgia. The co-heads have many years of experience managing the development and implementation of educational programs and are actively engaged in the university's authorization and program accreditation processes, which helped them significantly during the program development. Needs to be mentioned also, that they are potential employers, so they are well aware of the challenges facing the field, and these needs are reflected in the program's content.

Master students are provided with an adequate number of administrative and support staff with appropriate competence. The persons (academic and invited staff) implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the HEI. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation. Their qualification is proved by scientific papers and projects, which proves staff's competence in the construction engineering field.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	**Number of Programme Staff**	**Including the staff with sectoral expertise[6]**	**Including the staff holding PhD degree in the sectoral direction[7]**	**Among them, the affiliated staff**
Total number of academic staff	12	12	12	12
- Professor	6	6	6	6
- Associate Professor	1	1	1	1
- Assistant-Professor				
- Assistant	5	5	5	5
Visiting Staff	8	8	8	8
Scientific Staff				

Evidences/Indicators

- Staff of Master's Program;
- Self-Evaluation Report.

Recommendations:

- -

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

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

Suggestions for Programme Development

○ -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	■	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

The 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.

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

The university has developed Regulation for the Master's Program of the School of Informatics and Engineering, which clearly defines the following:

1. The thesis supervisor may be a professor or associate professor at the School of Informatics and Engineering, or another individual approved by the School Council who holds a doctoral degree and/or possesses relevant scientific or practical experience.

2. The supervisor supports the master's student in the successful implementation of the research component. To this end, the supervisor holds regular meetings and consultations with the student on the following key topics:

- Development of an individual research plan;
- Selection of research methodology;
- Access to scientific literature, relevant practices, electronic databases, and other resources;
- Proper planning and implementation of the thesis writing process.

Within the framework of the Master's program, master's students will be supervised by academic and invited personnel involved in the program who possess high qualifications and appropriate scientific-research experience in the relevant field. These individuals have many years of work experience at the university. Each has published numerous scientific articles and textbooks. They are also leading experts in the field and are actively engaged in significant practical work throughout Georgia.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	12	12	12
- Professor	6	6	6
- Associate Professor	1	1	1
- Assistant-Professor			
Visiting personnel			_
Scientific Staff			_

Evidences/Indicators

- Staff of Master's Program;
- Self-Evaluation Report;
- Regulation for the Master's Program of the School of Informatics and Engineering.

Recommendations:

- -

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	■	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The university has developed a system for evaluating the teaching and research activities of the personnel involved in program implementation and actively uses the results for their professional development. Based on the evaluation results, staff are promoted and rewarded.

The institution supports the professional development of academic, scientific, and invited staff. It regularly sends information via email about international scientific conferences and exchange programs at various European universities. Interested academic, scientific, and invited staff have the opportunity to deliver lectures abroad and explore the achievements of leading European countries in their respective fields.

The university has a Research Development and Support Office, which supports the research and innovative activities of academic and scientific staff. Its mission is to assist the university's primary educational units and staff in obtaining research funding and to foster a research-friendly environment. The office operates in accordance with Georgian law, the university regulations, office regulations, presidential and vice-presidential acts, and legislative norms. It is accountable to the President and Vice President of the university.

To enhance research support and the legitimacy of decisions, the university restructured its governance. In addition to the Academic Council, a Scientific Council was established. This body focuses more efficiently on research-related decisions. Its functions include evaluating research activities, setting priorities and strategy, issuing recommendations, and submitting proposals to relevant authorities. According to the founding documents, support for research and science falls under the joint competency of the Academic and Scientific Councils.

The school regularly assesses the scientific productivity of its staff and provides corresponding recommendations. Initiated by the Dean of the School of Informatics and Engineering, affiliated academic staff will receive university funding for publishing articles and presentations in international journals and collections, providing motivation for greater participation in international scientific events and research. The various activities are carried out at least once a year for the professional development of academic and scientific staff, including programme heads, supervisors of master’s students, and visiting staff;

Evidences/Indicators

- Self-Evaluation Report;
- The results of the staff evaluation;
- Interview results.

Recommendations:

-

Suggestions for the programme development

○ -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	■	☐	☐	☐

4.4. Material Resources

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

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

The programme is provided with library sources, material, informational and digital resources of appropriate number and quality required for achieving objectives and learning outcomes of the Master study programme. The library has a sufficient number of sources with good scientific databases that support students and staff. The program is provided with the appropriate basic material and technical resources. Students are informed about the availability of the resources and know how to use them. The staff and students are provided with appropriate resources to organize an efficient educational process. The University takes care of updating periodically the library, material, information and digital resources. Library keeps all the core literature indicated in the syllabi as well as other teaching materials (including electronic resources), that ensures the achievement of programme learning outcomes.

Currently, university students have access to the following international electronic library databases:

- Cambridge Journals Online;
- e-Duke Journals Scholarly Collection;
- Edward Elgar Publishing Journals and Development Studies e-books;
- IMechE Journals;
- Openedition Journals;
- Royal Society Journals Collection;
- SAGE Premier;
- Elsevier-DB etc.

Therefore, it is obvious that modern scientific periodicals, digital resources and international electronic library databases are available for students. This will help students to become familiar with the modern scientific breakthroughs in the field and achieve program learning outcomes. The students are informed about the availability of the resources and know how to utilize them. The staff and students engaged in the program are provided with appropriate resources when using teaching/learning/assessment methods in the electronic/distance form in the educational process. The university has good computer laboratories. All digital resources are freely available to students and staff.

However, there is a lack of laboratories with research equipment. Therefore, it is necessary to prepare and subsequently implement a plan for the development of its laboratory base. Currently the University plans to carry out practical classes, including laboratory work, in companies. But it's important to develop the own laboratory base. The university can use its own financial resources to purchase laboratory equipment, or it can negotiate with construction companies to transfer various equipment to the university in exchange for performing measurements or providing consultations.

Evidences/Indicators

- Library visit;
- Laboratory visit;
- Self-Evaluation report;
- Interview results.

Recommendations:

- The University must prepare and subsequently implement a plan for the development of its laboratory base.

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☐	■	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The program budget is the part of the school budget that includes income and expenses for all programs. The program is developed by receiving income through tuition fees. During the initial development of the study program, funds are allocated from the school and university budgets. The budget of the study programme stipulates the support of the programme by the University. The budget outlines both periodic and one-time sources allocated for program support. The funds are directed toward ongoing updates of material and technical resources; acquisition of the latest literature aligned with the program for the library collection; organization of student scientific conferences; publication/printing of academic staff research, textbooks, and supplementary learning materials.

Evidences/Indicators

- Self-Evaluation report;
- Interview results;
- Budget of the School of Informatics and Engineering.

Recommendations:

- -

Suggestions for the programme development

- Program Budget needed for the study program (not school).

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	■	☐	☐	☐

Compliance with the programme standard

4. **Providing Teaching Resources**	Complies with requirements	X

	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

Internal Quality Assurance mechanisms at Georgian American University are defined by the Quality Assurance Policy. Quality assurance policy is implemented in the university in four main directions: Quality assurance of educational programs; Quality assurance of research and research results; Improving the quality of the learning process; Student attraction, progress, involvement and representation.

The institution has defined criteria and methodology for higher educational program evaluation, considering the consistency of the program, compliance with the established accreditation standards, involvement of stakeholders and evaluation of practices that can be enhanced further by the program. Therefore, internal quality assurance services include the systemic surveys and evaluations of curricula, services and resources. Periodic self-evaluation remains a useful tool in ensuring the cyclicity of the program evaluation.

QA Office focuses on longitudinal surveys and analysing assessment results to maintain effective monitoring and identify development tendencies. The office ensures collecting information through focus groups, surveys, evaluation of the supervision, evaluation of invited and academic personnel involved in the program, an evaluation of services and assessments of employers. The full cycle of evaluation of the master program is 2 years.

The university's quality assurance mechanisms are coordinated at the central and faculty quality assurance levels. Program quality assurance is based on the PDCA - “plan –do – check - act” principle. The process implies the involvement of all interested parties in the process of development of educational and research activities of the university. Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process.

Thus, the QA office cooperates and encourages the involvement of the programme staff to ensure the evaluation process is constructive, therefore, a Self-Evaluation Report of the programme is prepared with the involvement of academic and administrative staff. In accordance with the evaluation of the submitted documents and accreditation visit findings, the accreditation panel finds that programme evaluation is consistent at the university and assessment results are generally utilized for the programme improvement.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposely identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the satisfaction, needs, and wants of the students and staff, as well as annual satisfaction and service evaluations are conducted for assessing the general administration of the programmes and availability of services.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Policy
- Quality Assurance Office Regulation
- Mechanism for Assessing Learning Outcomes of the Educational Program
- Curriculum map
- Survey forms and results
- Interview results

Recommendations:

- -

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	■	☐	☐	☐

5.2 External Quality Evaluation

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

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

External quality assurance at Georgian American University is mainly carried out through Accreditation and Authorization Processes, maintained by the National Centre for Educational Quality Enhancement. The University generally reviews recommendations and suggestions, and the findings are introduced for further consideration. The Quality Assurance Department ensures compliance of the developments with the received recommendations.

The Master's Program "Reconstruction of Buildings and Structures" has been shared with field experts. The programme was evaluated positively by the Professor of the Department of Civil and Industrial Construction from Georgian Technical University and field expert from Association of Infrastructure Builders. Experts have identified

strengths as relevance and importance of the curricula, expertise of the academic staff and strong alignment with labor market demands.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Policy
- Quality Assurance Office Regulation
- Developmental Peer Review
- Survey forms and results
- Interview results

Recommendations:

- -

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	■	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

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

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

For program development and service improvement, the QA Office at the University ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with staff, students, and employers are central tools for implementing monitoring of the educational programs of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form; considering the number of students, focus groups may also be organised. Satisfaction and need assessment surveys are used to identify improvements and priorities to ensure an effective monitoring process. MA students evaluate the supervisor, the process of the supervision and the effectiveness of the research process.

Every semester academic and invited staff teaching evaluation is carried out using a predetermined classroom observation template. The observation may be organized because of the evaluation results or the feedback received

from students. Head of the programme and Head of QA Office are attending lectures and providing relevant feedback.

With predefined periodicity, the Quality Assurance Office monitors the students' academic performance, and the evaluation results are used by the university administration to improve educational processes. The institution's practice to assess the programme efficiency with the periodic internal self-evaluation of the educational programs, to identify strengths and areas for improvement facilitates constant track of progress.

The institution has a practice of benchmarking the program against other analogue educational programs locally and internationally. As the program is unique in Georgia, only international analogues have been benchmarked - Master in Building Rehabilitation, University of Coimbra; Master in Building Rehabilitation and Sustainability, Polytechnic University of Valencia; Master in Building Rehabilitation, NOVA University Lisbon and Master in Renovation of Buildings, Facilities and cultural monuments, European Polytechnic University. Interviews with programme heads, self-evaluation team and other relevant stakeholders confirmed that they have reviewed international experiences in the field, discussed modern trends and shared best practices at benchmarked international universities.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Policy
- Quality Assurance Office Regulation
- Analysis of the analogue programs
- Survey forms and results
- Interview results

Recommendations:

- -

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	■	☐	☐	☐

Compliance with the programme standards

5. **Teaching Quality Enhancement Opportunities**	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	☐	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	☐	☐	☐
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	X	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Full name, signature Saulius Vasarevičius

Accreditation Expert Panel Members

Full name, signature Vakhtang Balavadze

Full name, signature Tamta Tskhovrebadze

Full name, signature Nino Jolia