NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmemes

Programme 1: Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)

Programme 3: Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)

Programme 4: Special Education Teacher Training Educational Programme

St. Andrew the First-Called Georgian University of Patriarchate of Georgia

Evaluation Dates: 28-29 May 2025

Report Submission Date : 08 August 2025

Tbilisi

Contents

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	St. Andrew the First-Called Georgian University of the Patriarchate of Georgia
Identification Code of Institution	205233022
Type of the Institution	University

Expert Panel Members: Please add your organisations

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I. Information on the Cluster of Educational Programmemes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme	Integrated Undergraduate Graduate Educational Programme for Teacher Training (History Geography-Civic Education)	Teacher Training Educational Programme (Georgian language and literatur; History; Mathematics; Chemistry; Physics; Biology; English language).	Teacher Training Educational Programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural Sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and Communication Technologies; Fine and Applied Arts; Music)	Special Education Teacher Training Educational Programme
Level of higher education	Level 7	Level 6	Level 6	Level 6
Qualification to be awarded	Master of Education (Primary and Secondary Teacher in History, Geography and Civic education)	Not Assigned	Not Assigned	Not Assigned
Name and code of the detailed field	0114 Teacher training with subject specialization	0114 Teacher training with subject specialization	0114 Teacher training with subject specialization	0113 Teacher training without subject specialization
Indication of the right to provide teaching of subject/subjects /group of	Basic and secondary school teacher in history, geography and civic education	Teacher Training Educational Programme (Georgian language and literature; History; Mathematics;	Georgian language and literature (primary level); Mathematics (primary level); Natural sciences (primary level); Geography (basic and secondary level);	Special teacher

subjects of the relevant level of general education		Chemistry; Physics; Biology; English language).	Civics (basic and secondary level); Information and communication technologies; Fine and applied arts; Music.	
Language of instruction	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	300 ECTS	60 ECTS	60 ECTS	60 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited	Accredited	Accredited	Accredited

II. Accreditation Report Executive Summary

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

St. Andrew the First-Called Georgian University of the Patriarchate of Georgia has developed a comprehensive cluster of teacher training programmes that bring together several interconnected educational initiatives. This cluster includes an integrated undergraduate–graduate programme in teacher training with a focus on History, Geography, and Civic Education, as well as teacher training programmes covering various subjects such as Georgian Language and Literature, History, Mathematics, Chemistry, Physics, Biology, and English Language. Additionally, a Special Education Teacher Training Programme was launched in 2024. Each programme has undergone rigorous accreditation— with specific periods and re-accreditation deadlines set for 2025—and is structured on robust credit allocations that balance theoretical instruction with practical, school-based training. The development process has been characterised by clear learning objectives, detailed curriculum mapping, and a strong commitment to quality assurance through comprehensive self-evaluation measures and stakeholder engagement. The cluster model facilitates alignment across levels and disciplines, promoting cohesion and strategic development.

The cluster programme exemplifies several effective practices that can serve as a model for other institutions. Key among these is the systematic alignment of programme objectives with clearly defined learning outcomes, formulated using active verbs from Bloom's Taxonomy to ensure measurable and meaningful competencies. The programmes integrate intensive theoretical coursework with extensive practical components—such as embedded school practicum, case-based exercises, and structured reflective activities—to foster real-world teaching skills. SANGU also excels at curriculum design grounded in both **local best practices**, and at promptly incorporating accreditation feedback into structural reforms. There are also ongoing attempts to ameliorate the quality of student-teachers' learning by incorporating practical school experiences which are helpful in preparing them to teach efficiently once employed.

● **Overview of the Accreditation Site Visit**

The site visit took place over two days, on 28th and 29th May 2025. Prior to the visit, the expert panel held a preparatory meeting to organise the agenda and responsibilities among its members. The meeting focused on ensuring clarity regarding both procedural steps and content-specific expectations for the review process.

During the visit, the panel conducted interviews with all relevant stakeholders, including the Rector, programme heads, faculty members, students, alumni, employers, and members of the internal quality assurance team. The institution had arranged all sessions in a highly professional manner, and the schedule was followed with excellent coordination. In addition to the meetings, the panel members were given a guided tour of the university's key facilities, including the exam halls, laboratories, library, and study spaces. The visit was carried out smoothly, and the panel appreciated the transparency and engagement demonstrated by the institution throughout.

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

Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's

1. The first standard substantially complies with requirements.
2. The second standard substantially complies with requirements.
3. The third standard fully complies with requirements.
4. The fourth standard substantially complies with requirements.
5. The fifth standard substantially complies with requirements.

Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)

1. The first standard substantially complies with requirements.
2. The second standard substantially complies with requirements.
3. The third standard fully complies with requirements.
4. The fourth standard fully complies with requirements.
5. The fifth standard substantially complies with requirements.

Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)

1. The first standard substantially complies with requirements.
2. The second standard substantially complies with requirements.
3. The third standard fully complies with requirements.
4. The fourth standard fully complies with requirements.
5. The fifth standard substantially complies with requirements.

Programme 4 (Special Education Teacher Training Educational Programme, Level 6)

1. The first standard substantially complies with requirements.
2. The second standard substantially complies with requirements.
3. The third standard fully complies with requirements.
4. The fourth standard fully complies with requirements.
5. The fifth standard substantially complies with requirements.

- **Recommendations**

General recommendations of the cluster:

- Establish European partnerships for teaching and research collaborations
- Enhance research components within the programme objectives to support the growing need for scholarly inquiry and evidence-based practice.
- Establish committees for Academic staff exchanges on best practices
- Revise and refine learning outcomes periodically to ensure they remain aligned with evolving educational standards.
- Increase collaboration with external European and International peers for benchmarking and review.
- Create a system of update for learning materials with more recent publications as part of ongoing curriculum revisions.
- Develop a comprehensive digital strategy that ensures each programme not only incorporates state-of-the-art e-learning platforms and online assessment tools but also provides seamless access to international academic databases and digital libraries. This should include updated, online reading lists with supplementary resources from European and global sources and structured virtual mobility or exchange programmes for both students and faculty. By doing so, the cluster will bolster its global orientation and further serve the purposes of national development through enhanced international engagement.
- Develop Annual plans for European and International partnerships with KPIs to assess progress: This is necessary to keep the programmes relevant and updated through peer-review, teaching and research collaborations
- Promote and support students' participation in international conferences, training sessions, and field-related academic events, as such engagement is essential for the development of their transferable skills.
- Establish professional development objectives for all academic staff in order to ensure a clear and comprehensive understanding of contemporary teaching and learning methods and tools for instance in e-teaching methodologies and the effective use of digital learning platforms and tools.
- The university should establish effective mechanisms for collaboration with academic and invited staff to enhance their research productivity. In particular, it is essential to support and encourage their active participation in international conferences and the dissemination of research findings through publication in high-impact, peer-reviewed scientific journals.
- Involve the Programme Council in the development of the curriculum and all stages of the programme's lifecycle including the accreditation processes to strengthen the institutional quality culture of the university.
- It is recommended to develop a specific methodology for external peer evaluation of study programmes in order to actively follow new trends in the field.
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Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

- Revise programme objectives to explicitly incorporate contemporary digital literacy and the effective utilisation of online teaching tools.
- Integrate additional indicators that assess the use of online and digital technologies in teaching
- Incorporate objectives that encompass international and intercultural pedagogical skills.
- Introduce additional assessment items that specifically measure digital pedagogy and global teaching perspectives.
- Update selected course materials periodically to incorporate recent pedagogical advances and digital competencies.
- Enhance electronic resource links and provide an updated, online reading list to ensure students have immediate access to international academic literature.
- Review and adjust the number of places announced for the Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education) in alignment with institutional capacity and the current labor market demands.
- Establish collaborative research opportunities between students and staff and between programmes and other European programmes. This will not only facilitate the practical application of theoretical knowledge but also enhance the research profiles of academic staff and create opportunities for disseminating research findings at national and international academic forums such as conferences and symposiums.
- Increases the number of academic staff holding doctoral degrees in the field of Education. This measure is essential to ensure academic stability, disciplinary relevance, and overall effectiveness of the programme, particularly given its focus on awarding a master's degree in education.

Programme 2 Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

- Refine the learning outcomes to better reflect interdisciplinary teaching approaches
- Create internal and external research interest groups to improve research production and collaboration
- Develop additional assessment formats (e.g., performance tasks, micro-teaching sessions) to more fully capture intricacies of interdisciplinary skills.
- Foster a culture of continuous improvement through scheduled peer reviews of course content and assessment practices.

Programme 3 Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6

- Incorporate indicators for digital literacy and the use of interactive educational technologies.
- Refine outcome statements to further promote creative, child-centred, and adaptive teaching strategies.
- Introduce digital evaluation instruments (e.g., interactive quizzes, video analysis) to measure the effective use of educational technology.
- Enhance European and International Research and teaching collaboration
- Improve conference and mobility participation among students and academic staff

Programme 4 Special Education Teacher Training Educational Programme, Level 6

- Amplify the role of technology designed specifically for special education within the curriculum.
- Strengthen collaborative and reflective components by encouraging routine peer discussions and feedback sessions among special education instructors.
- Establish regular peer-review and reflective sessions among special education staff, so that the learning outcomes continually mirror best practice in inclusive pedagogy.
- Increase the frequency and structure of peer-review sessions among special education staff to bolster ongoing professional development and quality assurance.
- Establish Partnerships with other Special Teacher Training in Europe
- Incorporate additional content on the use of adaptive technologies and digital tools in special education, ensuring that the structure reflects up-to-date methods.
- Add comparative studies on practices and policies in special education to the curriculum
- Ensure European exchanges on teaching pedagogies and policies for Special Needs Students
- Create European or International Special Needs Education cohorts to expand learning opportunities in a comparative manner
- Update course reading lists with contemporary international research and digital library links tailored to special education.

General suggestions of the cluster:

- Update all programmes to include courses on Education and digital technology; Education for sustainable development; and education for global citizenship

- Introduce clear outcome indicators related to collaborative learning and innovative instructional techniques.
- Establish teaching and research dual programmes with European and international teaching standards to promote broader global perspectives.
- Enhance the research-related objectives to better prepare graduates for academic and reflective practice.
- Incorporate technology-enhanced assessment tools (e.g., digital portfolios, online surveys)
- Establish a more systematic mechanism for real-time feedback from academic staff, graduates and employers, enabling agile adjustments in teaching.
- Add global citizenship and education for sustainable development to all programmes to remain update with European and International Teacher training programmes
- Including courses on digitalization and education; Education for Sustainable development and global citizenship
- It is suggested that the university develop formalised guidelines on teaching and learning methodologies to support academic and invited staff in the consistent and effective selection, application, and integration of instructional approaches across programmes.
- Develop and implement a supervisor evaluation procedure, allowing students to formally provide feedback on their practice supervisors. Implementing the above-mentioned procedure would further strengthen the institution's commitment to comprehensive student engagement and quality assurance.
- Regularly train academic, invited, and administrative staff on quality assurance topics.

Programme 4 Special Education Teacher Training Educational Programme, Level 6
- Ensure that assessment instruments are updated specifically for teaching inclusive education

● **Brief Overview of the Best Practices (if applicable)[1]**

The university has implemented a rigorous mapping process where programme objectives, learning outcomes, and course content are aligned using active verbs from Bloom's Taxonomy. This approach ensures that every course component is measurable and directly contributes to the overall goals of the programme. The clear, structured design supports ongoing quality improvements and helps both students and staff understand how each element contributes to achieving the desired competencies. Additionally, a key strength of these programmes is the balanced combination of intensive theoretical instruction with extensive practical training-although the practical part can be improved. For instance, the Teacher Training Module carries a significant practical component—integrating school practice and practice research—which provides students with hands-on experience in real classroom settings. This dual approach not only reinforces theoretical concepts but also equips future teachers with the essential skills required for effective classroom management and instructional planning. SANGU has also

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

taken the initiative to fund students up to 40% by complementing the governmental scholarships that cover 60% of students' fees. This helps to increase inclusive access to its programmes.

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

According to the information provided by the educational institution, an argumentative position is presented at the session of the accreditation committee.

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

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation
2. Cluster evaluation

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

4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

1.1 Programme Objectives

Cluster and individual evaluation

The overall cluster is designed to develop highly qualified teaching professionals who are fully prepared to meet the challenges of both general and special education. The cluster objective encompasses the integration of theory and practice across multiple teacher training pathways—from integrated Bachelor's–Master's programmes focused on History, Geography, and Civic Education to subject-specific teacher training and a Special Education teacher preparation programme. The mission is to ensure that graduates possess the necessary skills, ethical dispositions, and research competencies to perform effectively in dynamic educational environments. The strategic intent is reinforced by alignment with national education policies and labour market requirements.

Each individual programme is tailored to its specific disciplinary context. For instance, the integrated Bachelor's–master's programme clearly aims to produce educators who are capable of innovating in subjects such as History, Geography, and Civic Education, while the subject-specific teacher training programmes aim to ensure that graduates are proficient in the pedagogical delivery of their respective subject areas. The Special Education programme focuses on fostering pedagogical methods sensitive to diverse learning needs. Evaluative feedback indicates that while the objectives are clear, further fine-tuning is needed in some cases to better reflect the dynamic demands of today's schools.

Description and Analysis – Programmes

Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

Drawing on evidence from the self-evaluation report, attached documentation and observations during the site visit, Programme 1 clearly exhibits well-defined objectives that align with the institution's overall mission. Its design aims to equip future educators with a robust blend of academic knowledge and practical competencies in History, Geography, and Civic Education. The curriculum, structured over 300 ECTS credits, integrates diverse components such as a mandatory foreign language module and subject-specific coursework. The programme's objectives are comprehensively mapped, ensuring both theoretical rigour and practical experience through school placements and reflective practice. However, while the broad aims meet the requisite accreditation standards, the review suggests that the objectives could further emphasise emerging digital teaching skills and global pedagogical practices.

Programme 2 Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

The self-evaluation report and site-visit feedback indicate that Programme 2 establishes clear objectives aimed at training multi-disciplinary subject specialist teachers. Its focus is on imparting substantial subject knowledge alongside the pedagogical skills necessary for effective classroom delivery. The curriculum is designed to facilitate the convergence of theoretical insights with practical teaching strategies, thereby ensuring that graduates are well-prepared to address diverse classroom challenges. Although the programme objectives satisfactorily meet the basic accreditation requirements, there is an opportunity to enrich them with components that promote interdisciplinary methods and a more systematic integration of digital educational resources.

Programme 3 Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6

Programme 3 is specifically targeted towards preparing teachers for the elementary school environment. According to the self-evaluation documentation and observed practices, its objectives are constructed to foster both foundational knowledge of the content areas and appropriate pedagogical approaches suitable for young learners. The curriculum is designed to nurture an engaging and supportive learning atmosphere where practical teaching techniques are seamlessly integrated with subject content. While the objectives clearly satisfy the fundamental accreditation standards, there is room to further develop aspects that harness modern educational technologies and promote cross-curricular links tailored to early education.

Programme 4 Special Education Teacher Training Educational Programme, Level 6

Programme 4 is designed to prepare specialist educators in the field of special education, with objectives that uniquely address the challenges of teaching students with diverse educational needs. The self-evaluation report, coupled with site observations, confirms that the programme has been developed to include both rigorous theoretical foundations and extensive practical training in individualised instructional strategies. Its objectives call for the development of adaptive teaching methods and the application of inclusive educational practices. Despite this clear focus, the analysis reveals that some outcomes require further clarification—especially as they relate to the integration of technology and the delivery of differentiated instruction.

Evidences/Indicators

- Self-evaluation report of SANGU

- Site visit and interviews

- Programme documentation

General recommendations of the cluster:

- Establish European partnerships for teaching and research collaborations
- Enhance research components within the programme objectives to support the growing need for scholarly inquiry and evidence-based practice.
- Establish committees for Academic staff exchanges on best practices

General suggestions of the cluster:

- Update all programmes to include courses on Education and digital technology; Education for sustainable development; and education for global citizenship
- Introduce clear outcome indicators related to collaborative learning and innovative instructional techniques.
- Establish teaching and research dual programmes with European and international teaching standards to promote broader global perspectives.
- Enhance the research-related objectives to better prepare graduates for academic and reflective practice.

Recommendations and Suggestions according to the programmes:

Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

Recommendation(s):

- Revise programme objectives to explicitly incorporate contemporary digital literacy and the effective utilisation of online teaching tools.

Suggestion(s): N/A

Programme 2: Teacher Training Educational Programme for Subject Specialisation (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3: Teacher Training Educational Programme for Elementary Level (Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6

Recommendation(s): N/A.

Suggestion(s): N/A

Programme 4: Special Education Teacher Training Educational Programme, Level 6

Recommendation(s):

–   Amplify the role of technology designed specifically for special education within the curriculum.
–   Strengthen collaborative and reflective components by encouraging routine peer discussions and feedback sessions among special education instructors.

Suggestion(s): N/A

Evaluation

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme for Subject Specialisation (Georgian Language and Literature; History; Mathematics; Chemistry; Physics;	☐	x	☐	☐

Biology; English Language), Level 6				
Programme 3 (Teacher Training Educational Programme for Elementary Level (Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6	☐	x	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6	☐	x	☐	☐

Cluster and individual evaluation

The learning outcomes across the cluster are grounded in a logical progression—from knowledge acquisition and critical analysis to skills in communication, classroom management, and reflective practice. They are articulated using active verbs (following Bloom's Taxonomy) and are intended to ensure that students develop a robust and measurable set of competencies upon graduation. Outcomes range from understanding key historical and geographical processes to demonstrating practical teaching abilities and engaging in collaborative learning.

The self-evaluation report indicates that, generally, the learning outcomes are clearly stated and appropriately linked to both the programme objectives and the assessment instruments. However, some areas (particularly in the subject-specific modules) require additional clarity to ensure that complex competencies—such as integrated classroom practices—are fully captured by the outcomes.

Description and Analysis – Programmes

Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

The learning outcomes for Programme 1 are articulated to facilitate a smooth progression from the acquisition of theoretical knowledge to the development of practical pedagogical skills. According to the self-evaluation report, the outcomes are defined using active verbs aligned with Bloom's Taxonomy. They cover critical understanding of historical and geographical processes, the application of civic education theories in classroom contexts, and the cultivation of reflective practices through extensive school placements. The documentation and site-visit observations reveal that these outcomes are generally well integrated with the programme's instructional components. However, the evaluation suggests that further clarity is needed in certain areas, such as the explicit description of digital literacy competencies and global teaching perspectives that would support current educational trends.

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

Programme 2's learning outcomes are designed to cultivate specialised subject knowledge and effective instructional strategies across several disciplines. The outcomes are generally expressed in measurable terms and ensure that graduates can deliver content with clarity and academic rigour. Analysis from the SER indicates that while most outcomes are clearly stated, there is variability across subject-specific modules. In some cases, the outcomes could benefit from further clarification, particularly with regard to interdisciplinary integration and the application of innovative teaching methods. The assessment instruments demonstrate alignment with the declared outcomes, but additional emphasis on transformative teaching practices is recommended to serve the emerging educational environment.

For Programme 3, the learning outcomes are tailored to the needs of elementary education. They are focussed on establishing the foundational pedagogical skills needed to create inclusive, engaging, and creative classroom environments for young learners. The outcomes encompass not only a firm grasp of subject matter but also essential skills in classroom management and interpersonal communication. The SER and site visit observations support the fact that these outcomes are generally well defined and appropriate. However, there is an identified need to clarify expectations related to digital and creative teaching methodologies, ensuring that early education teachers are equipped with modern approaches that resonate with today's rapidly evolving learning environments.

Programme 4: Special Education Teacher Training Educational Programme, Level 6

Programme 4's learning outcomes are crafted to address the specialised requirements of inclusive and special education. They stress the development of adaptive instructional strategies, the capacity to design individualised learning plans, and a strong grounding in the use of assistive technologies. The SER, together with the site visit and supporting documents, confirms that the outcomes are largely compliant with the standards. Nonetheless, it is noted that greater precision is needed in articulating the collaborative and reflective aspects of special education practice. In particular, outcomes should more explicitly outline the criteria for effective differentiation and the systematic use of technology in supporting the unique needs of all learners.

Evidences/Indicators

- Self-evaluation report

- Porgrammes' curriculum and syllabi

- Site visit and interviews

General recommendations of the cluster:

- Revise and refine learning outcomes periodically to ensure they remain aligned with evolving educational standards.

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes:

Recommendation(s):

Programme 1 (Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

- Integrate additional indicators that assess the use of online and digital technologies in teaching
- Incorporate objectives that encompass international and intercultural pedagogical skills.

Suggestion(s): N/A

Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

Recommendation(s):

- Refine the learning outcomes to better reflect interdisciplinary teaching approaches
- Create internal and external research interest groups to improve research production and collaboration

Suggestion(s): N/A

Programme 3: (Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6)

Recommendations:

- Incorporate indicators for digital literacy and the use of interactive educational technologies.
- Refine outcome statements to further promote creative, child-centred, and adaptive teaching strategies.

Programme 4: Special Education Teacher Training Educational Programme, Level 6

Recommendations:

- Establish regular peer-review and reflective sessions among special education staff, so that the learning outcomes continually mirror best practice in inclusive pedagogy.

Suggestions:

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7)	☐	X	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6)	☐	X	☐	☐
Programme 3 (Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6)	☐	X	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	X	☐	☐

Cluster and individual evaluation

The evaluation mechanism for programme learning outcomes employs a blend of direct and indirect assessment methods. These include structured examinations (final and midterms), self-assessment surveys, graduate feedback, and employer evaluations. The process is further supported by quantitative benchmarks (such as the target percentages for student performance) and qualitative indicators (such as reflective portfolios and external review reports). According to the Self-Evaluation Report of SANGU, the system for evaluating outcomes is systematic and has been integrated into ongoing programme improvement. Internal reviews, together with external accreditation cycles, contribute to a continuous quality loop. Nonetheless, there is room for enhancing the frequency and breadth of external evaluations to further calibrate and validate the outcomes.

Description and Analysis - Programmes

Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

The evaluation mechanism for Programme 1 is structured to ensure that learning outcomes are measured across multiple dimensions. A blend of direct assessment methods—including structured final examinations, midterm tests, and practical evaluation during school placements—forms the core of the process. Indirect evaluations, such as self-assessment surveys, reflective portfolio reviews, graduate feedback, and employer evaluations, are also systematically collected. According to the SER, the mechanism is well integrated into the programme improvement cycle, with both internal reviews and external accreditation feedback contributing to a continuous quality loop. Nevertheless, some indicators—particularly those relating to advanced digital competencies and international dimensions—appear less prominent. There is also an opportunity to further refine the benchmarks that support complex, integrated classroom practice.

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

For Programme 2, the evaluation mechanism employs a diverse array of assessment methods to capture the full depth of subject-specific competencies as well as general pedagogical skills. Direct assessments involve traditional examinations and practical demonstrations of teaching techniques, whereas indirect assessments incorporate self-evaluation surveys, focused group interviews with graduates, and structured feedback from employers. The SER indicates that such a multi-layered approach generally meets the standards; however, certain subject modules may benefit from supplementary assessment strategies to better capture interdisciplinary competencies and innovative instructional practices. In addition, the reliability of some internal markers could be improved with more frequent external benchmarking exercises.

Programme 3's evaluation mechanism is designed with the specific needs of elementary education in mind. The system utilises a combination of direct assessment tools—such as classroom observation, standardised tests, and practical teaching assignments—and indirect methods including self-reflection logs, peer reviews, and mentor feedback from school placements. The SER and site-visit observations reveal that the mechanism effectively captures basic subject knowledge and pedagogical proficiency. However, the analysis notes that the assessment of innovative teaching techniques (particularly those employing interactive or digital tools) is less well articulated. Furthermore, the process would benefit from clearer differentiation between the assessments of core and elective elements.

Programme 4: Special Education Teacher Training Educational Programme, Level 6

The evaluation framework for Programme 4 is tailored to meet the unique challenges of special education. The mechanism blends direct assessment methods—such as targeted examinations, performance assessments during practicum sessions, and scenario-based evaluations—with indirect methods including reflective journals, self-assessment surveys, and feedback from mentor teachers and practice schools. The SER confirms that this approach is largely effective in measuring competencies related to adaptive instructional strategies and personalised intervention methods. However, observations from the site visit suggest that certain specialised competencies, particularly the integration of assistive technology and differentiated assessment strategies, are not exhaustively captured. There is also scope to further document the efficacy of collaborative peer review among special education practitioners.

Evidences/Indicators

- SANGU self-evaluation report

- Site visit and interviews

- Programme documentation

General recommendations of the cluster:

- Increase collaboration with external European and International peers for benchmarking and review.

General suggestions of the cluster:

- Incorporate technology-enhanced assessment tools (e.g., digital portfolios, online surveys)
- Establish a more systematic mechanism for real-time feedback from academic staff, graduates and employers, enabling agile adjustments in teaching.

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Recommendations and Suggestions according to the programmes:

Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

Recommendation(s):

- Introduce additional assessment items that specifically measure digital pedagogy and global teaching perspectives.

Suggestion(s): N/A

Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6)

Recommendation(s):

- Develop additional assessment formats (e.g., performance tasks, micro-teaching sessions) to more fully capture intricacies of interdisciplinary skills.

Suggestion(s):

Programme 3: Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6

Recommendations:

- Introduce digital evaluation instruments (e.g., interactive quizzes, video analysis) to measure the effective use of educational technology.

Suggestions: N/A

Programme 4: Special Education Teacher Training Educational Programme, Level 6

Recommendations:

- Increase the frequency and structure of peer-review sessions among special education staff to bolster ongoing professional development and quality assurance.
- Establish Partnerships with other Special Teacher Training in Europe

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7)	☐	X	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6	☐	X	☐	☐
Programme 3 (Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6	☐	X	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6	☐	X	☐	☐

1.4. Structure and Content of Educational Programme

Cluster and individual evaluation

The programmes are structured to balance both theoretical and practical elements. In the integrated Bachelor's–Master's programme for teacher training, the credit distribution is designed to cover a wide spectrum—from language subjects (e.g., 30 ECTS credits for a mandatory foreign language component) to content-rich subjects in History, Geography, and Civic Education, combined with a dedicated Teacher Training Module that emphasizes practicum and school-based research. In the subject-specific and Special Education programmes, the content is broken into mandatory and elective sections, with detailed syllabi tailored to the specific learning needs of each discipline. The self-evaluation report praises the logical progression of courses and the explicit mapping of objectives to course content. Nevertheless, experts observed that the allocation of instructional versus independent study hours could be more transparent. Moreover, some modules would benefit from clearer module division (such as separating contents into distinct semesters) to aid student planning.

Description and Analysis - Programmes

Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

The programme displays a comprehensive design that skilfully balances theoretical instruction with extensive practical training. Its 300 ECTS structure includes a substantial foreign language component (30 ECTS) followed by subject-specific courses in History, Geography, and Civic Education. A dedicated Teacher Training Module—which integrates school-based practicum and practice research—enhances the overall content. The Self-Evaluation Report and Expert Panel findings commend the logical progression of courses and the clear mapping of objectives to course content. Nonetheless, the review highlights that while the credit allocation is robust, the division between instructional contact hours and independent study hours could be rendered more explicit. Furthermore, a more distinct separation over the semesters may support better student planning and gradual skills development.

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

This subject-specialist programme is structured around distinct mandatory and elective components, designed to foster both deep content understanding and the pedagogical skills necessary for effective classroom delivery. The course content is generally well organised, with a coherent progression from theoretical lessons to practical teaching simulations. The Self-Evaluation Report confirms that there is a clear mapping of the programme objectives to the content, though the expert feedback suggests that the allocation of independent study versus classroom hours is not as transparent as it could be. In addition, some subject modules would benefit from a more pronounced modular segmentation to aid academic planning.

Programme 3 is specifically designed to prepare elementary school educators, emphasising a structure that balances core subject knowledge with practical teaching methodologies geared towards young learners. The curriculum is divided into mandatory courses and elective options, with content that supports the creation of an engaging, inclusive classroom atmosphere. While the overall structure facilitates a logical progression in learning, the Self-Evaluation Report indicates that there is scope for greater clarity regarding the ratio of theoretical instruction to creative, hands-on practice. In particular, the current format would benefit from a more distinct segmentation of components to allow for progressive integration of digital and interactive educational tools.

Special Education Teacher Training Educational Programme, Level 6

The Special Education programme is purposefully designed to address the distinct needs of educators working in inclusive and specialised settings. Its curriculum is partitioned into a mandatory block (worth 56 ECTS credits) and an elective block (4 ECTS credits) while integrating key practicum elements within select courses. The structure effectively emphasises adaptive instructional strategies and personalised interventions. Both Self-Evaluation and Expert Panel reports recognise the strength of this focused structure; however, evaluators noted that further transparency regarding the distribution of contact hours versus self-study—and more granular breakdowns within practicum components—would further enhance its clarity.

Evidences/Indicators

- Self-evaluation report

- Site visit and interviews

- Documentations of programmes

General recommendations of the cluster:

- Create a system of update for learning materials with more recent publications as part of ongoing curriculum revisions.

General suggestion of the cluster:

- Add global citizenship and education for sustainable development to all programmes to remain update with European and International Teacher training programmes

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Recommendations and suggestions according to the programmes:

Programme 1 (Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

Recommendation(s):

Update selected course materials periodically to incorporate recent pedagogical advances and digital competencies.

Suggestion(s): N/A

Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3: Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; ICT; Fine and Applied Arts; Music), Level 6

Recommendations: N/A

Suggestions: N/A

Programme 4: Special Education Teacher Training Educational Programme, Level 6

Recommendations:

- Incorporate additional content on the use of adaptive technologies and digital tools in special education, ensuring that the structure reflects up-to-date methods.
- Add comparative studies on practices and policies in special education to the curriculum

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate–Graduate Educational Programme for Teacher Training	☐	x	☐	☐

(History–Geography–Civic Education), Level 7				
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6	☐	X	☐	☐
Programme 3 (*Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; ICT; Fine and Applied Arts; Music), Level 6*	☐	X	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6	☐	X	☐	☐

1.5. Academic Course/Subject

Cluster and individual evaluation

At the individual course or subject level, the syllabi are constructed to ensure that the content directly supports the specific learning outcomes of the programme. This includes a careful selection of required and supplementary literature, explicit explanation of assessment methods, and a defined distribution of credits. The materials provided are intended to form the core of academic experience in each course, while practical components (such as embedded practice and case studies) offer contextual application of theoretical knowledge. There is room for improvement in digital access to European and international libraries and to provide students with updated syllabi and new online reading lists.

The self-evaluation report of SANGU indicates that the courses generally comply with the intended programmes. However, some courses (especially within the teacher training modules) could be further strengthened by clarifying the independent study components and by integrating

recent international educational resources. There is also an opportunity to enhance peer evaluation processes to continually improve course delivery and content relevance.

Description and Analysis - Programmes

Programme 1: Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

This programme's courses are designed with a strong emphasis on aligning content with clearly defined learning outcomes. The syllabi are meticulously constructed: for instance, the foreign language module (30 ECTS) and subject-specific courses in History, Geography, and Civic Education are supplemented by a dedicated Teacher Training Module that integrates school-based practicum and research. The selection of required and supplementary literature is robust, supporting a comprehensive academic experience. Assessment methods are explicitly explained in each syllabus and include both conventional examinations and reflective assessments such as portfolio submissions. However, evaluators noted that although the materials are current, there is an opportunity to further enhance digital access to European and international library resources, and to update syllabi with new online reading lists. In addition, certain courses could benefit from clearer articulation of the independent study component.

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

Programme 2's academic courses are structured to thoroughly support the defined learning outcomes, with syllabi that clearly set out both compulsory and elective elements. Each subject's syllabus details the core required literature alongside appropriate supplementary materials. Assessment methods are laid out in a transparent manner, with credit distributions that are consistent across advanced subject modules. Feedback gathered from the self-evaluation suggests that the overall course content is in line with programme objectives. Nonetheless, some subject-specific courses could be further strengthened by providing more comprehensive guidance on independent study work, and by integrating more recent international educational resources that reflect the latest research trends.

Programme 3: Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6

This programme is specifically aimed at preparing educators for the elementary schooling environment, and its course syllabi reflect a careful design that balances theoretical grounding with hands-on application. The courses include a defined set of mandatory subjects augmented by elective options, with a clear purpose of developing both content expertise and corresponding pedagogical skills. The subject materials come with a detailed explanation of assessment strategies, from traditional written tasks to practical case studies. While the self-evaluation report commends the overall structure, it identifies that several courses—especially within the teacher training core—would benefit from further clarification on independent research and study

components. Moreover, the integration of current European and international resources appears somewhat limited.

Special Education Teacher Training Educational Programme, Level 6

The Special Education programme's courses are uniquely tailored to address the demands of inclusive teaching and adaptive instructional strategies. The syllabi for this programme are carefully designed to support outcomes that include differentiating instruction and utilising assistive technologies. Required literature and supplementary materials are selected to cover both theoretical foundations and practical approaches to special education, reinforced by reflective assignments and practicum evaluations. According to the self-evaluation and expert panel observations, the course content is generally comprehensive; however, there exists an opportunity to expand digital access to specialised international resources. Additionally, clearer guidelines for independent study and continuous peer feedback at the course level could further enhance content relevance and delivery.

Evidences/Indicators

- Self-evaluation report of SANGU

- Site visit and interviews

- Documentation of programmes

General recommendations of the cluster:

- Develop a comprehensive digital strategy that ensures each programme not only incorporates state-of-the-art e-learning platforms and online assessment tools but also provides seamless access to international academic databases and digital libraries. This should include updated, online reading lists with supplementary resources from European and global sources and structured virtual mobility or exchange programmes for both students and faculty. By doing so, the cluster will bolster its global orientation and further serve the purposes of national development through enhanced international engagement.

- Develop Annual plans for European and International partnerships with KPIs to assess progress: This is necessary to keep the programmes relevant and updated through peer-review, teaching and research collaborations.

General suggestions of the cluster:

- Including courses on digitalization and education; Education for Sustainable development and global citizenship

Recommendations and suggestions according to the programmes:

Programme 1 (Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7

Recommendation(s):

- Enhance electronic resource links and provide an updated, online reading list to ensure students have immediate access to international academic literature.

Suggestion(s): N/A

Programme 2 : Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

Recommendation(s):

- Foster a culture of continuous improvement through scheduled peer reviews of course content and assessment practices.

Suggestion(s): N/A

Programme 3: Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6

Recommendations:

- Enhance European and International Research and teaching collaboration
- Improve conference and mobility participation among students and academic staff

Suggestions: N/A

Programme 4: Special Education Teacher Training Educational Programme, Level 6

Recommendations:

- Ensure European exchanges on teaching pedagogies and policies for Special Needs Students
- Create European or International Special Needs Education cohorts to expand learning opportunities in a comparative manner
- Update course reading lists with contemporary international research and digital library links tailored to special education.

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (*Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7*	☐	x	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6	☐	x	☐	☐
Programme 3 (Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6	☐	x	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6	☐	x	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 ((*Integrated Undergraduate–Graduate Educational Programme for Teacher Training (History–Geography–Civic Education), Level 7*	☐	X	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6	☐	X	☐	☐
Programme 3 (Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6	☐	X	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6	☐	X	☐	☐

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

2.1 Programme Admission Preconditions

Cluster and individual evaluation

Student admission to the programmes is conducted in accordance with the applicable legislation. Enrollment is based on the student contingent planning methodology developed by the university. This planning process involves the assessment of several factors, including the specific characteristics of the programme, as well as the human, financial, and material resources available at the institution necessary for programme implementation. Additionally, the results of market research and feedback from employers are also taken into consideration.

Programme Description and Analysis

Programme 1: Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education)

Admission to the Integrated bachelor's and master's Degree Teacher Training Programme (History-Geography-Civic Education) is conducted through the Unified National Examinations, in full compliance with the regulations established by current legislation. Admission to each educational programme without passing the Unified National/Common Master's Exam is regulated by Order No. 224/N of the Minister of Education and Science of Georgia, dated December 29, 2011, "On Approval of the Rules for Submission and Review of Documents by Entrants/Master's Candidates/Students Having the Right to Study in a Higher Educational Institution without Passing the Unified National Exams/Common Master's Exams."

Enrollment in the programme is also possible through two types of mobility mechanisms- external and internal. In the case of external mobility, admission is conducted in accordance with the "Rules for Transfer from a Higher Educational Institution to Another Higher Educational Institution," approved by Order No. 10/N of the Minister of Education and Science of Georgia, dated February 2, 2010. Internal mobility is likewise permitted, with the conditions, procedures, and relevant details determined by the Rector's act and published on the university's website within a reasonable time frame prior to the commencement of internal mobility procedures. Additional information is available in the University's Educational Process Regulation.

The maximum number of students allowed on the programme is 200. According to submitted documentation, the number of places announced, and students enrolled over the past four years is as follows:

1. 2024 – 50 places announced, 19 students enrolled
2. 2023 – 70 places announced, 15 students enrolled
3. 2022 – 70 places announced, 11 students enrolled
4. 2021 – 30 places announced, 6 students enrolled

The university's decision to allocate 200 places for this programme, despite the empirical data and results of the market analysis presented, which do not objectively justify this figure, raises certain concerns. Consequently, the accreditation expert panel recommends that the university reconsider the number of places announced for this programme and make appropriate modifications (i.e., reduce the number).

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language), Level 6

Applicants holding a bachelor's or master's degree, or an equivalent academic qualification, in a subject or subject group aligned with the National Curriculum, and who have successfully passed the subject-specific examination as defined by the order of the Minister of Education and Science of Georgia, are eligible to apply for the programme. Upon successful completion of the subject examination, candidates may sit for the university's internal entrance examination, which includes an interview with the admissions committee. During the evaluation process, the candidate's perspective on the current challenges in Georgia's general education system is taken into account. Candidates are required to present a well-reasoned position on the role and potential of a teacher, as well as a clear vision regarding their contribution to the development of the education system.

Programme 3: Teacher Training Educational Programme (Elementary Level – Georgian Language and Literature; Mathematics; Natural Sciences; Geography; Civic Education; Information and Communication Technologies; Fine and Applied Arts; Music), Level 6

Eligibility for this programme is extended to individuals holding a Bachelor's or Master's degree, or an equivalent academic qualification, in a subject or subject group aligned with the National Curriculum, who have passed the subject-specific examination outlined by the order of the Minister of Education and Science of Georgia. Upon successful completion of this examination, applicants may participate in the internal university examination. The admissions process includes an interview with the admissions committee, during which the candidate's knowledge of the general education system in Georgia and awareness of its prevailing challenges are assessed. Applicants must present a well-argued position on the role and potential of a teacher, along with a personal vision for contributing to the development of the education system.

Programme 4: Special Education Teacher Training Educational Programme, Level 6

Applicants for this programme must hold a Bachelor's or Master's degree, or an equivalent academic qualification, and must have successfully passed the Basic Professional Skills Examination for Special Education Teachers, as determined by the order of the Minister of Education and Science of Georgia. Additionally, in accordance with the sectoral characteristics of higher education, at least two years of teaching experience in educational institutions (such as schools or preschools), day care centers, or similar establishments is a prerequisite for admission.

Upon completion of the programme, graduates will be awarded a Special Education Teacher Certificate. Once the required examination is passed, candidates become eligible to sit for the university's internal entrance examination. The evaluation procedure includes the assessment of a motivation letter, a computer literacy test, and an interview with the admissions committee. During the admissions interview, the candidate's knowledge of the Georgian general education system and understanding of its existing challenges will be evaluated. Applicants must articulate

a well-reasoned stance on the role and capabilities of a special education teacher and present how they plan to contribute to the advancement of the system.

Evidences/Indicators

- Appendix 1.1.1/1.2.1/1.3.1/1.4.1: Descriptions of teacher training educational programmes;

- Appendix 2.1.2/2.2.2/2.3.2/2.4.2: Rules governing the educational process;

- Interview results

- University website https://sangu.edu.g

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes:

Programme 1: Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education)

Recommendation(s):

- Review and adjust the number of places announced for the Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education) in alignment with institutional capacity and the current labor market demands.

Suggestion(s): N/A

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1	☐	**X**	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics;	**X**	☐	☐	☐

Chemistry; Physics; Biology; English Language)				
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	**X**	☐	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	**X**	☐	☐	☐

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

Cluster and individual evaluation

As indicated in the submitted report, the university has established a Scientific Research and Development Service and a Public and International Relations Service. Based on interviews conducted with relevant personnel, it was confirmed that these services systematically disseminate information to students and staff regarding upcoming conferences, workshops, training sessions, and other relevant activities. Furthermore, they provide consultations on matters of interest when necessary. These practices were corroborated by interviews with both students and academic staff.

An important strength of the offered programmes is the university's sustained engagement with potential employers, which contributes to facilitating graduate employment. To support this collaboration, the university has signed memoranda of understanding with general educational institutions. Currently, the university cooperates with more than 200 schools. The content of these memoranda—including the purpose of cooperation, the responsibilities of the parties, the agreed number of students, and the duration of the agreement—ensures the smooth and effective implementation of the practicum component.

In support of scientific research and participation in international events, the university has adopted a "Research Funding Rule." This rule provides funding for various scholarly activities, including participation in international scientific events (conferences, workshops, symposiums, etc.) as well as funding for the organization of international scientific events at the university itself.

Although master's students have the opportunity to access such funding and participate in relevant academic activities, the number of students who have taken advantage of these opportunities remains very limited. Therefore, the accreditation experts emphasize the importance of significantly enhancing student participation in international conferences, training programmes, and field-related events in order to foster the development of transferable skills.

Another key institutional support mechanism is the availability of the "Young Researcher Support Grant," which is intended to encourage students' engagement in scientific research. In order to fully realize this opportunity, it is essential for professors and master's students to collaboratively design scientific research projects that align with their academic interests and areas of competence. Such engagement enables students to acquire practical research skills and apply theoretical knowledge in real-world contexts. Simultaneously, it enhances the research profiles of academic staff and provides opportunities for dissemination of research findings at national and international academic platforms, including conferences and symposiums.

Overall, the programmes offered by the university more-or-less maintain a balance between theoretical instruction and practical training through the integration of diverse educational components. In the case of teacher training programmes, specific courses are designed to develop practical competencies such as planning, implementing, and evaluating educational activities, as well as defining assessment criteria and rubrics. These components collectively support students in successfully completing their school-based practicum experiences.

Evidences/Indicators

- Appendix 1.1.1/1.2.1/1.3.1/1.4.1: Descriptions of teacher training educational programmes; Appendix 1.1.2/1.2.2/1.3.2/1.4.2: Teacher training programme syllabi;

- Appendix 7.1/7.2/7.3/7.4: Memoranda of Understanding with partner organizations and potential employers;

- Appendix 2.1.6: Instructions for completing, defending, and evaluating a master's thesis;

- Appendix 2.1.7: Job description of a master's student supervisor;

- Appendix 4.1.3/4.2.3/4.3.3/4.4.2: Staffing Regulatory Document - Rules for the Recruitment and Remuneration of Affiliated Academic/Academic and Visiting Staff.

General recommendations of the cluster: ·

- Promote and support students' participation in international conferences, training sessions, and field-related academic events, as such engagement is essential for the development of their transferable skills.

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes:

Programme 1: Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education)

Recommendation(s):

- Establish collaborative research opportunities between students and staff and between programmes and other European programmes. This will not only facilitate the practical application of theoretical knowledge but also enhance the research profiles of academic staff and create opportunities for disseminating research findings at national and international academic forums such as conferences and symposiums.

Suggestion(s): N/A

Evaluation

Component 2.2. The Development of practical, scientific/research/creative/perf orming and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1	☐	**X**	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	☐	**X**	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature	☐	**X**	☐	☐

(elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)				
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	**X**	☐	☐

Cluster and individual evaluation

According to the submitted documentation, several key factors were considered in the selection of teaching and learning methodologies. These include the specificities of the educational level (bachelor's and master's), the sectoral characteristics of teacher training, and the qualification level descriptors established by the National Qualifications Framework.

In the implementation of the teacher training educational programme, diverse forms and methods of instruction are employed. These include lectures, seminars, practical assignments, case discussions, and other interactive teaching approaches. However, the university currently lacks formalized "special guidelines" for the selection or initiation of teaching and learning methods. As a result, individual academic and invited staff members are independently responsible for selecting and integrating methods into their syllabi. While this autonomy can foster pedagogical innovation, it may also lead to inconsistency and challenges in monitoring the alignment between selected methods and the course objectives. Therefore, it is advisable that the university develop comprehensive guidelines on teaching and learning methods to support consistency and coherence across programmes.

Although this practice of methodological autonomy is formally in place, interviews with academic and invited staff revealed a degree of confusion regarding the teaching methods and tools specified in their syllabi. Additionally, it was noted that some academic staff members utilize distance learning methods, which necessitate both specific training for instructors and the use of dedicated e-learning platforms. Accordingly, it is essential that all academic and invited staff involved in the programmes have a clear understanding of applicable teaching and learning methods and tools. Furthermore, the university should offer skill-development training focused on e-teaching methodologies and related technological tools.

Overall, a range of methods and approaches are employed within the programmes to ensure the achievement of intended learning outcomes. These methods are articulated in the syllabi for each course, taking into consideration the course aims and the competencies to be developed. Programme components include contact and independent study hours, theoretical courses, and a practical component.

Student-centered learning is a core feature of the university's pedagogical approach and is operationalized through several mechanisms, including:

- student involvement in programme development processes;
- flexible curricula (elective subjects, mobility options, and recognition of prior learning);
- effective integration of information and communication technologies;
- opportunities for students to receive funding for sports, cultural, and research activities;
- the development of individual study plans tailored to students' educational needs.

The creation of individual study plans is particularly significant in addressing students' specific learning requirements. These plans detail the educational components to be completed, credit allocations, semester timelines, and the corresponding teaching, learning, and assessment strategies suited to the student's profile.

It is also noteworthy that the university's teacher training programmes include bilingual students who require interpreter services. In such cases, lecturers are expected to implement instruction in accordance with the principles of Universal Design for Learning (UDL), including the adaptation of teaching materials. Furthermore, within the framework of the Special Education Teacher Training Programme, Individualized Educational Plans (IGDs) are developed for students with specific needs, ensuring that their learning requirements are adequately addressed.

Evidences/Indicators

- Appendix 1.1.1/1.2.1/1.3.1/1.4.1: Descriptions of teacher training educational programmes;

- Appendix 1.1.2/1.2.2/1.3.2/1.4.2: Teacher training programme syllabi;

- Appendix 2.1.2/2.2.2/2.3.2/2.4.2: Rules governing the educational process.

General recommendations of the cluster:

- Establish professional development objectives for all academic staff in order to ensure a clear and comprehensive understanding of contemporary teaching and learning methods and tools for instance in e-teaching methodologies and the effective use of digital learning platforms and tools.

General suggestions of the cluster:

- It is suggested that the university develop formalised guidelines on teaching and learning methodologies to support academic and invited staff in the consistent and

effective selection, application, and integration of instructional approaches across programmes.

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education)	☐	**X**	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	☐	**X**	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	☐	**X**	☐	☐

Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	X	☐	☐
		45		

Cluster and individual evaluation

The student assessment system at SANGU fully complies with both internal institutional regulations and external requirements, including Order N3 of the Minister of Education and Science of Georgia: On Approval of the Rule of Calculation of Higher Education Programmes with credits. The system is designed to ensure transparency, objectivity and alignment with the learning outcomes of each educational programme.

Student achievement in all educational programmes is assessed using a 100-point scale, incorporating both intermediate and final evaluations. The final exam is mandatory and must be passed independently to complete the course.

The minimum threshold for passing the final exam is 52.5% of the maximum score, ensuring that students have a sufficient grasp of the course content before advancing further.

The evaluation system includes the following five positive and two negative assessment categories:

· A (Excellent) – 91-100 points.

· B (Very good) – 81-90 points.

· C (Good) – 71-80 points.

· D (Satisfactory) – 61-70 points.

· E (Enough) – 51-60 points.

· FX (Did Not Pass) – 41-50 points (the student is allowed to take an additional exam).

· F (Failed) – 0-40 points (the student must retake the course).

In case of receiving an FX, the student has the right to retake the exam once through independent preparation. The supplementary exam must be held no earlier than 5 days after the announcement of the results. It is important to note that the grade received on the additional exam is not combined with the original final grade, it becomes the student's final grade for the course. If the final score after the supplementary exam is below 51, the student receives F (0 points) and must retake the course.

Assessment components vary by course and typically include quizzes, practical assignments, group projects, written tasks, and midterm and final examinations. The weight of each component

is tailored to the specific goals and format of the course, providing a well-rounded and flexible approach to measuring knowledge and skills.

All assessment methods, grading criteria, and weighting are clearly communicated to students in advance, they have access to the syllabuses, via LMS, ensuring transparency and allowing students to prepare accordingly.

The university maintains a dedicated Appeals commission, operating under the Rector's decree, to address any disputes regarding midterm or final assessments. Students can contest their grades within the designated period, ensuring a fair and transparent review process.

The Examination Center plays a central role in organizing midterm and final exams, applying standardized procedures and ensuring objective grading. This contributes significantly to the integrity and fairness of the overall assessment process.

SANGU conducts regular analyses of student performance to improve the quality of teaching and learning. Data from assessments are used to revise course content, teaching methodologies, and support systems, demonstrating a commitment to continuous quality enhancement.

Evidences/Indicators

- Rules Governing the Educational Process;

- Instructions for completing, defending and evaluating a master's thesis;

- Educational programmes syllabuses;

- Interview Results;

- University Webpage.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes:

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	X	☐	☐	☐
Programme 2 Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	☐	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	☐	☐	☐
Programme 4 (Special Education Teacher Training Programme)	X	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education)	☐	X	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	☐	X	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	☐	X	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	X	☐	☐

3. Student Achievements, Individual Work with Them

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3.1 Student Consulting and Support Services

Cluster and individual evaluation

SANGU offers a student-centered, structured, and responsive support system that covers academic, administrative, and extracurricular domains. The institution demonstrates a strong commitment to maintaining an environment of trust, accessibility, and continuous improvement, fostering an educational experience that supports both academic and personal development.

After enrolling in the university, students are introduced to the university's regulations and academic processes through orientation meeting, which serves as an essential foundation for their integration into the academic community. This session familiarizes students with institutional expectations, administrative procedures, and available support services.

Academic consultations are clearly outlined in the syllabi, and in case of necessity students arrange consultation hours with lecturers in advance, based on mutual agreement. This flexible and personalized approach helps students receive timely academic guidance tailored to their needs.

SANGU students have full access to a wide range of scientific databases, essential for research and academic success. The university not only grants access but also ensures that students are trained and tested in the effective use of these resources.

Student feedback during the interview indicates that the university library fully meets their academic needs, offering both physical and digital resources that support their studies across disciplines.

The university demonstrates a culture of responsiveness through semester-based surveys, which are conducted regularly to gather student opinions on academic and administrative matters. The Quality Assurance Office plays a key role in organizing feedback mechanisms and ensuring that students' voices are heard across multiple channels, including surveys, interviews, and focus group meetings.

Extracurricular life at SANGU is vibrant and student driven. The Student Self Government is actively involved in organizing events and disseminating information. Students primarily receive updates about upcoming activities through email and social media platforms, such as the university's official Facebook page. This ensures broad access to engagement opportunities beyond the classroom.

SANGU supports student employability through the Employment and Career Development Department which provides up-to-date information on job vacancies and internship opportunities to both current students and alumni. Vacancies are regularly shared via email and social media, ensuring timely and inclusive communication.

In addition to departmental efforts, lecturers often provide direct recommendations for students, helping connect them with employers or opportunities. Meetings with employers are also organized to facilitate networking.

SANGU demonstrates a commitment to equitable access to education through its merit-based scholarship programmes for high-achieving students. Furthermore, the university offers flexible

tuition payment options, allowing students to distribute their payments across the semester. Flexibility plays a significant role in enabling students to manage their financial responsibilities alongside their academic obligations.

The university upholds a transparent and well communicated grading and assessment system. Students are aware of the grade appeal procedures which are implemented efficiently and in accordance with institutional policies. This contributes to an environment of trust and fairness in academic evaluation.

It is necessary to note that while students express satisfaction with academic supervisors and lecturers during the semester-based surveys, the university currently lacks a formal evaluation procedure for supervisors at internship (school practice) sites. To enhance transparency and student involvement, it is suggested that SANGU develop and implement a practice supervisor evaluation procedure, allowing students to formally provide feedback on their practice supervisors and contribute to the improvement of practical training experiences.

SANGU's student support system is built on a foundation of clear communication, personalized academic guidance, inclusive decision making and flexibility. The university's focus on proactive support, combined with its openness to student feedback and continuous refinement of services, creates a positive and adaptive educational environment.

Evidences/Indicators

- Employment and Career Development Division Regulation.

- Rules for funding research.

- Interview Results;

- University Webpage.

General recommendations of the cluster: N/A

General suggestions of the cluster:

- Develop and implement a supervisor evaluation procedure, allowing students to formally provide feedback on their practice supervisors. Implementing the above-mentioned procedure would further strengthen the institution's commitment to comprehensive student engagement and quality assurance.

Recommendations and suggestions according to the programmes:

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	X	☐	☐	☐
Programme 2 Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	☐	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	☐	☐	☐
Programme 4 (Special Education Teacher Training Programme)	X	☐	☐	☐

Cluster and individual evaluation

SANGU has established a structured and student-focused approach to supervising master's theses, ensuring both academic rigor and personalized support throughout the research process. The system reflects the university's commitment to fostering high quality academic work while encouraging student engagement in scientific research.

According to internal regulations, supervisors at SANGU play a comprehensive role in guiding master's students. This includes assisting with the selection of a research topic, supporting the development of research methodology, and providing systematic consultations on planning, writing, and formatting the thesis. Supervisors also offer access to relevant literature, share academic materials, and encourage students to participate in scientific conferences and apply for research grants.

Consultations are conducted through individual meetings, the duration and format of which are adapted to the nature of the research. Each student is entitled to 15 contact hours of supervision per semester, ensuring consistent guidance across all stages of thesis development.

SANGU has also introduced a clear policy regulating supervision workload and staff remuneration. Affiliated academic staff may supervise up to three master's theses, while unaffiliated academic staff are limited to supervising one thesis. This policy safeguards the quality of supervision by preventing excessive advisor workloads and allowing for focused academic support.

Overall, SANGU's approach to supervising master's theses combines structure, accessibility and academic encouragement. By offering individualized consultation, promoting participation in scholarly activities, and regulating supervision rations, the university ensures a supportive environment for research-based learning and graduate level success.

Data related to the supervision of master's/doctoral students **Programme 1 (name, level)[2]**	
Number of master's/doctoral theses supervisors	**11**
//Number of doctoral thesis supervisors	**N/A**
Number of master's students	**22**

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

//Number of doctoral students	**N/A**
Ratio - supervisors of master's theses/master's students	**1:3**
Ratio - supervisors of doctoral theses/doctoral students	**N/A**

Evidences/Indicators

- Instructions for completing, defending and evaluating master's thesis;

- Job description of a master's student supervisor,

- Rules for the workload and remuneration of academic and visiting staff;

- The code of Ethics;

- Interview Results;

- University Webpage.

> **General recommendations of the cluster: N/A**
>
> **General suggestions of the cluster: N/A**

> **Recommendations and suggestions according to the programmes:**
>
> **Recommendation(s): N/A**
>
> **Suggestion(s): N/A**

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	**X**	☐	☐	☐
Programme 2 Teacher Training Educational	**X**	☐	☐	☐

Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)				
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	**X**	☐	☐	☐
Programme 4 (Special Education Teacher Training Programme)	**X**	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	**X**	☐	☐	☐
Programme 2 Teacher Training Educational Programme (Georgian Language		☐	☐	☐

and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)				
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)		☐	☐	☐
Programme 4 (Special Education Teacher Training Programme)		☐	☐	☐

4. Providing Teaching Resources

4.1 Human Resources

Cluster and individual evaluation

The educational programmes within the cluster are implemented by individuals appointed to academic positions in accordance with the *Rule for Employment of Academic Staff* at SANGU, which complies with the Law of Georgia on Higher Education. The academic and invited staff involved in the educational process predominantly hold qualifications relevant to their respective fields.

Theoretical courses are primarily delivered by individuals holding a doctoral degree or an equivalent academic qualification, while practical courses are mostly taught by those holding a master's degree or an equivalent qualification. The qualifications of invited lecturers are also

confirmed by the knowledge and experience necessary to achieve the learning outcomes defined by the programme.

The workload of the programme's academic and invited staff is regulated by the *Rules for the Load and Remuneration of Affiliated Academic/Academic and Invited Staff*, developed through the collaborative efforts of administrative and academic personnel, including professors, the dean, the rector, the head of administration, the head of the financial service, the head of the office and human resources management service, the head of the quality assurance and strategic development service, and invited experts.

According to these rules, the workload includes classroom instruction, consultation hours, preparation of exam questions, assessment of student work, supervision of qualification papers and internships, participation in programme development and implementation, and engagement in various forms of scientific and research activities.

The sustainability of all four programmes is supported by the quantitative balance among academic, invited, and administrative staff, as well as by a team-based approach underpinned by the qualifications, commitment, and collaboration of personnel.

Although the academic and invited staff possess the required academic qualifications, the number of their scholarly publications over the past five years is notably low. This presents a significant challenge, particularly for the master's programme, where the development of research skills is a central focus. Consequently, the accreditation experts recommend that the university strengthen its cooperation with academic and invited staff to enhance their research productivity, particularly by encouraging participation in international conferences and the publication of research findings in high-impact academic journals.

It is also important to note that very few professors involved in the development and implementation of the cluster programmes hold doctoral degrees in education. This issue must be addressed as a matter of urgency—especially in the context of the master's programme—to ensure both the academic stability and the effectiveness of the programmes (see Standard 4.2).

The programmes within the cluster are led by individuals with relevant competencies. Notably, each programme has two co-leaders, with each assuming responsibility for specific aspects of programme management.

Programme Description and Analysis

Programme 1: Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education)

For the current period, 40 people are involved in the implementation of the integrated bachelor's and master's degree teacher training programme, of which 11 are academic staff and 29 are invited specialists.

Number of personnel involved in the programme (including academic, scientific, invited personnel)	40		
Total Academic Staff	11	Initial:	10
- Professor	1		
- Associate Professor	7		
- Assistant Professor	3		
- Assistant	0		
Scientific Staff	0		
- Scientist	0		
- Postdoc	0		
Total number of affiliated academic staff	11		
- Affiliated Professor	1		
- Affiliated Associate Professor	7		
- Affiliated Assistant Professor	3		
- Affiliated Assistant	0		
Foreign staff (if any)	0		

- Number of foreign academic/invited staff involved in teaching	0		
- Number of foreign academic/scientific/invited personnel involved in the research	0		
Number of supervisors of master's/doctoral theses	N/A		
Invited personnel involved in the educational process	29	Initial:	30

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)

For the current period, 13 people are involved in the implementation of the teacher training educational programme, 6 of whom are academic staff and 7 are invited specialists.

Number of personnel involved in the programme (including academic, scientific, invited personnel)	13		
Total Academic Staff	6	Initial:	5
- Professor	1		
- Associate Professor	2		
- Assistant Professor	3		
- Assistant	0		

Scientific Staff	0
- Scientist	0
- Postdoc	0
Total number of affiliated academic staff	6
- Affiliated Professor	1
- Affiliated Associate Professor	2
- Affiliated Assistant Professor	3
- Affiliated Assistant	0
Foreign staff (if any)	
- Number of foreign academic/invited staff involved in teaching	0
- Number of foreign academic/scientific/invited personnel involved in the research	0

Programme 3: Teacher Training Educational Programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural Sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and Communication Technologies; Fine and Applied Arts; Music)

For the current period, 15 people are involved in the implementation of the teacher training educational programme, 6 of whom are academic staff and 9 are invited specialists.

Number of personnel involved in the programme (including academic, scientific, invited personnel)	15		
Total Academic Staff	6	Initial:	5
- Professor	1		
- Associate Professor	2		
- Assistant Professor	3		
- Assistant	0		
Scientific Staff	0		
- Scientist	0		
- Postdoc	0		
Total number of affiliated academic staff	6		
- Affiliated Professor	1		
- Affiliated Associate Professor	2		
- Affiliated Assistant Professor	3		
- Affiliated Assistant	0		
Foreign staff (if any)			

- Number of foreign academic/invited staff involved in teaching	0			

- Number of foreign academic/scientific/invited personnel involved in the research	0

Programme 4: Special Education Teacher Training Educational Programme level 6

For the current period, 11 people are involved in the implementation of the special education teacher training educational programme, 4 of whom are academic personnel and 7 are invited specialists.

Number of personnel involved in the programme (including academic, scientific, invited personnel)	11		
Total Academic Staff	4	Initial:	4
- Professor	1		
- Associate Professor	1		
- Assistant Professor	2		
- Assistant	0		
Scientific Staff	0		
- Scientist	0		
- Postdoc	0		

Total number of affiliated academic staff	4
- Affiliated Professor	1
- Affiliated Associate Professor	1
- Affiliated Assistant Professor	2
- Affiliated Assistant	0
Foreign staff (if any)	
- Number of foreign academic/invited staff involved in teaching	0
- Number of foreign academic/scientific/invited personnel involved in the research	0

Evidences/Indicators

- Appendix 4.1.1/4.2.1/4.3.1/4.4.1: Personnel management policy;

- Appendix 4.1.2/4.2.2/4.3.2/4.4.2: Rules for conducting a competition to fill an academic position;

- Appendix 2.1.6: Instructions for completing, defending, and evaluating a master's thesis;

- Appendix 2.1.7: Job description of a master's student supervisor;

- Appendix 4.1.3/4.2.3/4.3.3/4.4.2: Staffing Regulatory Document - Rules for the Recruitment and Remuneration of Affiliated Academic/Academic and Visiting Staff.

- Appendix 5.1.1,5.1.2/5.2.1,5.2.2/5.3.1,5.3.2/5.4.1,5.4.2: CVs and qualification documents of academic and visiting staff;

- Appendix 5.1.3/5.2.3/5.3.3/5.4.3: CVs of administrative staff;

- Appendix 4.1.4/4.2.4/4.3.4/4.4.4: Methodology for determining the number of academic, scientific and invited staff of the programme;

- Appendix 2.1.5/2.2.5/2.3.5/2.4.5: Job description of the programme manager;

- Appendix 5.1.1/5.2.1/5.3.1/5.4.1: CVs of programme leaders;

- Appendix 1.1.6/1.2.6/1.3.6/1.4.6: Minutes of working meetings reflecting the development of programmes.

- Appendix 3: Provisions of structural units;

- Appendix 4.1.7/4.2.7/4.3.7/4.4.7: Job descriptions for administrative and support staff;

- Appendix 4.1.6/4.2.6/4.3.6/4.4.6: Results of evaluation of administrative and support staff;

- Appendix 4.1.5a,b,c,d,e,f/4.2.5a,b,c,d,e,f,g: Sample contracts signed with personnel.

General recommendations of the cluster:

- The university should establish effective mechanisms for collaboration with academic and invited staff to enhance their research productivity. In particular, it is essential to support and encourage their active participation in international conferences and the dissemination of research findings through publication in high-impact, peer-reviewed scientific journals.

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes:

Recommendation(s): N/A

Suggestion(s): N/A

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Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Programme for Teacher	☐	**X**	☐	☐

Training (History-Geography-Civic Education)				
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	☐	**X**	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	☐	**X**	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	**X**	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

Cluster and individual evaluation

The academic staff involved in the programme actively participate in both national and international scientific projects and events and contribute to the field through the publication of scholarly papers. The programme submitted for accreditation is implemented by 11 academic and 29 invited staff members, all of whom possess the qualifications necessary to supervise master's-level students, as evidenced by their scientific output over the past five years.

Specifically, the collective scientific and research activity of the staff involved in the Integrated bachelor's and master's Degree Teacher Training Programme over the past five years includes a total of 426 contributions:

- 126 papers published in local journals;
- 143 papers published in international journals;
- 24 presentations at local conferences;
- 96 presentations at international conferences;
- 37 other scientific and research activities.

Despite the overall productivity and qualifications of the staff, it is important to highlight that none of the academic personnel currently hold a doctoral degree in the field of Education. The academic qualifications of the staff are as follows:

- Gela Kistauri – PhD in History
- Gvantsa Burduli – PhD in History
- Davit Liparteliani – MA in Education Administration
- Vakhtang Guruli – PhD in History
- Zurab Beraia – PhD in Physics
- Maia Manchkhashvili – PhD in Politics
- Maia Khechikashvili – PhD in Geography
- Mikheil Tepnadze – MA in Education Administration
- Nino Kobaladze – Master's degree (Faculty of Social and Political Sciences, Gender Module, Interdisciplinary International Programme, Rutgers University)
- Nino Shiolashvili – PhD in History

Given that the degree to be awarded through the programme is a master's in education, it is of critical importance to increase the involvement of academic staff holding doctoral degrees specifically in the field of Education. This is essential to ensure the academic stability, relevance, and long-term effectiveness of the programme.

Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's			
Number of supervisors of master's/doctoral theses	**Supervisors of the works**	**Including leaders with a doctorate in the field**	**Including affiliated academic staff**
Total number of supervisors of master's/doctoral theses	18	7	11

- Professor	**1**	**0**	**1**
- Associate professor	**7**	**4**	**7**
- Assistant professor	**3**	**0**	**3**
Invited staff	**7**	**3**	**_**
Scientific staff	**0**	**0**	**_**

Evidences/Indicators

- Appendix 2.1.6: Instructions for completing, defending, and evaluating a master's thesis;

- Appendix 2.1.7: Job description of a master's student supervisor;

- Appendix 4.1.3: Rules for the employment and remuneration of academic and visiting staff;

- Appendix 1.1.1: Description of the integrated bachelor's and master's degree teacher training educational programme (History-Geography-Civic Education);

- Appendix 5.1.1/5.1.2: CVs and qualification documents of academic and visiting staff.

- Appendix 5.1.5: Scientific report.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes:

Programme 1 - Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's

Recommendation(s):

- Increases the number of academic staff holding doctoral degrees in the field of Education. This measure is essential to ensure academic stability, disciplinary

relevance, and overall effectiveness of the programme, particularly given its focus on awarding a master's degree in education.

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Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	□	X	□	□
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	□	□	□
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	□	□	□

67

Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	X	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

Cluster and individual evaluation

At SANGU, the performance of academic and invited staff is evaluated according to established institutional guidelines, which assess pedagogical, research-related, and other university-related activities. The *Office of Administration and Human Resources Management* oversees the evaluation process for administrative employees (excluding academic, scientific, and invited staff). This office is also responsible for organizing the employee satisfaction survey, which aims to gather feedback from academic, scientific, invited, and administrative staff regarding various aspects of university operations, including management style, material resources, occupational safety, and the strategic plan.

The *Scientific Research and Development Service* at SANGU is responsible for assessing and analyzing the productivity and performance of academic, scientific, and invited staff. Both units operate based on established rules and evaluation criteria. The evaluation of administrative staff is conducted using a standardized questionnaire. The evaluation of academic and invited staff is based on several key indicators, including:

- National and international publications;
- Authorship of textbooks;
- Participation in national and international scientific grants, projects, and events;
- Leadership or coordination roles in national and international scientific grants, projects, and events.

Employees are entitled to submit a substantiated request to the university for funding to support their professional development. Funding may be allocated for the following purposes:

- Publication of articles in local and international peer-reviewed scientific journals;
- Printing of academic works (books, monographs, dictionaries, encyclopedias, etc.);
- Participation in international scientific events (conferences, workshops, symposiums, etc.);
- Organization of international scientific events hosted by the university.

Additionally, the university regularly organizes on-site workshops and informational sessions, invites field specialists, and hosts training sessions. For instance, under the framework of the USAID project *"Education for Sustainable Development"*, several recent meetings have been held with professors and school teachers. As part of the teacher training programme development process, both online and face-to-face working group meetings were conducted to develop syllabi and create practical teaching cases.

Within the framework of the Special Teacher Training Educational Programme, a training module entitled *"Language-Based Learning Disability (LLD) and Intervention"* was piloted. Another training module, *"Circle of Friends"*, was implemented with the aim of enhancing students' academic and socio-emotional skills, promoting positive communication, and fostering collaboration among students.

Moreover, inclusive education specialists from St. Andrew's Georgian University, in collaboration with the Robert Schuman European School's programmes *"Marie Brose"* and *"Annie-Zet"*, conducted a three-day training session. During this event, participants were introduced to the principles of inclusive education, current challenges in the field, and effective strategies to address them. In total, 40 subject teachers received training through this initiative.

Evidences/Indicators

- Appendix 3.1.11/3.2.11/3.3.11/3.4.11: Regulations of the Office of Administrative and Human Resources Management;

- Appendix 3.1.6/3.2.6/3.3.6/3.4.6: Regulation of the Scientific Research and Development Service;

- Appendix 2.1.9/2.2.7/2.3.7/2.4.7: Rules for funding research;

- Appendix 5.1.1,5.1.2/5.2.1,5.2.2/5.3.1,5.3.2/5.4.1,5.4.2: CVs and qualification documents of academic and visiting staff;

- Appendix 4.1.6/4.2.6/4.3.6/4.4.6: Results of evaluation of administrative and support staff;

- Appendix 6.1.1/6.2.1/6.3.1/6.4.1: General student satisfaction survey;

- Appendix 1.4.8: List of activities.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

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

Recommendation(s): N/A

Suggestion(s): N/A

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Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	X	☐	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	☐	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	☐	☐	☐
Programme 4 (Special Education Teacher	X	☐	☐	☐

Training Educational Programme, Level 6)				

4.4. Material Resources

Cluster and individual evaluation

The University has a well-equipped building with modern design, where the educational process takes place. The campus provides students and staff with recreational spaces, a foyer, lecture halls, sanitary facilities, a library, scientific-research laboratories .Both educational buildings of SANGU are equipped with modern software and a state-of-the-art material-technical infrastructure. The examination center is located in the second building, providing for the central exam process. The university has dual internet access, with "Load Balance" enabled between two providers. This system ensures automatic switching of internet access between providers and efficiently distributes internet resources to users. The university is equipped with 5 computer classrooms, offering a total of 120 personal workstations. These computers are managed through a centralized system, enabling the distribution of necessary software and services across the network with a single action. Sangu's personal computers are fully validated by Microsoft and licenses have been purchased for all grades and structural unit personnel. The university has a Google Education license, which includes: Google Docs, Google Drive, Google Sheets, Google Slides and Google meet, Gmail, Google Forms, and Google Classroom. SANGU. Both buildings are served by an elevator. The educational buildings are equipped with fully functional fire protection systems, evacuation plans, signs, fire extinguishers, and light-sound signaling systems. The second building features an examination hall with a capacity of 200 students, equipped with high-definition video surveillance and an electronic tracking system. Sangu's educational buildings have a central heating system, and individual rooms are equipped with modern air conditioning systems.

SANGU has implemented the University Management System (UMS), which allows students to modify their exam schedules on their e-portal. After the midterm and final exam schedules are posted, students can adjust their exam dates and times to their preference within a few days. The reading room, accessible to students, academic staff, and guests, allows them to use the Internet and public electronic resources to familiarize themselves with modern scientific data in their relevant fields.

Free access to wireless Internet (Wi-Fi) is provided in the educational building and the surrounding area.

The academic building features a gym and a cafeteria. The surrounding area is well-maintained, with green spaces, decorative trees, and plants. A pleasant and cozy environment has been created in the courtyard, the material and technical equipment has the potential to serve around 2,000 students.

Description and Analysis of Programmes

Programme 1 Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's

The integrated bachelor's and master's degree teacher training programme is sufficiently provided with the necessary infrastructure, modern information resources and technical equipment relevant to the field of study. The required literature specified in the syllabi of the integrated bachelor's and master's degree teacher training educational programme is located in the university library, library is equipped with computers and a scanner, which makes the work process of students more comfortable, In addition, the library also offers online services to students through Gmail and Facebook channels (https://sangu.edu.ge/?m=393). SANGU is a member of the Georgian Libraries Consortium. The administrative staff serving the educational programme is provided with individual personal computers connected to the Internet. The staff has free access to printers and other types of technical equipment required for the service of the programme. The academic staff has a workspace and also free access to the software and material-technical base. The administrative and academic staff are provided with stationery and materials.

Programme 2: Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)

The teacher training educational programme is provided with the necessary infrastructure, information resources relevant to the field of study, and technical equipment, As given, everything is detailed in the cluster overview above.   The required literature outlined in the syllabi of the teacher training educational programme is available in the university library, which adequately supports the achievement of the programmer's goals and learning outcomes, both in terms of quantity and quality. As previously mentioned, the library is equipped with computers and a scanner, enhancing the comfort and efficiency of the students' work process. In addition, the library offers students online services through Gmail and Facebook channels (https://sangu.edu.ge/?m=393). Students have access to the latest scientific periodicals, which

allow them to familiarize themselves with the latest scientific data in the relevant field/field to achieve the programme's learning outcomes. The SANGU Library periodically collaborates with the National Library's e-book department and receives electronic resources of the most popular books from it. The administrative staff supporting the educational programme is equipped with individual personal computers connected to the internet. They have free access to printers and other technical equipment necessary for their duties.

Programme 3 Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)

The teacher training educational programme is equipped with the necessary infrastructure, information resources relevant to the field of study, and technical equipment, as outlined in detail above. As above mentioned, the library is equipped with computers and a scanner, enhancing the comfort and efficiency of the students' work .Additionally, the library provides online services to students via Gmail and Facebook channels (https://sangu.edu.ge/?m=393). The required literature outlined in the syllabi of the teacher training educational programme is available in the university library, which adequately supports the achievement of the programme's goals and learning outcomes, both in terms of quantity and quality, Students have access to the latest scientific periodicals, which allow them to familiarize themselves with the latest scientific data in the relevant field to achieve the programme's learning outcomes.

Programmem 4 Special Education Teacher Training Programme

The special needs teacher training educational programme is equipped with sufficient infrastructure, information resources relevant to the field of study, and technical equipment. The required literature specified in the syllabus of the special education teacher training programme is located in the university library, which quantitatively and qualitatively ensures the achievement of the programme goals and learning outcomes. As already mentioned, the library is equipped with computers and a scanner, which makes the students' work process more comfortable. In addition, the library also offers online services to students through Gmail and Facebook channels (https://sangu.edu.ge/?m=393). Students have access to the latest scientific periodicals, which allow them to familiarize themselves with the latest scientific data in the relevant field/field to achieve the programme's learning outcomes. SANGU is a member of the Georgian Libraries Consortium, which, in turn, is a member of the international consortium ELFE. Based on the

signed agreement, SANGU has access to electronic scientific databases. During our visit, it was clear that each SANGU student has the opportunity to use the following electronic scientific databases free of charge: https://sangu.edu.ge/content/monacemta-bazebi . As above mentioned already, the SANGU Library periodically collaborates with the National Library's e-book department and receives electronic resources of the most popular books from it. . The academic staff are given dedicated workspaces and have unrestricted access to software and technical resources. Both administrative and academic staff are supplied with the required stationery and materials.The administrative staff supporting the educational programme are provided with individual personal computers connected to the internet, along with free access to printers and other technical equipment necessary for their work.

During the site visit interviews, it was clearly confirmed that students are informed about the availability of the resources and know how to utilize them. As a result of a random check in the library, all the literature specified in the syllabus is available.

Evidences/Indicators

- Self-evaluation Report
- Site visit - facilities of the SANGU
- Interviews
- Appendix 2.1.8/2.2.6/2.3.6/2.4.6: Agreement signed with the Consortium of Georgian Libraries;
- Appendix 3.1.4/3.2.4/3.3.4/3.4.4: Library regulations;

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	X	☐	☐	☐
Programme 2 Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	☐	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	☐	☐	☐
Programme 4 (Special Education Teacher Training Programme)	X	☐	☐	☐

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

Cluster and individual evaluation

Each programme has presented the budget, which includes student tuition fees and state grants, salaries of selected and invited lecturers, funding for scientific journals, funding for research activities, accreditation costs, and more. The distribution of costs and funding across the four programmes is done differently.

Description and Analysis of Programmes

Programme 1 Integrated Bachelor's-Master's Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's

The university presented a budget indicating that the integrated bachelor's and master's programme in teacher training (History-Geography-Civic Education) is funded from the budget of the School of Humanities and Law, which is part of the general budget of SANGU

The costs of this programme are distributed as follows:The University has an income of 76.500 GEL from paid education, Wages-37.320 GEL, compensation for non-staff employees- 7.800 GEL , costs of event and trainings-650 GEL , costs of accreditation and authorization- 3,520 GEL .

Programme 2 Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)

The teacher training educational programme is funded through the budget of the School of Humanities and Law, which is part of the overall SANGU budget. Financial calculations show that the programme is financially sustainable.

The costs of this programme are distributed as follows:The University has an income of 250.200 GEL from paid education, Salaries of academic staff- 53.546 GEL, Compensation for non-permanent staff-95.599 GEL, business trips-7.830 GEL, Other services-4,720 GEL

Programme 3 Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)

The teacher training educational programme is financed through the budget of the School of Humanities and Law, which is part of the overall SANGU budget. Financial calculations confirm that the programme is financially sustainable.

The costs of this programme are distributed as follows: The University has an income of 157.500 GEL from paid education. Salaries of academic staff-28.290 GEL, Compensation for non-permanent staff-30.843 GEL, business trips- 825 GEL, Other services-8,190 GEL including the cost of book procurement.

The teacher training educational programme is financed through the budget of the School of Humanities and Law, which is part of the overall SANGU budget. Financial calculations confirm that the programme is financially sustainable.

The costs of this programme are distributed as follows: The University has an income of 230.400 GEL from paid education. Salaries of academic staff-80.521 GEL, Compensation for non-permanent staff-31.967 GEL, business trips- 7.830 GEL, Other services-4,720 GEL including the cost of book procurement.

It is an important fact that the budget for all programmes also include items such as educational events, training, business trips, expenses for library development, and expenses for supporting research activities based on university regulations.

Evidences/Indicator

- Self-evaluation Report
- Site visit
- Interview results
- Appendix 2.1.10/2.2.8/2.3.8/2.4.8: Budget for teacher training educational programmes;

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

   Recommendation(s): N/A

   Suggestion(s): none

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 Integrated Bachelor's-Master's Educational	**X**	☐	☐	☐

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's				
Programme 2 Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	☐	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	☐	☐	☐
Programme 4 (Special Education Teacher Training Programme)	X	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	☐	X	☐	☐

Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	☐	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	☐	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	X	☐	☐	☐

Cluster and individual evaluation

The quality assurance service at the SANGU relies on both the regulations and norms in force in the Georgian and international educational space, as well as on a number of important regulations developed by the management of the institution. The regulations and norms operating in the institution are based on the mission and values of the university. The institution's Quality Assurance Service attempts to manage and evaluate the institutional development processes and to determine new development phases for the institution in order to further develop the quality culture at the university.

The support for quality culture in the University is organized by the Quality Assurance Service. The main tasks of the quality assurance service are, whose tasks are:
- Institutional assessment of the university based on internal and external mechanisms;
- Evaluation of programmes based on internal and external mechanisms;
- Improvement and implementation of mechanisms for quality assurance;
- Activities aimed at developing academic skills;
- Cooperation with international institutions working on quality assurance issues/or for the purpose of sharing international experience and modern approaches.

The university's Quality Assurance Service conducts its business centrally in coordination with the programme management. The academic staff of the programme are involved in the development of the current processes as actively as possible. Yet, since academic programmes are initiated by the university administration and their design and development are also guided by the central quality assurance department, it would be desirable to regularly inform and train academic, invited, and administrative staff on quality assurance topics in order to enhance the quality culture within the institution.

Although the expert panel reviewed the extensive and diverse list of training courses provided in the programme documents, it believes that the training topics are not sufficiently addressed, an observation further supported by interviews with university staff.

The institution conducts an objective assessment of its development potential and prioritizes the enhancement of quality assurance at the institutional level. This commitment is also reflected in the university's strategic development plan. The university has developed quality assurance mechanisms that operate in line with the PDCA (Plan–Do–Check–Act) principle to support continuous improvement. The activity of the Quality Assurance Service is defined as a transparent and permanent action based on academic accountability, which is the most important prerequisite for the continuous development of the institution. It utilizes two key concepts for the evaluation and development of the educational programme: a structured programme development schedule and a continuous improvement mechanism.

The system envisages the use of a quality assessment mechanism both at the stage of planning an educational programme and its further development. The Quality Assurance Service has developed a methodology for planning and designing educational programmes. The activities of the Quality Assurance Service related to programme planning and development are detailed in the Provision of the Educational Programme of the University. The above-mentioned document has been prepared in accordance with the quality assurance standards and guidelines of the European Higher Education Area (EHEA), the Law of Georgia on Higher Education, the Standards of Authorization of Higher Education Institutions and Accreditation of Higher Education Programmes, the university's charter, mission, strategic development plan, action plan and other regulations that are aimed at the continuous development of institutional quality.

During the development of an educational programme compliance with the accreditation standards of higher education programmes is assessed:
- The purpose of the educational programme, learning outcomes, and the programme's relevance to them;
- Teaching methodology and organization, adequacy of programme assessment;
- Student achievements, individual work with them;
- Providing teaching resources;
- Opportunities for improving the quality of teaching.

Interview findings revealed that the programme council—established after the programme's initiation and originally responsible for curriculum development—no longer fulfills its responsibilities at the subsequent stage of programme accreditation. The expert group believes that this council should be the leader of the process at every stage (both during curriculum development and preparing self-evaluation reports, as well as while participating in the accreditation process).

The accreditation processes were planned correctly and in a targeted manner. First, labor market and stakeholder studies were carried out and the results were analyzed and prepared according to the specific methodology. Further details of the analysis and observation were:

- Programme metrics;

- Student survey results;

- Local and international recommendation documents, studies and thematic documents related to a specific criterion of the standard (if any);

- Results of a survey of university staff/other target groups.

Most of the findings from the analysis have been implemented into the new programmes, a fact that was also confirmed during the interviews.Examination of internal evaluation materials showed that the institution considers internal evaluation as a prerequisite for external evaluation, which is realistic and feasible.

Evidences/Indicators

- Methodology for planning, developing and implementing educational programmes, rules and procedures for approving, amending and canceling programmes;
- Quality assurance mechanisms;
- Labour market research reports;
- Quality assurance service studies (surveys);
- Self-Evaluation Report;
- Interviews during the visit;
- SANGU website.

General recommendations of the cluster:

- Involve the Programme Council in the development of the curriculum and all stages of the programme's lifecycle including the accreditation processes to strengthen the institutional quality culture of the university.

General suggestions of the cluster:

- Regularly train academic, invited, and administrative staff on quality assurance topics.

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

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	☐	X	☐	☐

Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	☐	X	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	☐	X	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	X	☐	☐

Cluster and individual evaluation

Descriptive review and analysis of standard compliance is acknowledged as one of the external assessment mechanisms, alongside authorization and accreditation processes conducted by the National Center for Educational Quality Enhancement, involving both Georgian and international experts. Post- assessment recommendations are incorporated into subsequent programme development stages. All four academic programmes presented within the cluster format are old and already accredited (2017, 2021, 2022 and 2024) and have therefore been subjected to external evaluation.

The first accreditation processes, known as external evaluations, conducted by the National Center for Educational Quality Enhancement, resulted in numerous recommendations for all academic programmes, which were implemented into the curricula by the programme management.

The institution has not yet developed a comprehensive external evaluation mechanism with appropriate methodology, which plays an important role in the development of academic programmes. The opinions and best practices of domestic and international colleagues would be the most important motivation for further curriculum development.

The expert group believes it is important for the institution to consider the recommendation and develop a specific methodology for external peer evaluation of its programmes in the future, ensuring that both academic staff and students benefit from the process.

The results of the programme analysis were used to complement the external evaluations. The programme management used the results of the external evaluation as much as possible, which enabled the group working on the Self-Evaluation Report to clearly identify the strengths and weaknesses of the educational programmes. From the point of view of the external evaluation, the educational programmes also effectively utilized the document "Sectoral Benchmarks of Higher Education in the Field of Education", supported by the NCEQE and developed by the expert group, which served as a valuable guide in the process of standardizing certain aspects of the educational programmes.

The university's Quality Assurance Service reviewed all the benchmark analysis materials and submitted a comprehensive analysis document to the Expert Panel. In conducting the analysis, the institution considered not only analogous programmes offered by Georgian universities (such as TSU and EU), but also those from American institutions, including the University of Connecticut, Florida State University, and Montclair State University.

The evaluation participants highlighted specific characteristics, which the programme management used as constructive recommendations. In addition to the analysis of employers, a number of positions and opinions on the development and improvement of the educational programme were identified and incorporated into the programme, as confirmed by interviews with representatives of practice facilities and employers.

Evidences/Indicators

- Portfolio of the Educational Programmes;
- Quality assurance mechanisms;
- Labour market research reports;
- Quality assurance service studies (surveys)
- Minutes of the Accreditation Council for Higher Education Institutions N765331, 20.07.2021;
- Minutes of the Accreditation Council for Higher Education Institutions N3, 14.02.2017;
- Minutes of the Accreditation Council for Higher Education Institutions N1619182, 16.12.2022;
- Minutes of the Accreditation Council for Higher Education Institutions N1165821, 06.09.2024;

- Self-Evaluation Report;
- Interviews during the visit.

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	☐	X	☐	☐
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	☐	X	☐	☐
Programme 3 (Teacher training educational	☐	X	☐	☐

programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)				
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	X	☐	☐

5.3. Programme Monitoring and Periodic Review

Cluster and individual evaluation

The Quality Assurance Service has developed and implemented quality assurance governance mechanisms that organize all significant processes and procedures within the university.

The present procedures aim to improve teaching, research, and university services through continuous monitoring. Based on the analysis of monitoring results, the service performance is improved and the tasks defined in the university's strategic plan are fulfilled.

The Quality Assurance Service is responsible not only for the organization of programme´s development, but also for its evaluation and all the processes determined by the Quality Assurance Service within the framework of monitoring. This council is made up of members (the head of the programme, the quality representative, the academic staff, the students, the employers, and in some cases the graduate students) who can actively participate in the evaluation processes according to their competences. The university monitors and periodically evaluates its educational programmes. The results are collected and analysed at the end of each academic year. TheThe Programme Development Council analyzes and interprets the information gathered through both direct and indirect methods of programme evaluation, following the periodicity established by the university regulations. The findings are incorporated into the programme content and learning process. Information collection is systematic, and analysis is carried out at established intervals, in various directions. Evaluation and analysis allow the university to update and improve the programme as needed.

The Quality Assurance Service is preparing a set of recommendations, which will be reviewed and followed by the planning of further measures in collaboration with the quality coordinators of the respective faculties.

Prior to the accreditation process, the Quality Assurance Service once again completely and thoroughly monitored all four programmes to compare their programme portfolios with the funding provided by the standards. Specific challenges were identified in all study programmes and concrete measures were planned.

Evidences/Indicators

- Portfolio of the Educational Programmes;
- Quality assurance mechanisms;
- Labour market research reports;
- Quality assurance service studies (surveys)
- Self-Evaluation Report
- Interviews during the visit
-

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

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

Recommendation(s): **N/A**

Suggestion(s): **N/A**

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Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-	X	☐	☐	☐

Civic Education), Bachelor's-Master's				
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	X	☐	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	X	☐	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	X	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	☐	X	☐	☐

Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	☐	X	☐	☐
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences (elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)	☐	X	☐	☐
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	☐	X	☐	☐

Name of the higher education institution: St. Andrew the First-Called Georgian University of the Patriarchate of Georgia

Name of Higher Educational Programmes, Levels: As indicated in the table below

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Integrated Undergraduate-Graduate Educational Programme for Teacher Training (History-Geography-Civic Education), Bachelor's-Master's	Substantially complies	Substantially complies	Fully complies	Substantially complies	Substantially complies
Programme 2 (Teacher Training Educational Programme (Georgian Language and Literature; History; Mathematics; Chemistry; Physics; Biology; English Language)	Substantially complies	Substantially complies	Fully complies	Fully complies	Substantially complies
Programme 3 (Teacher training educational programme (Georgian language and literature (elementary level); Mathematics (elementary level); Natural sciences	Substantially complies	Substantially complies	Fully complies	Fully complies	Substantially complies

|					
(elementary level); Geography (basic and intermediate level); Civic education (basic and secondary level); Information and communication technologies; Fine and applied arts; Music)					
Programme 4 (Special Education Teacher Training Educational Programme, Level 6)	Substantially complies	Substantially complies	Fully complies	Fully complies	Substantially complies

Signatures

Chair of Accreditation Experts Panel

Juliette E Torabian

Of the member(s) of the Accreditation Experts Panel

Elza Makaradze ,
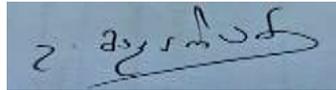
Revaz Tabatadze,

Tato Lapauri

Nino Kimeridze,