



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

**Public Administration Bachelors, Level 6, 240 ECTS
Public Administration, Master, Level 7, 120 ECTS**

LEPL Gori State University

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Gori State University Legal Entity of Public Law
Identification Code of Institution	218076542
Type of the Institution	University

Expert Panel Members

Chair	BUSMACHIU Eugenia, National Agency for Quality Assurance for Education and Research of Moldova, Republic of Moldova
Member	KHOSITASHVILI Giga, Ilia State University QA, Georgia
Member	ZAKARADZE Ekaterina, Grigol Robakidze University, field expert, Georgia
Member	BERISHVILI Tamar (LL.M), Tbilisi State University, Georgia
Member	TVAURI Giga, Grigol Robakidze University Student, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Public Administration	Public Administration
Level of higher education	Bachelor's study	Master's study
Qualification to be awarded	Bachelor of Public Administration	Master of Public Administration
Name and code of the detailed field	Management and Administration, 0413	Management and Administration, 0413
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	NA	NA
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited 12/12/ 2019, N240	Accredited 30/08/2017, N60

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes²**

Accreditation has been conducted for two study programs at the Gori State University grouped in a cluster:

- Program 1. Public Administration, Bachelor, 240 ECTS;
- Program 2. Public Administration, Master, 120 ECTS;

Gori State University has been implementing evaluated programs in an accredited mode since 12/12/ 2019 and in a re-accredited mode since 30/08/2017. Master's Programs were accredited in 2017 for 7 years.

Bachelor's educational program: BA in Public Administration and

Master's educational program: MA in Public Administration.

The programs are updateing and modified according to external regulations including the Law of Georgia on Higher Education, the National Qualifications Framework, and the Classifier of Fields of Study.

The volume and distribution of credits are:

The bachelor's degree programme in Public Administration includes 240 ECTS, an average of 60 credits per year, 30 credits per semester. 1 credit - 25 hours., which covers both auditory and non auditory work. The standard duration of the bachelor's programme is 8 semesters, or 4 years. Depending on the student's individual workload, the number of credits per year can be less than 60 or more, but not more than 75.

Master's program- Public Administration is 120 credits, and the duration is 2 years (4 semesters). The implementation of all 2 programs is located at the buildings of Gori State University in Gori, Georgia; and the programs are administered by the Faculty of of Social Sciences, Business and law.

- **Overview of the Accreditation Site Visit**

Before the accreditation site visit, the information shared with the members of the Accreditation Committee was provided by the National Agency for Quality Assurance through access to the OneDrive link and was accessible on the university website.

The package of documents contained a Self-Evaluation Report (SER) and relevant supporting documentation including study programs, curricula, course syllabus, information about teaching and non-teaching staff, information on teaching methodologies, learning outcomes, evaluation processes methodology, standards and internal quality assurance system. The document was provided in Georgian and English languages.

The Expert Panel conducted a site visit at Gori State University on September 3-4, 2024, following a pre-established agreed agenda by all experts. During this visit, the Panel engaged in interview sessions with various groups, including university and faculty administration, the self-evaluation team, academic and invited staff across all programs, public administration programs heads, students, alumni, employers, and

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

representatives of quality assurance team. Throughout the visit, the Panel requested additional documentation, which the institution subsequently provided.

On the first day, the Panel had interviewed all involved stakeholders according to the agenda and organised a tour of the university facilities, in order to assess the resources available for the educational process, including the library, library data base, computer testing room, laboratory rooms, students' facilities.

The preliminary findings and conclusion were presented to the university management and representatives on the second day.

During the visit, the Expert Panel noted a professional atmosphere, well-organized communication and collaboration among the various stakeholders, departments and offices within the university. A high level of professionalism of the university administration and faculty was demonstrated, as well as a good cooperation with regional and local public authorities.

- Brief Overview of Education Programme Compliance with the Standards

Program 1. Public Administration, Bachelor, level 6, 240 ECTS

Standard 1: Fully complies with Requirements

Standard 2: Fully Complies with Requirements

Standard 3: Fully Complies with Requirements

Standard 4: Substantially complies with Requirements

Standard 5: Fully Complies with Requirements

Program 2. Public Administration Master Program, level 7, 120 ECTS

Standard 1: Substantially complies with Requirements

Standard 2: Fully Complies with Requirements

Standard 3: Fully Complies with Requirements

Standard 4: Substantially complies with Requirements

Standard 5: Fully Complies with Requirements

Recommendation:

Cluster

1.5

The internationalization component needs to be strengthened, the literature needs to be updated, and several courses should be made mandatory.

4.1

Increase the number of staff with Ph.D. or Master's degrees relevant to the field of public administration.

Improve the composition of the staff implementing the training courses and components related to public administration. It has been noted that similar recommendations were made in the past. Given that the Bachelor of Public Administration program has been in place since 2015, there has been ample time to recruit appropriate academic staff.

Program 1

1.5

- The internationalization component needs to be strengthened
- The literature needs to be updated
- Course "European Governance Systems" should be made mandatory

4.1

- Increase the number of staff with Ph.D. or Master's degrees relevant to public administration and improve the composition of staff involved in the training courses.
- Encourage staff participation in public administration conferences.
- Create a scientific research and development fund to support projects submitted by staff and/or students.

4.5

- Increase Research and Internationalization Budget: Allocate additional funds to strengthen scientific/research activities and support internationalization efforts.

Program 2

1.1

The internationalization component should be written more clearly in the goals of the master's program

1.5

- The internationalization component needs to be strengthened
- The literature needs to be updated
- Course "Public Service Management" should be made mandatory

4.1

- Increase the number of staff with Ph.D. or Master's degrees relevant to public administration and improve the composition of staff involved in the training courses

4.3

Enhance Social Guarantees: It is strongly suggested to enhance and improve the social guarantees provided to university personnel. This will help ensure staff well-being, job satisfaction, and stability. Regular communication with staff to understand their needs and incorporating their feedback into decision-making regarding social guarantees is essential

Suggestion:

Cluster

4.1

- Strengthen or add to the administrative/support staff at the university level.
- Increase the budget for research and development of personnel to focus on enhancing the scientific and research activities of academic, scientific, and invited personnel.
- Establish a dedicated Public Administration Research Center to foster a culture of academic engagement and knowledge dissemination. This center would conduct research, organize conferences, and publish scientific work in public administration. Encouraging staff to subscribe to relevant scientific journals will also enhance their understanding and promote continuous professional growth.
- Expand the advertising of academic positions beyond the university's website and Facebook page to include additional platforms (e.g., Jobs.ge) to reach a wider audience.

4.3

- Enhance Social Guarantees for Personnel: It is strongly suggested to improve and strengthen the social guarantees provided to university staff. Enhancing these guarantees is crucial for promoting staff well-being, job satisfaction, and stability.
- Regular and open communication with staff to understand their needs and incorporating their feedback into the development of social guarantee policies are essential steps. Expand Software Resources: The university should expand its software resources to include additional tools that students may require for their research activities. This will help ensure that students have access to the necessary resources for conducting high-quality research.

- Reinforce Feedback Integration: Strengthen the procedures for incorporating the results of surveys and student assessments into teaching practices. This will ensure that feedback is effectively used to enhance the learning process and improve teaching methods.

4.4

Improve Information and Communication Platforms: Enhance the quality of existing information and communication platforms and continue to enrich the library's resources.

Program 1

2.2

In order to enhance practical skills of students to increase number of hours dedicated to practical lessons for subjects related to public administration.

3.1

- There is a need to pay more attention to increasing the level of a foreign language in the educational process. Undergraduate students find it difficult to understand and speak English.
- The Student Career Center should strengthen the employment rate of students.
- Information for students should be Successful graduates of the university, who work in leading positions, met with students and talked about their path to success. It would be good to carry out this activity at least once a year.
- Employers, when meeting with students, disclosed what skills should be developed in order to get a job with them sent to the personal e-mail address of the university.
- A modern student space is needed, where students (of all courses and faculties) can meet during breaks, can talk during free time (tea, coffee, water). The mentioned place will create more attractiveness among students and the university will become even more attractive for students.

4.1

- Adding/strengthening an administrative/supporting staff at the university level;
- Encourage staff participation in public administration conferences. It is suggested to encourage staff to participate in public administration conferences, depending on the objectives of the program, for its sustainability and in order to promote the scientific work of the staff, to create a scientific research and development fund, which will be a collegial body and will consider the projects submitted by the staff and/or students and will make a decision on their funding;
- Also, it is important to increase the cost of research and development of personnel in the budget of the university, which will be focused on the development of the scientific/research activities of the university's academic, scientific and invited personnel.

- Training of Invited Staff as to get acquainted and blend into the Academic environment and understand and share the aims and goals of the programme;
- Create a scientific research and development fund to support projects submitted by staff and/or students. To foster a culture of academic engagement and knowledge dissemination among the staff, it is recommended that the university consider establishing a dedicated Public Administration Research Center. This research center would serve as a hub for conducting research, organizing conferences, and publishing scientific work in the field of public administration. By creating such a center, the university can provide a platform for staff members to contribute to the body of knowledge in public administration and inform local decision makers with evidence-based research and insights. Additionally, encouraging staff to read and subscribe to relevant scientific journals will further enhance their understanding of the latest developments in the field and promote continuous learning and professional growth.

4.3

- Strengthen Support for Internationalization: Given the significant progress in internationalization, it is recommended to enhance support for international activities related to research, publication, and participation in academic events for both teaching staff and Master's students. This includes providing more resources and opportunities for international collaboration and engagement. Establish a Public Administration Research Center: To foster a culture of academic engagement and knowledge dissemination, the university should consider establishing a dedicated Public Administration Research Center. This center would act as a hub for conducting research, organizing conferences, and publishing scientific work in the field of public administration, thus supporting staff and student involvement in cutting-edge research. All of this will be focused on enhancing the qualifications of academic and invited personnel.
- Increase Participation in Projects: Encourage greater involvement of academic and visiting staff in local and international projects to enhance their experience and visibility, thereby strengthening the program.
- Encourage Conference Participation: Actively encourage staff to participate in public administration conferences to stay updated with the latest developments and enhance their academic and professional networks.
- Enhance Social Guarantees: Strengthen and improve the social guarantees provided to university personnel. This is crucial for promoting overall well-being, job satisfaction, and stability among staff. Engage in open and regular communication with staff to understand their needs and incorporate their feedback into social guarantee policies.

4.4

- Increase Computer Stations: Increase the number of computer stations at the university premises and specifically within the Faculty of Public Administration.
- Increasing the book collection in both physical and electronic formats.

4.5

Pursue Additional Funding: Explore opportunities for additional funding from international and national development and research grants.

Program 2

3.1

As a result of the meeting, we met with undergraduate and graduate students (almost 30 students and alumni), the problem of speaking in English is evident (while the masters have passed the B2 level test). Pay more attention to increasing the level of a foreign language in the educational process.

3.2

- A small university research grant would be good to encourage students and lecturers to use the databases and increase scientific activity.
- To strengthen joint research/monograph/articles between master students and lecturers. Additional trainings should be conducted with the masters to provide information on the bases.

4.1

- Increase involvement in local and international projects to strengthen the academic and invited staff
- Strengthen employer engagement with students to develop future skills.

4.2

- Improve the academic quality of master's theses, ensuring correct references and preference for academic literature over non-academic sources.
- Provision of training courses and workshops for academic staff.

4.3

Encourage Conference Participation: Encourage staff to attend and participate in public administration conferences to keep abreast of current trends and research in the field.

4.4

Increase Computer Stations: Consider increasing the number of computer stations at the university premises and specifically within the Faculty of Public Administration

Library Resources: Consider acquiring e-books and other digital resources in the field of Public Administration for the library to support student research and learning.

Increasing the book collection in both physical and electronic formats

Brief Overview of the Best Practices (if applicable)³

- The university's faculty is professional and committed to their institution.
- Strong cooperation and substantial support from local public authorities.

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

After reading the argumentative position the expert team removed the recommendation under the sub standard 5.3 in case of MA program.

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

To improve public administration programs, recommendations from the previous accreditation were fully implemented, leading to curriculum changes. Key updates included adding reports from international organizations like the EU and UNDP to course syllabi and strengthening collaboration with international scholars. Additionally, course titles were revised, and courses were added on public service management. Moreover, elective skills like decision-making and competition management were embedded in elective courses.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴

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

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

2. Cluster evaluation⁵

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

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

4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis and constantly improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes. Educational programmes grouped in a cluster are logically interrelated to each other in line with the study areas and evolve according to the respective levels of higher education.

1.1 Programme Objectives

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

Cluster and individual evaluation

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

Based on the self-evaluation report, the provided documentation, and the field visits interviews, it was determined that the Bachelor's Public Administration and Master's Public Administration programs grouped in the cluster have well-defined objectives, competences and learning outcomes that are logically interconnected.

The goals and the structure of each program align with the mission, objectives, and strategic development plan of Gori State University. The bachelor (BA) and master (MA) study programs "Public administration" within the cluster are logically connected, corresponds to the field of study and is aligned to the Georgian legal strategic framework. The Bachelor's Public Administration and Master's Public Administration educational programs in public administration comply with the requirements of the national qualification framework and the classification of fields of study.

Description and Analysis - Programme 1 - Public Administration - Level 6

The goals of the Bachelor's program (BA) in Public Administration are available on the university website at www.gu.edu.ge in the educational programs catalog and in the library. The program's objectives specify the development of a qualified specialist (Bachelor of Public Administration, level 6) as specified by the program. These goals are specific to public administration and meet the requirements for undergraduate

education. The competencies acquired or developed by graduates within the program ensure their competitiveness in the labor market, as well as the opportunity to continue their studies at the master's level.

Description and Analysis - Programme 2 - Public Administration – level 7

The objectives of the Master's educational program in Public Administration are public, clear, accessible and visible. The program's objectives are aligned with the requirements outlined in the qualification framework and the requirements for Master's level educational program.

The competencies acquired within the master program provide graduates with the opportunity to continue their studies at the next level of education-ISCED-8 Doctoral studies.

The master programs graduate successfully pursue professional careers in leading positions in the area of public administration.

However, one issue can be highlighted, namely the objectives of the program do not clearly express the components of internationalization. Because, when we talk about cultivating a modern and qualified public servant, internationalization is one of the key elements—without international practice and cooperation, a public servant will not have the ability to keep up with contemporary trends, solve problems, and remain competitive.

Evidences/Indicators

- Site visit interviews
- Bachelor's Studies Educational Programme for Public Administration;
- Master's Studies Educational Programme for Public Administration;
- LEPL Gori State University mission;
- LEPL Gori State University website www.gu.edu.ge

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

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

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

Programme 2 – Public Administration – level 7

Recommendation(s): The internationalization component should be written more clearly in the goals of the master's program

Evaluation ⁶

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7		x	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Cluster and individual evaluation

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

Based on the self-evaluation report, the provided documentation, and the interviews conducted on-site, it is established that all stakeholders were involved in the development, modification, and formulation processes of the learning outcomes of the educational programs—this includes program staff, students, employers, and graduates.

The learning outcomes of the undergraduate and graduate programs in public administration, grouped within the public administration cluster, are logically connected to the objectives of the programs and the specific characteristics of the relevant field of study. Additionally, the learning outcomes of the programs describe the knowledge, skills, responsibilities, and autonomy that students acquire upon completing the programs.

Description and Analysis - Programme 1 - Public Administration, level 6

⁶ Evaluation is performed for each programme separately.

According to the presented program and self-evaluation, these are the outcomes of the program:

Knowledge and Awareness

After completing of the Bachelor's Program for Public Administration, the student:

- describes the essence, functions, constitutional foundations, principles, system, forms of organizational arrangement, conceptual foundations of public administration, legal, political and economic aspects of the organization of public administration, the functions of local self-government, public policy methods, categories, concepts and models, strategic management process and coordination mechanisms, EU institutions, modern methods and tools of human resource management, career planning methods, conflict management methods, principles of public service, management system, labor relations and social security in public service, standards for the production and delivery of public services, tools for the innovation management and digital governance, principles and mechanisms for public finance management, control principles and mechanisms, standards for management of state and local budgets, as well as at the central and local levels accountability, integrity and responsibility management mechanisms, "good governance" standards and tools for their implementation;
- explains the specifics of public administration processes, the need to adhere to the general rules of ethics and conduct in public institutions and to promote citizen participation in the formation of a democratic society.

Skills:

After completing the Bachelor's Program For Public Administration, the student:

- detects problems related to the field of public administration, negatively affects the quality of credibility of public administration, uses quantitative and qualitative research methods, including public policy analysis tools to solve complex and unforeseen problems;
- develops projects of governance decisions, reports and other documents, human resource management strategies in the field of public administration, as well as a project (paper) of a research or practical nature on topical issues of public administration in compliance with academic integrity and ethics principles in accordance with predetermined instructions;
- analyzes the processes related to the field of public administration, finds, collects, processes and explains the data and/or situations characteristic of the field of public administration, using standard and some of the latest methods;
- formulates argumentative conclusions on the modernization of specific areas of public administration, the establishment of a transparent, accountable and effective state management system and/or the Europeanization of public administration;
- discusses the results of in-depth reforms implemented in the field of public administration and public service, problems in the field of public administration and ways to solve them with

specialists and non-specialists in oral and written forms using information and communication technologies.

Responsibility and Autonomy:

After completing the Bachelor's Program for Public Administration, the student:

- acts within the framework of ethical and professional conduct norms of public servants, and respects democratic values, constitutional order and human rights while participating in the relevant administrative proceedings while solving problems in the field of public administration;
- demonstrates activities focused on his and others' professional development in compliance with the basic principles of individual and teamwork, as well as the ability to constantly update knowledge in compliance with the principle of "lifelong learning".

In accordance with the above, the learning outcomes of the program are logically related to the objectives of the program and take into account the peculiarities of the field of public administration and are achievable and realistic.

Description and Analysis - Programme 2 - Public Administration – level 7

According to the presented Masters program and self-evaluation, these are the outcomes of the program:

Knowledge and Awareness

After completing the Master's Program for Public Administration, the student:

- systematically describes the classical and modern concepts of public administration, constitutional foundations of public administration, tasks of public administration, structure of principles of public administration, legal instruments for the implementation of public administration, organizational structure and powers of public administration of European countries, types of administrative proceedings, principles of "good governance", concepts and standards, mechanisms of engaging society in the process of making political decisions, anti-corruption targets and prevention mechanisms for corruption risks, principles and mechanisms of public finance management, main directions of state budget policy, public policy planning and coordination mechanisms, stages of policy drafting, public policy analysis models, RIA's goals, principles and content, key components of RIA assessment, innovative human resource management strategies for public sector, tools for continuous professional and career development in the public sector, types of public services and project management, basic principles, methods and tools, as well as basic principles of academic writing, modern methods of scientific research, rules of academic honesty, research ethics, basic rules and principles for creating professional scientific texts;
- determines the role of the EU in the institutional development of the public administration and civil service of Georgia, as well as the constitutional commitment to Georgia's integration into

good European and Euro-Atlantic structures and the trends of governance in the multilevel management model of the public sector.

Skill

After completing the Master's Program for Public Administration, the student:

- develops innovative ideas in the field of public administration, constructive governance decisions, strategic management and policy planning documents, programmes and projects, research-based analytical reports, strategic priorities, as well as new, original ways to solve complex problems in public administration;
- detects complex problems in the field of public administration, plans a scientific research process on topical issues of public administration, develops a scientific research project (paper) in compliance with the principles of academic integrity and using the latest research methods;
- finds, analyzes and critically evaluates a wide range of complex or incomplete empirical information, primary data, latest scientific research and, based on the principles of good governance, develops relevant argumentative conclusions on factors negatively affecting the quality of public administration credibility and complex problems in the field of public administration;
- in compliance with the standards of academic ethics, the academic and professional community will present their findings on the challenges in the field of governance, the improvement of the public administration system, the modernization of specific areas of governance, the effective state management system, the Europeanization of public administration, arguments and research results in Georgian and English, in written and oral form.

Responsibility and autonomy

After completing the Master's Program for Public Administration, the student:

- demonstrates the ability to conduct study and research independently in the field of public administration;
- recognizes the need for ethical standards in the field of public administration, protects democratic values, constitutional order, human rights, takes responsibility for their own behavior and professional development of team members when making a common team decision.

In accordance with the above, the learning outcomes of the program are logically related to the objectives of the program and take into account the peculiarities of the field of public administration and are achievable and realistic. However, if it is considered that the issues of internationalization should be written more clearly in the program objectives, of course this should also be reflected in the program outcomes.

Evidences/Indicators

- SER
- Site visit interviews
- Bachelor’s Studies Educational Programme for Public Administration;
- Master’s Studies Educational Programme for Public Administration;
- LEPL Gori State University website www.gu.edu.ge

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

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

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

Programme 2 – Public Administration – level 7

Suggestion(s): When the internationalization component will be clearly written in the program objectives, it should also be reflected in the program outcomes

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 (name, level)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

Cluster and individual evaluation

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

Based on the self-evaluation report, the provided documentation, and the on-site interviews, it is established that the process of evaluating the learning outcomes of the Bachelor and Masters programs in

public administration is carried out by a program evaluation team, which is formed by an order of the faculty dean. Each program will be evaluated separately and independently.

The evaluation process utilizes the "Mechanism for Evaluating Learning Outcomes of Educational Programs at LEPL Gori State University." The evaluation plan for the program's learning outcomes, developed by the program evaluation team, must specify both direct and indirect assessment methods to be used in the evaluation process for each learning outcome. The number of students being assessed should be sufficient to provide adequate information on the achievement of the learning outcomes within the program. The evaluation of the program's learning outcomes should be conducted using several assessment indicators. To obtain comprehensive information regarding the evaluation of the program's learning outcomes, it is also necessary to assess them through indirect methods (e.g., surveys of students, staff, graduates, and employers, interviews with relevant focus groups, etc.).

The final (summative) evaluation of the program's learning outcomes is determined by calculating the arithmetic mean of the percentage indicators obtained from each assessment method. If the final evaluation of the program's learning outcomes is at least 70%, the learning outcome is considered achieved. The concluding and most important stage of the evaluation process is the development of decisions and recommendations aimed at addressing identified issues, which will ensure the improvement of the program's learning outcomes at both the course and program levels. The evaluation results are shared with the faculties and program managers, after which discussions on identified issues and possible solutions take place.

The evaluation report, which must meet the requirements defined by the evaluation mechanism, is submitted to the faculty dean, the quality assurance office, and the academic process management office for appropriate action. The evaluation of the program's learning outcomes is conducted in a consistent and transparent manner, and the evaluation report is accessible to all interested parties. The academic and invited staff of the programs are familiar with the methods of evaluating learning outcomes and are actively involved in this process. The evaluation of the program's learning outcomes is carried out periodically—once all outcomes have been assessed for a selected group of students, a new target group is chosen, and a new cycle of evaluation begins.

Evidences/Indicators

- SER
- Site visit interviews

- Mechanism for Evaluating the Learning Outcomes of the Educational Programme at LEPL Gori State University
- Evaluation plan of learning outcomes of Bachelor’s Studies Educational Programme for Public Administration;
- Evaluation plan of learning outcomes of Master’s Studies Educational Programme for Public Administration.

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

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

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

Based on the self-evaluation report, the provided documentation, and the on-site interviews, it has been determined that the development and advancement of the Bachelors and Masters programs in Public Administration were carried out considering the feedback from stakeholders, local and international

practices, and the human, material, and financial resources available at the university. Additionally, it is noteworthy that the educational programs were developed in accordance with the Gori State University's "Methodology for Planning, Developing, and Advancing Educational Programs".

Description and Analysis - Programme 1 - Public Administration - Level 6

On the basis of the self-evaluation report and the presented program, we learn that the Public Administration Bachelors program consists of 240 credits (ECTS), which includes courses relevant to the main field of study and free components. Credits are allocated in accordance with the requirements of the legislation, in particular, an average of 60 credits per year, 30 credits per semester. 1 credit - 25 hours covering both class and independent work. Accordingly, the standard duration of the bachelor's program is 8 academic semesters or 4 years. Depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75.

The program includes mandatory courses of the main field of study (160 ECTS) and elective courses of the main field of study (30 ECTS), as well as compulsory courses of the free component (35 ECTS), elective courses of the free component (15 ECTS). The elective courses of the free component (35 ECTS) include basic courses (10 ECTS) and English language courses (25 ECTS). Studying English language is mandatory during 5 academic study semesters. In addition, in the 5th academic semester, the student will learn the professional English language relevant to the main field. Compulsory study courses (160 ECTS) of the main field of study include a bachelor's thesis (10 ECTS) and a practical component (10 ECTS).

Based on the above, it is safe to conclude that the structure of the program is consistent and the prerequisites for admission to the next component are defined adequately; The educational and practical components of the program are arranged logically.

Information about the Public Administration Bachelors program of Gori State University is public and available to all interested persons, it is placed on the university's website, in the catalog of educational programs and in the library.

Description and Analysis - Programme 2 – Public Administration, level 7

From the self-evaluation report, the presented program and the on-site interviews, it is established that the Public Administration Master's program includes a total of 120 ECTS credits. As in the case of the Bachelor's program, here we also have compliance with the legislation - a full load of one academic year - 60 (ECTS) credits, and a full load of one semester - 30 credits. Accordingly, the standard duration of the master's educational program is 4 academic semesters or 2 academic years. It is allowed for a student's

study load to exceed 60 credits or be less than 60 credits during one academic year. In addition, it is not allowed study load to exceed 75 (ECTS) credits in one academic year.

The program is made up of educational (90 ECTS) and research (30 ECTS) components. The educational component of the public administration master's program (90 ECTS) includes mandatory courses (60 ECTS), elective courses (15 ECTS), and the Public Administration Clinic—a practical component (15 ECTS). The Public Administration Clinic is a required part of the master's program, designed to help students develop essential practical skills. Students complete the clinic in partner organizations relevant to their field. Those already employed in their specialty may complete their practical training directly at the university, within the Public Administration Clinic.

An essential component of the educational program is the research component, aimed at developing the independent research skills of master's students. The research component of the program is represented by a master's thesis (30 ECTS credits). To complete the master's program, a student must prepare and defend a master's thesis.

Based on the above, the structure of the master's program is consistent, with its educational and research components logically organized and coherently developed. The prerequisites for advancing to subsequent components are appropriately defined. Therefore, the content, structure, scope, and complexity of the program align with the master's level of study.

Information about the program is public and accessible to all interested parties; it is available on the university's website, in the educational programs catalog, and in the library.

Evidences/Indicators

- SER
- Site visit interviews
- The Instruction of Planning, Designing, Developing and Annuling of Educational Programmes at LEPL Gori State Teaching University
- Bachelor's Studies Educational Programme for Public Administration;
- Master's Studies Educational Programme for Public Administration;
- LEPL Gori State University website www.gu.edu.ge
- Component evidences/indicators, including the relevant documents and interview results

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

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

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

Based on the self-evaluation report, the provided documents, and the interviews conducted during the site visit, it was determined that the number of credits allocated to each study course is based on its content, achievable outcomes, and workload. The distribution between contact hours and independent study is appropriate, aligning with the nature of the course and supporting the attainment of the intended learning outcomes. Courses are designed using appropriate teaching and learning methods tailored to their content and desired outcomes. The course syllabus clearly defines the assessment system for learning outcomes, including relevant assessment methods, components, and criteria/rubrics. Evidences/Indicators. The literature is available both in the library and in the form of electronic resources, which are also provided in the syllabi as links.

Despite the aforementioned points, the self-evaluation report, the provided documentation, and the interviews conducted during the on-site visit revealed several substantive and technical issues that require attention:

Both Bachelors and Masters program syllabi contain problematic issues, specifically with outdated resources listed as both mandatory and additional literature in many cases. For example, in the Bachelors program: "Human Resource Management" includes resources with the most recent from 2016; "Foundations of Organizational Behavior" lists mandatory literature from 2009 and additional texts from 2015-2017; "Innovative Management" references literature from 2016. In the Masters program, "Behavioral Models of Decision-Making" cites literature from 2008-2013.

Additionally, it would be beneficial for several courses to transition from elective to mandatory status:

In the Bachelors program: The course "European Governance Systems" is currently listed among the elective courses in the core field. Considering Georgia's political context and the importance of the European integration process, it is crucial for future public officials to have a solid understanding of European governance systems. Therefore, this course should be mandatory for all future public servants.

In the Masters program: The course "Public Service Management System" is highly important for future public officials due to its content and subject matter, and it should be made a mandatory course.

Another important issue common to both programs is the component of internationalization. Neither program offers courses in a foreign language, whether mandatory or elective, nor are there any lectures conducted by foreign experts who could be invited based on their academic or practical experience to address current issues in public administration.

Evidences/Indicators

- SER
- Site visit interviews
- Bachelor's Studies Educational Programme for Public Administration, syllabuses, curriculum map;
- Master's Studies Educational Programme for Public Administration, syllabuses, curriculum map;
- The mechanism of monitoring the academic achievement of students at LEPL Gori State University
- LEPL Gori State University website www.gu.edu.ge

General recommendations of the cluster: The internationalization component needs to be strengthened, the literature needs to be updated, and several courses should be made mandatory.

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

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

Programme 1 Programme 1 - Public Administration - Level 6

Recommendation(s):

- The internationalization component needs to be strengthened
- The literature needs to be updated
- Course “European Governance Systems” should be made mandatory

Programme 2 Public Administration – level 7

Recommendation(s):

- The internationalization component needs to be strengthened
- The literature needs to be updated
- Course “Public Service Management System" should be made mandatory

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

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 (Public Administration, Bachelors)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Public Administration , Master)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

Gori University has a very clear enrollment system, including all national and university internal activities integrated in a structures system. The enrollment process for the evaluated study programs of the cluster is transparent, fair, public and accessible.

Preconditions for Bachelor programs, as well as for Master's programs can be found on the LEPL Gori State University website www.gu.edu.ge. The management of the university mentioned at the interview that the prerequisites to be admitted to cluster programs are the following:

- for admission to the bachelor's programs in Public Administration, applicants have to pass the Unified National Examinations;
- for admission to master's programs in Public Administration, applicants have to pass the unified Master exam, to confirm English language competencies at the B2 level to pass the internal institutional exam.

The admission process is organized and is in accordance with the applicable Georgian legislation and is rationally linked to the programs' content, learning outcomes, level of education and qualification awarded including students' knowledge, skills, and competence to successfully complete the program. The allocation of student's number for programs within the clusters is based on the national and university's procedures and also is based on a various factors related to programme qualitative and quantitative indicators. Students have specified that they were informed about study programs via websites, faculty, relatives or during open doors meetings organised by university.

Furthermore, the Faculties of Social Sciences, Business and Law at Gori University are cooperating with local public authorities, local companies and different professional associations. In cooperation with them, the university conducting information campaigns. the City Hall representatives are involved in the admission process and other activities of the university. The institution has a great support from local public authorities for the cluster programs.

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

Description and Analysis - Programme 1: Public Administration, level 6

Ministry of Education and Science of Georgia is establishing the admission regulation and provides program admission document for the Bachelor's Program Public Administration which are based on the Unified National Exams.

Description and Analysis - Programme 2: Public Administration, level 7

In order to be enrolled in the Master's Program in Public Administration, an applicant must hold a bachelor's degree or an equivalent academic degree and have successfully completed the common master's and institutional exams.

The faculty representatives mentioned that once the candidates have successfully completed the Unified Master's Exam, and the internal university exams and English level 2 conducted by the University, they are admitted to the program. The evaluation procedure for the admission is in place and clearly explained to candidates. The evaluation score for master's degree candidates is calculated based on well defined criteria according to external and internal rules of the university. The admission process is consistent, transparent, non-discriminatory, and based on objective criteria and is organized at the national and institutional level according to legal requirements and standard requirements.

Evidences/Indicators

- Educational Programs Content;
- Program Admission Requirements;
- Gori University Self-evaluation report;
- Expert Panel's meeting with the head of the programs;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the programs.
- Component evidences/indicators, including the relevant documents and interview results

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

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

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

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

The programs are organized within the cluster to facilitate the enhancement of students' practical and/or research competencies in alignment with the learning outcomes and educational standards. The components of the programs are designed to cultivate and enhance these skills. The faculty of the University aids in the cultivation of practical, research, and transferable skills. The university has established memorandums of collaboration with the local public administration of Gori, neighboring local authorities, budgetary institutions, enterprises, and international partner universities, such as those in Poland universities and other partner universities, providing students with opportunities to participate in various joint educational and research initiatives. The teaching team encourages students to participate in national and international conferences. At the master's level, students engaged in research components get guidance from qualified academics and invited personnel possessing pertinent research expertise. During the interview, students acknowledged the University's support for learning the necessary skills, as well as the offered support to participate in foreign mobility programs and conferences.

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-

evaluation report (SER), the enclosed documents and site-visit. If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1- Public Administration - Level 6

The examination of the structure of the "Public Administration BA" program reveals that the practical and transferable skills are coherently aligned with the program objectives, affirming that the competencies acquired by students enable them to analyze data, make decisions, and integrate into public administration management functions. Additionally, the curriculum includes an internship component that adds to the development of practical skills. During the internship, students engage in all activities of a designated local governmental authority or entity during the semester, thereby enhancing their practical skills. Upon completion of the internship, evaluations are conducted by both the academic supervisor and the internship organization. The internship enhances professional competencies and reinforces the theoretical and practical abilities obtained through the programs. During the interview, the students expressed a preference for increased hours dedicated to practical lessons.

Programme 2. Public Administration, level 7

By analyzing the program, the expert panel stated that the Master's program ensures the development of students' practical, research, and transferable skills in accordance with the learning outcomes. Also, for the development of research skills the public administration entities are open for students and staff as needed. The faculty motivates the teachers and students to write scientific articles and participate in national and international scientific activities.

Evidences/Indicators

- Educational Programs;
- Programs' Syllabus;
- Self-evaluation report;
- Cooperation agreements signed between partner institutions
- Expert Panel's meeting with the head of the programs;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the programs.
- Component evidences/indicators, including the relevant documents and interview results

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

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

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

Suggestions:

Programme 1- Public Administration,- Level 6

In order to enhance practical skills of students to increase number of hours dedicated to practical lessons for subjects related to public administration.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

The modern methods of teaching and learning are in place for both cluster's programs. The teaching methods used in the programs correspond to the relevant levels of education (BA, MA), are linked to the content of the subject and assure the achievement of the learning outcomes of the course. Thanks to their use, students participate actively in the learning process, interact with each other and with the teacher, and develop such competencies as autonomy, critical thinking and analytical skills.

The curriculum documentation and curricula of each program contain the applied teaching methods, such as case studies, discussion, team work, problem-based learning, presentation, e-learning methods etc.

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

Description and Analysis - Programme 1 Public Administration - Level 6

During interviews students and alumni mentioned that because of small number of students in the programme the university is very responsive to their needs, by adapting the study program, by developing individualized teaching plans in cooperation with Gori local public administration. Also, students benefit from individual counselling with lecturers. Counselling hours are planned on the basis of a timeline approved by the faculty and based on individual request of the student. Students have their own corporate e-mail. The main communication system is by email.

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

Evidences/Indicators

- Educational Programs;
- Program Courses;
- Evaluation Criteria;
- Internal procedures on educational process;
- Expert Panel's meeting with the head of the programs;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the programs
- Component evidences/indicators, including the relevant documents and interview results

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

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

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

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

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

The student evaluation process is governed by university and national regulations. For instance, Order No. 3 of the Minister of Education and Science of Georgia⁷, “On Self-Evaluation Report of the Cluster of Higher Education Programs” authorizes the guidelines for calculating credits for higher education programs. An internal examination of the student procedures and methods of Gori State University Policy is implemented.

According to the presentations by the teachers and teaching staff during the interview, it was concluded that students enrolled in the program's courses are assessed using methods and components that correspond to the course specifics and guarantee the evaluation of the attainment of the learning outcomes established by the course through the application of defined measurable criteria and rubrics. The assessment of student performance relies on four fundamental evaluation principles: impartiality, reliability, validity, and transparency. The final assessment concerns the evaluation of the student at the semester's finish, during the examination period. Minimum competency thresholds have been set for midterm and final evaluations. For the final evaluation, it is imperative that this threshold does not exceed 60% of the total points designated for it. The percentage of the final assessment does not exceed 30 points.

⁷

https://ege.ge/res/NewFolder%207/NewFolder/NewFolder/3_order_On_approval%20of%20the%20rule%20of%20calculation%20of%20higher%20education%20programmes%20with%20credits_30.09.2022.pdf

The final assessment is a mandatory component of the course. Assessment is based on a 100-point scale and are distributed within the assessment system. There is a single and a multi-criteria evaluation of a master's thesis at the graduate level. The master's thesis experiences examination via a peer review process conducted by a commission. The defense of the master's thesis occurs publicly, adhering to well defined evaluation methods and criteria. The criteria take into account the particulars of each chapter of the thesis, guaranteeing transparency and equity, as detailed in the thesis guideline instruction. To prevent plagiarism, papers are submitted to the e-learning platform, and the faculty coordinator oversees the quality of the master's thesis. The results of plagiarism assessments are compiled in a report submitted to the faculty council.

Each course is assessed based on an assessment survey. The evaluation surveys have been implemented for each course in order to assess the extent to which students were adequately informed in advance about the evaluation system, the objectivity of the evaluation, the timelines, and other pertinent factors. The survey results are accessible to both lecturers and faculty and university administration and served for improvement purposes. The academic and invited staff engaged in the program demonstrated a sufficient knowledge of modern assessment methods.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Educational programs;
 - Master thesis
 - Syllabi;
 - Guidelines;
 - Expert Panel's meeting with the head of the programs;
 - Expert Panel's meeting with academic and invited staff;
 - Expert Panel's meeting with representatives of quality assurance service;
 - Expert Panel's meetings with students, graduates and employers of the programs
- Component evidences/indicators, including the relevant documents and interview results

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

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

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

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 (Public Administration, BA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

Based on the review of the received documentation and the meeting with the target group, the high international integration of the university and, accordingly, the Faculty of Public Administration was revealed. Both Bachelor's and Master's level programs meet all requirements Student High Achievements Interests, Individual Work with Them. Students have the opportunity to gain study experience in various European universities through various international programs. From the self-evaluation document and the interview with the administration, it was confirmed that a number of students visited within the framework of the exchange program (in the last period, mainly to various universities in Poland).

In the part to be improved, an individual method of notifying students of news (exchange program, employment) was identified. The university publishes information only on its Facebook platform (internal group) and its website. As a recommendation, they should send the mentioned information to their personal e-mail. As a result of the interview, it was revealed that the students of the master level have little information about scientific bases. We also met with undergraduate and graduate students (almost 30 students and alumni), the problem of speaking in English is evident (while the masters have passed the B2 level test).

At the mentioned meetings, a low percentage of employment is recorded, despite the fact that the university cooperates with a number of state and private structures, among the students we met, only one student of the university is employed, that too with a non-professional specialty (not public administration).

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 Public Administration - Level 6

Undergraduate students receive full support from all levels of university administration. The university has both local and international cooperation at a high level. The university has active cooperation with both public and private companies, where students have the opportunity to put theoretical knowledge into practice.

Vacancy/training information for students is publicly distributed from the university. It is necessary to provide information to them individually (for example, by sending them to a personal e-mail).

Evidences/Indicators

- Self-evaluation report;

- Interview results - Interviews with the management staff, the academic and invited staff, the students and the graduates;

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

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

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

Programme 1 Public Administration - Level 6

Suggestion(s):

- There is a need to pay more attention to increasing the level of a foreign language in the educational process. Undergraduate students find it difficult to understand and speak English.
- The Student Career Center should strengthen the employment rate of students.
- Information for students should be provided by successful graduates of the university, who work in leading positions, met with students and talked about their path to success. It would be good to carry out this activity at least once a year.
- Employers, when meeting with students, disclosed what skills should be developed in order to get a job with them sent to the personal e-mail address of the university.
- A modern student space is needed, where students (of all courses and faculties) can meet during breaks, can talk during free time (tea, coffee, water). The mentioned place will create more attractiveness among students and the university will become even more attractive for students.

Programme 2 Public Administration, level 7

Suggestion(s): As a result of the meeting, we met with undergraduate and graduate students (almost 30 students and alumni), the problem of speaking in English is evident (while the masters have passed the B2 level test). Pay more attention to increasing the level of a foreign language in the educational process.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

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

Master students have a good opportunity to receive all necessary support actions from Gori University. However, on scientific bases. As a result of the interview, it was revealed that the university has good bases for carrying out research. However, students are not sufficiently informed about it. Students have the opportunity to continue their studies abroad with a number of programs. However, receiving information on these programs is not carried out individually. The University disseminates information to its selected social network groups. Students receive full information/assistance in the process of preparing master theses.

If necessary, description and analysis according to the education programmes

Description and Analysis – Programme Public Administration, level 7

The lack of information on the scientific bases is visible among the master's students (also with a master's degree, who have completed the course). Also, in recent years, there is no record of a joint article/monograph/research done by a university professor and a master student. More work is needed to improve these components.

Data related to the supervision of master's/doctoral students
Programme 1 (name, level)⁸

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

Number of master's/doctoral theses supervisors	12
//Number of doctoral thesis supervisors	-
Number of master's students	18
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	0.67
Ratio - supervisors of doctoral theses/doctoral students	-

Evidences/Indicators

- Self-evaluation
- Interviews

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

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

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

Programme 2: Public Administration, level 7

Suggestion(s):

- A small university research grant would be good to encourage students and lecturers to use the databases and increase scientific activity.
- To strengthen joint research/monograph/articles between master students and lecturers. Additional trainings should be conducted with the masters to provide information on the bases.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: Public Administration, level 6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.
- **Cluster and individual evaluation**
- Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The personnel regulations of Gori State University outline the general rules and principles for personnel management within the university. These regulations govern the selection and inclusion of academic and visiting staff in the program.

Academic positions are filled through open competition, as stipulated by the Law of Georgia "On Higher Education." The head or heads of the program, in coordination with the relevant department, initiate the search for candidates based on the program's needs. Job openings are published on the university's official website and Facebook page.

The qualifications, practical experience, and academic achievements of academic and visiting staff are verified through documentation in their personal files, including resumes, educational certificates, qualifications, and academic titles or ranks.

In addition to the documentation in their personal files, invited staff have extensive experience in various private and public sectors as well as higher education institutions.

Both academic and invited staff members meet legislative and university requirements regarding their qualifications. Their qualifications are confirmed by their professional and academic experience, as well as their ongoing and recent scientific activities.

Master's thesis supervisors possess up-to-date knowledge of their fields and are authors of scientific publications that guide the content of their students' theses. While research output varies among academic staff members, with some having extensive publication records, their presence in international research databases and citation indices does not always reflect the volume of their publications. It is important to focus on publishing materials in conferences and journals accessible to the international scientific community. The scientific institute of the university is expected to make significant contributions in this area.

Additionally, academic staff members have set counseling hours for students, with a schedule of these hours available to students at the beginning of each semester.

Description and Analysis - Programme 1: Public Administration - Level 6

A total of 35 academic and invited staff are involved in the implementation of the Bachelor's Degree Program in Public Administration at Gori State University. This includes 16 professors, 6 associate professors, 1 assistant professor, and 12 invited staff (including 1 invited master). Notably, only 2 out of the 35 staff members involved in the program hold a PhD in Public Administration.

From the presented documentation and the conducted interviews, it is evident that a portion of the academic and invited staff engaged in the undergraduate program in public administration have international research experience. This experience is relevant to providing and sharing information with students about recent advancements in the field.

Interviews with program heads and professors reveal that the program heads have directly coordinated the development of the program and have been actively involved in its improvement and development.

The program is supported by administrative staff. However, based on the presented documentation and information from interviews, the following issues have been identified:

- Students lack sufficient information regarding scientific foundations at the bachelor's level;
- There is a need for more administrative support to strengthen the academic and invited staff involved in the program, including participation in local and international programs, scientific grants, etc.

Additionally, interviews revealed the following needs:

- There is a need for more feedback on survey information;
- Academic positions should be advertised not only on the university's website and Facebook page but also expanded to other platforms (e.g., Jobs.ge and Ash) to reach a broader audience;
- Greater attention should be given to the academic quality of master's theses, including correct referencing of literature and preference for academic sources over non-academic portals;
- It is important to update study syllabi, as many undergraduate syllabi currently contain outdated literature. They need to be enriched with the latest publications;
- Increasing the number of staff members with doctoral or master's degrees in the relevant field of study (public administration) and improving the composition of staff involved in training courses/components of the main study area is crucial.

Programme 1 Public Administration - Level 6⁹				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁰	Including the staff holding PhD degree in the sectoral direction ¹¹	Among them, the affiliated academic staff
Total number of academic staff	35	30	29	18
- Professor	16	14	14	17

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

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

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

- Associate Professor	6	6	6	
- Assistant-Professor	-	-	-	-
- Assistant	1	-	-	-
Invited Staff	12			-
Scientific Staff	23			-

Description and Analysis - Programme 2 Public Administration, level 7

The Master's programme in Public Administration has 3 supervisors and involves 16 academic and invited personnel. This includes 10 professors, 2 associate professors, and 4 invited specialists. Gori State University has an educational program regulation that outlines the process, rights, and duties of the program head. From the presented documentation and interviews conducted, it is evident that some of the academic and invited staff involved in the master's program possess international research experience, which contributes to providing and sharing information with students about contemporary advancements in the field. Interviews with the program heads and professors indicate that they directly coordinated the development of the program and were actively engaged in its continuous improvement. The program is supported by administrative staff. Discussions with academic staff revealed their commitment to delivering quality education and their efforts to inform students about the various learning activities detailed in the syllabi. Invited staff are also motivated and bring professional experience that enriches students' education with practical insights. Given that public administration requires an active synergy between educational activities and the practical skills needed in the field, it would be beneficial for the program to include at least one co-leader with a PhD in Public Administration. This addition could enhance the program's flexibility and relevance in addressing contemporary public administration systems and challenges.

Based on the documentation and interview findings, the following issues have been identified:

- Students lack sufficient information regarding scientific foundations.
- There is a need for more administrative support to strengthen the academic and invited staff involved in the program, including support for participation in local and international programs and scientific grants.
- Additionally, interviews highlighted the need for:
 - Increased feedback on survey information.
 - Improved feedback between the university and employers.
 - Expanded advertising of academic positions beyond the university's website and Facebook page to include platforms like Jobs.ge, to reach a broader audience.

- Enhanced attention to the academic quality of master's theses, including correct referencing of literature and preference for academic sources over non-academic portals.
- Increased numbers of staff with doctoral or master's degrees in Public Administration and improved composition of the staff involved in the training courses and components of the main study area.

Programme 1 Public Administration, level 7¹²				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹³	Including the staff holding PhD degree in the sectoral direction¹⁴	Among them, the affiliated academic staff
Total number of academic staff	16	16	16	6
- Professor	10		10	
- Associate Professor	2		2	
- Assistant-Professor	-		-	
- Assistant	-		-	
Invited Staff	4			
Scientific Staff	12			

Evidences/Indicators

- Provision of the Faculty of Public Administration and the structure of the Faculty
- Institutional regulations concerning the recruitment and competition of academic staff
- Information about the list of personnel and their curricula vitae
- Institutional website
- Functions and responsibilities of academic and invited staff
- Self-assessment report
- Interview results: Interviews with management staff, academic and invited staff, students, and graduates
- Personnel qualification requirements
- Personal files of the staff
- Academic, scientific, and invited staff workload scheme, including workload at other higher education institutions (HEIs)
- Ratio of academic/scientific/invited staff to the number of students enrolled in the programme
- Functions of the Head of the Programme and their personal file

¹² In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

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

- Job descriptions of administrative and support staff

General recommendations of the cluster:

For the sustainability of the public administration program, it is essential to:

Increase the number of staff with Ph.D. or Master's degrees relevant to the field of public administration.

Improve the composition of the staff implementing the training courses and components related to public administration. It has been noted that similar recommendations were made in the past. Given that the Bachelor of Public Administration program has been in place since 2015, there has been ample time to recruit appropriate academic staff.

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

- Strengthen or add to the administrative/support staff at the university level.
- Increase the budget for research and development of personnel to focus on enhancing the scientific and research activities of academic, scientific, and invited personnel.
- Establish a dedicated Public Administration Research Center to foster a culture of academic engagement and knowledge dissemination. This center would conduct research, organize conferences, and publish scientific work in public administration. Encouraging staff to subscribe to relevant scientific journals will also enhance their understanding and promote continuous professional growth.
- Expand the advertising of academic positions beyond the university's website and Facebook page to include additional platforms (e.g., Jobs.ge) to reach a wider audience.

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

Programme 1: Public Administration - Level 6

Recommendation(s):

- Increase the number of staff with Ph.D. or Master's degrees relevant to public administration and improve the composition of staff involved in the training courses.
- Encourage staff participation in public administration conferences.

- Create a scientific research and development fund to support projects submitted by staff and/or students.

Suggestion(s):

- Adding/strengthening an administrative/supporting staff at the university level;
- Encourage staff participation in public administration conferences. It is suggested to encourage staff to participate in public administration conferences, depending on the objectives of the program, for its sustainability and in order to promote the scientific work of the staff, to create a scientific research and development fund, which will be a collegial body and will consider the projects submitted by the staff and/or students and will make a decision on their funding;
- Also, it is important to increase the cost of research and development of personnel in the budget of the university, which will be focused on the development of the scientific/research activities of the university's academic, scientific and invited personnel.
- Training of Invited Staff as to get acquainted and blend into the Academic environment and understand and share the aims and goals of the programme;
- Create a scientific research and development fund to support projects submitted by staff and/or students. To foster a culture of academic engagement and knowledge dissemination among the staff, it is recommended that the university consider establishing a dedicated Public Administration Research Center. This research center would serve as a hub for conducting research, organizing conferences, and publishing scientific work in the field of public administration. By creating such a center, the university can provide a platform for staff members to contribute to the body of knowledge in public administration and inform local decision makers with evidence-based research and insights. Additionally, encouraging staff to read and subscribe to relevant scientific journals will further enhance their understanding of the latest developments in the field and promote continuous learning and professional growth.

Programme 2: Public Administration, level 7

Recommendation(s):

- Increase the number of staff with Ph.D. or Master's degrees relevant to public administration and improve the composition of staff involved in the training courses

Suggestion(s):

- Increase involvement in local and international projects to strengthen the academic and invited staff.
- Strengthen employer engagement with students to develop future skills.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Cluster and individual evaluation

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

Programme 2: Public Administration, level 7.

The evaluation of staff is conducted according to a predetermined methodology and provides feedback to employees. Academic staff members are required to submit an annual report detailing their teaching, research, and other scientific activities.

The results of these evaluations are used to inform various staff decisions, including the development of professional growth plans, training, promotions, demotions, salary adjustments, rotations, and other personnel matters. To further enhance the evaluation process, it would be beneficial for academic staff to submit a personal development plan alongside their annual performance report. This plan should outline their planned activities and professional goals.

The supervisors within the cluster generally meet the quality requirements concerning achievements in relevant fields, experience in training young scholars, and international visibility. These requirements are well-defined in the institution's regulations, and the university has established adequate procedures and protocols to monitor compliance. The supervisors pay attention to specific requirements related to academic degrees, research experience in the relevant field, the number of publications, and experience in mentoring young scholars.

It is crucial that the university continues to invest resources and efforts into the professional development of teaching, research, and visiting staff, as well as in supporting research activities

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

Programme 2:Public administration, level 7 ¹⁵			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁶	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	16	16	16
- Professor	10		10
- Associate Professor	2		2
- Assistant-Professor	-		-
Invited Staff	-		-
Scientific Staff	4		

Description and Analysis - Programme Public administration, level 7

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

Description and Analysis – Programme: Public Administration, level 7.

The Master’s programme in Public Administration is supported by a team of staff who possess the competencies necessary to help students achieve the programme's learning outcomes. This was assessed through interviews with students and graduates.

It is noteworthy that, among the 16 teachers involved in the master’s program, only 3 hold a doctorate in public administration, and all of them are visiting specialists. This indicates a need for the university to strengthen its recruitment policy to include more individuals with advanced degrees in public administration.

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

¹⁶ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Evidences/Indicators

- Self-evaluation report
- Scientific performance reports of academic staff
- Results from interviews with academic and invited staff, administration, and the quality assurance office
- Documentation provided by the university
- Provision and structure of the Faculty of Public Administration
- Institutional regulations regarding the recruitment and competition of academic staff, including the methodology for determining the number of staff members
- Information about the list of personnel and their curricula vitae
- Ratio of staff to students
- Institutional website
- Academic and invited staff workload chart, including their functions and responsibilities
- Interviews with management staff, academic and invited staff, students, and graduates

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

Strengthen the recruitment policy to include more staff with doctoral degrees in public administration, ensuring that the program benefits from a broader base of expertise in the field.

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

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

Programme 2: Public Administration, level 7.

Suggestion(s):

- Improve the academic quality of master's theses, ensuring correct references and preference for academic literature over non-academic sources.
- Provision of training courses and workshops for academic staff.

Evaluation

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Public Administration, BA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Public Administration, MA)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

Monitoring and evaluation of programme staff and staff satisfaction are effectively integrated into the regular institutional procedures at Gori State University. The university has established clear mechanisms for obtaining feedback from students, teaching staff, and graduates through surveys and other data collection methods related to teaching methods and academic achievements. There are specific measures in place for evaluating teaching and research activities. The documentation and information provided during interviews indicate that the results from these evaluations are utilized for continuous improvement and staff support.

The university conducts regular monitoring and evaluation of both academic and invited staff involved in the programme. Feedback on lecturers' performance is gathered through student surveys, and appropriate actions are taken based on this feedback.

Interviews revealed that the university periodically evaluates the teaching and research activities of its academic and visiting staff. The results of these evaluations influence staff promotions and incentives. The university supports scientific activities by offering co-financing for publishing articles in scientific journals, participating in conferences, and engaging in other research activities. During interviews, it was noted that some teaching staff may benefit from refresher training in English language skills. It is advisable for the university to consider the English proficiency levels of lecturers to ensure effective communication and teaching. To maintain high-quality research activities, the university has implemented an internal evaluation system. Academic staff are required to submit an annual self-assessment report that includes

their scientific activities at all levels of higher education. The faculty's quality assurance service calculates an overall indicator of scientific productivity based on these reports and includes them in submissions to the university's quality assurance service. Overall, Gori State University is making efforts to foster a research culture and support the professional development of its academic and visiting personnel. Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1: Public Administration, level 7.

Evidences/Indicators

- Scientific reports from the Faculty of Public Administration
- Curricula vitae of the teaching staff
- Institutional website
- Results from staff performance and satisfaction surveys
- Information on activities aimed at the development of academic, scientific, and invited staff
- Documents related to international cooperation
- Self-assessment reports
- Interviews with management staff, quality assurance units, teaching staff, students, and graduates
- Events organized for the professional development of academic, scientific, and invited staff
- Supporting mechanisms for promoting scientific and research work
- Data on staff involvement in international and/or scientific research projects, conferences, and events organized by the institution
- Educational programme and syllabi
- Component evidences/indicators, including the relevant documents and interview results

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

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

- Enhance Social Guarantees for Personnel: It is strongly suggested to improve and strengthen the social guarantees provided to university staff. Enhancing these guarantees is crucial for promoting staff well-being, job satisfaction, and stability.

- Regular and open communication with staff to understand their needs and incorporating their feedback into the development of social guarantee policies are essential steps. Expand Software Resources: The university should expand its software resources to include additional tools that students may require for their research activities. This will help ensure that students have access to the necessary resources for conducting high-quality research.
- Reinforce Feedback Integration: Strengthen the procedures for incorporating the results of surveys and student assessments into teaching practices. This will ensure that feedback is effectively used to enhance the learning process and improve teaching methods.

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

Programme 1: Public Administration - Level 6

Suggestion(s):

Strengthen Support for Internationalization: Given the significant progress in internationalization, it is recommended to enhance support for international activities related to research, publication, and participation in academic events for both teaching staff and Master's students. This includes providing more resources and opportunities for international collaboration and engagement.

Establish a Public Administration Research Center: To foster a culture of academic engagement and knowledge dissemination, the university should consider establishing a dedicated Public Administration Research Center. This center would act as a hub for conducting research, organizing conferences, and publishing scientific work in the field of public administration, thus supporting staff and student involvement in cutting-edge research. All of this will be focused on enhancing the qualifications of academic and invited personnel.

Increase Participation in Projects: Encourage greater involvement of academic and visiting staff in local and international projects to enhance their experience and visibility, thereby strengthening the program.

Encourage Conference Participation: Actively encourage staff to participate in public administration conferences to stay updated with the latest developments and enhance their academic and professional networks.

Enhance Social Guarantees: Strengthen and improve the social guarantees provided to university personnel. This is crucial for promoting overall well-being, job satisfaction, and stability among staff.

Engage in open and regular communication with staff to understand their needs and incorporate their feedback into social guarantee policies.

Programme 2: Public Administration, level 7.

Recommendation(s):

- Enhance Social Guarantees: It is strongly suggested to enhance and improve the social guarantees provided to university personnel. This will help ensure staff well-being, job satisfaction, and stability. Regular communication with staff to understand their needs and incorporating their feedback into decision-making regarding social guarantees is essential.

Suggestion(s):

- Encourage Conference Participation: Encourage staff to attend and participate in public administration conferences to keep abreast of current trends and research in the field.

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Cluster and individual evaluation

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

The Public Administration programmes at Gori State University have adequate educational facilities, including designated spaces for discussions involving both academic and invited staff, as well as students.

However, improvements are needed, particularly regarding the library and technical equipment in educational auditoriums. The university has plans to build a new library and reading space, but the current resources require further enhancement, especially in updating library materials and improving technical facilities in the classrooms.

Description and Analysis - Public Administration - Level 6

Evidences/Indicators

- Documents concerning material resources
- Institutional website
- Library resources, catalogue, and website
- Information about available databases
- Self-assessment report
- Interviews with the management staff, Quality Assurance units, teaching staff, students, and graduates

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

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

Improve Information and Communication Platforms: Enhance the quality of existing information and communication platforms and continue to enrich the library's resources.

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

Programme 1: Public Administration, level 6.

Suggestion(s):

- Increase Computer Stations: Increase the number of computer stations at the university premises and specifically within the Faculty of Public Administration.
- Increasing the book collection in both physical and electronic formats.

Programme 2: Public Administration, level 7

Suggestion(s):

Increase Computer Stations: Consider increasing the number of computer stations at the university premises and specifically within the Faculty of Public Administration

Library Resources: Consider acquiring e-books and other digital resources in the field of Public Administration for the library to support student research and learning.

Increasing the book collection in both physical and electronic formats

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

The allocation of financial resources is aligned with the needs of the programmes. Financial sustainability is supported by the university's budget and ongoing efforts to secure additional funding. To further enhance financial stability, the university should continue to build relationships with international institutions and leverage these connections to improve funding opportunities.

Description and Analysis - Programme 1 Public Administration - Level 6

The university has presented a forecast financial document for the program, which outlines the program's expenditure section. This document indicates that a budget of 7,000 GEL is allocated for the research and development of academic and invited personnel. We believe that this part of the financial document needs

to be increased to allow more teachers to participate in various international and local conferences, training sessions, and workshops, and to provide more teachers with the opportunity for the university to fund the publication of various articles in foreign peer-reviewed journals.

Evidences/Indicators

- Cluster budget
- Self-assessment report
- Interviews with management staff and other relevant stakeholders

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

General suggestions of the cluster:

- Seek Additional Funding: Continue efforts to attain grants and concurrent funding.
- Increase the budget for personnel research and development expenses

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

Programme 1: Public Administration - Level 6

Recommendation(s):

- Increase Research and Internationalization Budget: Allocate additional funds to strengthen scientific/research activities and support internationalization efforts.

Suggestion(s):

- Pursue Additional Funding: Explore opportunities for additional funding from international and national development and research grants.

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: Public Administration, level 6	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

As the submitted documentations state, in line with the Quality Assurance regulations established at the University, the staff involved in implementing Educational Programmes collaborates closely with the University's Quality Assurance Services and faculty during the evaluation process. During the interviews with the faculty members it was stated that this partnership includes their participation in peer evaluations, programme development surveys, and end-of-semester evaluations of the courses they teach.

Additionally, in collaboration with the Faculty's Quality Assurance Service, staff are responsible for updating and modifying syllabuses based on quality assessments or their own initiatives, contributing to Programme improvement.

As mentioned in SER the university's Quality Assurance system follows a cyclical process—Plan, Do, Check, Act—to ensure continuous improvement. As part of this, the Programme Head submits an internal self-evaluation report to the Faculty's Quality Assurance Service, with contributions from academic, administrative, and support staff. Together, they address any identified issues. The expert team had a chance to double check with different stakeholders if the process was working as mentioned in the documents, teaching staff and employers confirmed to have a close cooperation with the university, giving some recommendations. When making decisions regarding Educational Programmes, staff consider the outcomes of quality evaluations, including those questionnaires sent to different stakeholders.

As it was mentioned during the interviews, the internal program evaluation process also identifies the strengths and areas for improvement in relation to each accreditation standard, and necessary actions and deadlines for improvement are established.

During the site visit, the expert team met graduates and double checked with them if they have contributed to program development after they graduated from the university, as it turned out only few could recall such cases. The expert team addressed to this issue when meeting the QA team, as it turned it can be explained with the fact that the group of the alumni who was invited for interviews were recently graduated students, therefor they would not have chance to incorporate in the process that much.

Description and Analysis - Public Administration - Level 6

As the submitted documents state, following the internal evaluation of the programme, several key changes were made to enhance its development. The educational programme was aligned with the sectoral characteristics of higher education in public administration, as specified by the National Center for Educational Quality Enhancement of Georgia in Order N60869. As it is seen, based on feedback from staff, the course "E-Governance" was added, while student surveys led to the introduction of "National Security Management" and an increase in free elective credits from 6 to 15. The additional documents state that the alumni feedback resulted in the revision of "Basics of Accounting," renamed to "Basics of Accounting, Reporting, and Auditing in Public Service," and the addition of "Access to Public Information and Protection of Personal Data." Employer surveys prompted the inclusion of courses such as "Regulation and Management of the Field of Culture," "State Regulation of Construction Activities," and "Public

Procurement Policy and State Asset Management." As the Head of the Program declared, to strengthen students' practical and transferable skills, a course paper/project component was added to key courses, following recommendations from graduates and employers.

Description and Analysis - Programme 2 Public Administration, level 7

During the interviews with the Head of Program and self-evaluation team, it was seen that several changes were implemented to enhance program development. Firstly, the given programme was aligned with the sectoral characteristics of higher education in public administration, as defined by Order N60869, dated 23 January 2024, from the National Center for Educational Quality Enhancement of Georgia. Based on student survey results, the practical component was expanded, increasing the credits from 12 to 15. Feedback from programme staff led to the addition of the courses "Democracy and Good Governance" and "Risk and Crisis Management in the Public Sector" as compulsory courses. In response to alumni feedback, courses like "Managerial Economics," "Regionalism," and "Business Communication" were replaced by "Human Resource Strategic Management in the Public Sector," "Public Policy and Analysis," and "Strategic Management of Public Services and Projects." Additionally, "Modern Principles of Leadership and Management" was replaced with "Leadership in Public Service." Employer surveys prompted the inclusion of the course "Public Finance Management and State Budgeting." To enhance the focus on practical and transferable skills, the programme now requires students to prepare and defend a course paper or project within key courses, following recommendations from graduates and employers. The internal quality evaluation confirmed that the programme's learning outcomes have been successfully achieved.

Evidences/Indicators

- Self-Evaluation Report of the Cluster
- Procedure for evaluating the implementation of the educational program of LEPL Gori State University.
- Results of the program stakeholders' survey;
- Results of assessment of the implementation of educational programmes;
- Materials for evaluating the learning outcomes of educational programmes;
- Bachelor's and Master's Studies Educational Programmes for Public Administration;
- Interviews during the site-visit;
- University web-page

General recommendations of the cluster:

General suggestions of the cluster:

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

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

As the interviews during the site visit showed, and also the SER described in order to enhance the educational programmes given in the cluster of public administration, the recommendations provided by accreditation experts during the previous external quality evaluations were fully incorporated, leading to relevant updates in the programme curricula.

In addition to this, as the submitted documents state the university used the mechanism of collegial external assessment. For that reason, both programs were sent at Eastern European University LLC. The assessment positively highlighted several aspects of Gori State University's undergraduate and graduate programme in public administration, including the structure and content, clearly defined goals, alignment with programmed content, and the learning outcomes and competencies associated with the awarded

academic degree. At the same time, the evaluation findings included specific recommendations, prompting the self-assessment team to initiate appropriate modifications to the programmes.

As it was state during the interviews and confirmed within the submitted documents, in the given reporting period, the programme incorporated the accreditation expert panel's advice by updating syllabi to include reports from international organizations such as the EU and UNDP and strengthening international cooperation with academics from recognized institutions. As it was seen, several recommendations were implemented, including making "Fundamentals of Organizational Behavior" a mandatory course, adding "Research Methods," and introducing new elective courses such as "State Sustainable Development Policy" and "Project Management."

The submitted documentations highlighted that the external assessment report recommended adding a Public Service Management course to the mandatory component and strengthening elective courses by introducing topics like "Decision-making" and "Competition Management." In response, the self-assessment team implemented changes, including adding the "Strategic Management of Public Services and Projects" course to the mandatory curriculum and introducing "Behavioral Models of Decision-Making" as an elective.

Overall, after interviewing the heads of the programs and self-evaluation team, the expert panel had an impression that the university is open to recommendations and suggestions received during the external quality assessment of the study programs and tries to consider them in order to enhance the quality of teaching and learning.

Evidences/Indicators

- Self-evaluation report;
- Study Programmes given in the cluster of Public Administration;
- Reports of colegual external evaluation for the cluser of Public Administration.

General recommendations of the cluster:

General suggestions of the cluster:

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

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Public administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

As it was mentioned during the interviews, in every three years, a comprehensive evaluation of the programme is conducted, as the Quality Assurance system follows the "Plan, Do, Check, Act" cycle. This process includes setting evaluation criteria, collecting data, assessing performance, and addressing any identified issues with recommendations for improvement. As the submitted documentation state, to address shortcomings in the Educational Programme's implementation and enhance the quality of education, the university's Quality Assurance Service collaborates with stakeholders to annually assess the programme components, staff's research activities, and professional development.

The SER indicates that evaluations use specific indicators and sources, such as course syllabi, peer reviews, and survey results from students and staff. If a course doesn't meet the required standards, recommendations for improvement are designed. The expert team double check with the teaching staff if those mechanisms worked in practice. As it turned out, they confirmed to have a practice of collegial peer monitoring, which means once in a semester the head of the program together with the dean might attend the courses delivered within the programs and might give developmental feedback. In addition to this, once in a semester the students are evaluating the study process, courses in general and their professors. As the teaching staff confirmed they are informed regarding their assessment and if there is need for some intervention it is planned accordingly. As submitted documents indicate, the Quality Assurance office, in

cooperation with faculty and study management representatives, also evaluates the programme's compliance with established standards based on self-evaluation reports. Recommendations from these evaluations are presented to the University Academic Council and shared with the Dean for further action. According to the existed regulations regarding the program development and monitoring, the programme's effectiveness is monitored and, if necessary, modified through ongoing evaluations and benchmarks. The university also compared its Public Administration programmes (both Bachelor's and Master's) with those of other Georgian and international institutions, including universities in Spain, Lithuania, Poland, and the USA. This comparison revealed similarities in content and learning outcomes, enabling potential student mobility across these programmes if needed. During the interviews with the self-evaluation team, it was confirmed that they found some similarities and some best practices in the analog programs.

During the interviews, the expert team asked whether the MA graduates had evaluated their supervisors, they could not recall such experience. According to the university administration those students being at the interview did not participated in the evaluation, however the institution presented the survey instrument as well as data collected and analysed from alumni of 2023 year.

Evidences/Indicators

- Self-evaluation report of the cluster in Public Administration
- Quality Assurance system at LEPL Gori State University;
- Evaluation rule of the academic and invited staff's study and scientific-research activities at LEPL Gori State University (Decree N09-19 of the Academic Council of March 23, 2018 of LEPL Gori State Teaching University);
- Evaluation Reports of the Bachelor and Master's Studies Educational Programmes for Public Administration;
- Interviews during the site visit
- University web-page

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

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

Programme 2: Public Administration, level 7.

Recommendation(s):

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 BA in Public Administration	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 MA in Public Administration	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Public Administration , level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Public Administration , level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Public Administration, level 6	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Public Administration, level 7	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

- Public Administration BA, level 6, 240 ECTS
- Public Administration, Master, level 7, 120 ECTS

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: Public Administration, level 6	Fully Complies with Requirements	Fully Complies with Requirements	Fully Complies with Requirements	Substantially complies with Requirements	Fully Complies with Requirements
Programme 2: Public administration, level 7	Substantially complies with Requirements	Fully Complies with Requirements	Fully Complies with Requirements	Substantially complies with Requirements	Substantially complies with Requirements

Signatures:

Chair of Accreditation Experts Panel

BUSMACHIU Eugenia *Busmachiu*

Of the member(s) of the Accreditation Experts Panel

KHOSTASHVILI Giga



ZAKARADZE Ekaterina



BERISHVILI Tamar

TVAURI Giga