



Accreditation Expert Group Report on Cluster of Higher Education programme

Education Administration Cluster

- **English-language master's program in educational administration**
- **Georgian-language master's program in education administration**
 - **One-year teacher training program**

University of Georgia

Evaluation Date(s)
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Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	The University of Georgia
Identification Code of Institution	205037137
Type of the Institution	University

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I. Information on the Cluster of Educational programme

	programme 1	programme 2	programme 3
Name of the educational programme	Education Administration	Education Administration	One-year Teacher Training programme
Level of higher education	Master	Master	Master
Qualification to be awarded	Master of Education Administration	Master of Education Administration	Master of Education Administration
Name and code of the detailed field	0188.2.1 Education Administration	0188.2.1 Education Administration	0114.1.1 Subject/Subject Group Teacher Education
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹			
Language of instruction	English	Georgian	Georgian
Number of ECTS credits	120	120	60
programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited	New	Accredited

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational programme and Teacher Training Educational programme

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education programme²**

The cluster contains three programmes, two masters programme in Education Administration (one delivered in English and the other in Georgian) and a one-year teacher training programme that is also delivered in Georgian. The English Master's programme in Education Administration and the teacher training programme were both accredited in July 2016. Whereas the Master's programme in Education Administration (Georgian language) is newly presented for accreditation at this visit.

The intention of the two master's programme is to prepare highly qualified professionals in Education Administration. Graduates will possess expertise in educational management, policy-making, leadership, finance, research, and addressing sector challenges in alignment with modern educational standards. They will also develop a robust understanding of pedagogical principles and the unique professional skills required for effective management within the dynamic and complex educational settings.

- **Overview of the Accreditation Site Visit**

The site visit took place in April 2025, with a visit to the UG campus in Tbilisi. During the site visit the panel held meetings with the administration, self-evaluation team, academic and invited staff, as well as students on comparable programmes at UG and alumni of these programmes, employers and representatives of the quality assurance office. In addition, the panel conducted an inspection of the facilities and resources. The panel would like to place their thanks on record to the institution for their open and productive engagement with the process, including the interviews during the site visit and for the considerable hospitality shown to the team.

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

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

Programme 1 (Master of Education Administration, English Language)

- The first standard substantially complies with requirements.
- The second standard complies with requirements.
- The third standard complies with requirements.
- The fourth standard substantially complies with requirements.
- The fifth standard complies with requirement

Programme 2 (Master of Education Administration, Georgian Language)

- The first standard substantially complies with requirements.
- The second standard complies with requirements.
- The third standard complies with requirements.
- The fourth standard substantially complies with requirements.
- The fifth standard complies with requirement

Programme 3 (One-Year Teacher Training programme, Georgian Language)

- The first standard substantially complies with requirements.
- The second standard complies with requirements.
- The third standard complies with requirements.
- The fourth standard complies with requirements.
- The fifth standard complies with requirement

- **Recommendations**

General recommendations for the Cluster

1.1 It is recommended to review and revise the objectives of the educational programme, including the rephrasing of several provisions both in terms of style and content.

1.3 It is recommended to develop and approve a transitional plan regarding the switch from the current mechanism of LO's evaluation to the digital approach, to make sure the learning outcomes evaluation process is coherent, comprehensive and sustainable. and that internal regulations on data storage and privacy are in place.

4.1 It is recommended that the programme coordinators ensure that a statistically significant proportion of invited academic staff involved in both master's programs hold a doctoral degree in a relevant subject area.

5.1 It is recommended to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process.

General suggestions of the cluster

1.3 It is suggested to increase and diversify representation of public institutions, including the Ministry of Education, Science and Youth, in the evaluation of the learning outcomes of the programmes, as well as in validation of the programme development.

2.3 It is suggested to clearly distinguish between the contents of method, strategy, and assignment formats in the programme description and to describe them accordingly.

Recommendations for the Individual programme

Programme 1 (Master of Education Administration, English Language)

1.1 It is recommended to reformulate general phrases ("advanced knowledge," "contemporary educational standards") with specificity or alignment with recognized frameworks (International, as well as local)

1.1 It is recommended to strengthen programme goals to address 21st century leadership skills more explicitly, such as digital literacy, innovation, equity and inclusion.

1.2 It is recommended to add/strengthen learning outcomes in the areas of: equity/inclusivity, vision setting and leading teams, also to widen the scope of the graduates being responsive and responsible to global citizenship, driving innovation and lifelong learning (responsibility and autonomy).

1.4 It is recommended to implement Universal Design Learning principles across the courses

4.2 It is recommended that the programme coordinators ensure that a statistically significant proportion of supervisors involved in both master's programs hold a qualification in a relevant subject area.

Programme 2 (Master of Education Administration, Georgian Language)

1.1 It is recommended to reformulate general phrases ("advanced knowledge," "contemporary educational standards") with specificity or alignment with recognized frameworks (International, as well as local)

1.1 It is recommended to strengthen programme goals to address 21st century leadership skills more explicitly, such as digital literacy, innovation, equity and inclusion.

1.2 It is recommended to add/strengthen learning outcomes in the areas of: equity/inclusivity, vision setting and leading teams, also to widen the scope of the graduates being responsive and responsible to global citizenship, driving innovation and lifelong learning (responsibility and autonomy).

1.2 It is recommended to specify learning outcomes highlighting the ability of graduates operating in the Georgian local context.

1.4 It is recommended to implement Universal Design Learning principles across the courses

1.5 It is recommended that courses (where relevant) are enriched with Georgia-specific themes and readings to ensure the programme not only builds general competencies but also facilitates the practical application of knowledge in the local context.

4.2 It is recommended that the programme coordinators ensure that a statistically significant proportion of supervisors involved in both master's programs hold a qualification in a relevant subject area.

Programme 3 (One-Year Teacher Training programme, Georgian Language)

1.2 It is recommended to review and revise the learning outcomes of the educational programme, including rephrasing several provisions both statistically and substantively.

1.4 It is recommended to revise the prerequisites for course enrollment to ensure maximum logical connections between courses;

1.4 It is recommended that content related to remediation and Universal Design for Learning should be added to the subject-specific methodology courses to better enable the achievement of the competencies recommended by the professional standards and the programme's learning outcomes.

1.5 It is recommended to revise and edit the formulation of the objectives and learning outcomes in the subject syllabi from a semantic and stylistic perspective.

1.5 It is recommended that the core curriculum should include a subject dedicated to knowledge of the legal framework that defines the teaching profession and its mandatory responsibilities in the Georgian educational context, or existing syllabi should be significantly strengthened with appropriate content.

1.5 It is recommended that assessment instruments and criteria in various subject syllabi should be clarified and aligned with the principles of validity and objectivity.

1.5 It is recommended as important to revise and update the mandatory subject topics and renew the teaching literature.

- **Suggestions for the Programme Development**

Programme 1 (Master of Education Administration, English Language)

1.4 It is suggested to create more balance between the development of general skills and their application to specific professional contexts.

1.5 It is suggested to establish more clarity in relation to the intended overall approach to the programme, and whether courses are to focus more on a specific jurisdiction/s or adopt a comparative international approach to study.

Programme 2 (Master of Education Administration, Georgian Language)

1.4 It is suggested to create more balance between the development of general skills and their application to specific professional contexts

Programme 3 (One-Year Teacher Training programme, Georgian Language)

1.4 It is suggested that the programme structure should include elective courses to provide students with opportunities to enrich their pedagogical competencies with diverse specialized knowledge.

1.5 It is suggested that the format of seminar assignments should be diversified in most subjects, especially those currently relying solely on written essays.

- **Brief Overview of the Best Practices (if applicable)³**
- The high-quality facilities to support student learning
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The institution submitted a detailed response to the panel's draft report. The panel considered this in detail and made a series of amendments to its findings. It should be noted that the panel did not consider elements of the institution's response that challenges our subjective expert opinion based on the evidence we viewed, and the testimony received during interviews. Rather, changes were made based on factual errors.

All individual changes are not addressed in detail. Most significantly Standards 2 and 5 were revised to comply with requirements for all programmes. The group of experts removed the recommendation under 2.4 and shared the argumentative position of the University regarding the standard 5.3. Particularly, a factual error on page 87 of the draft report was corrected in the narrative part of standard 5.3. The University, among other additional documents, submitted a master's thesis - project supervisor evaluation form and report of the evaluation for the Fall/Autumn semester of 2024.

In relation to the recommendations regarding staff qualifications, the panel does not accept the institution's argumentative response. Despite references to particular invited staff the list of teaching staff presented to the panel as part of the evidence base includes the specific courses they are responsible for teaching and the list of courses within the programme, each with an assigned lecturer, leaves no room for additional instructors. Furthermore, none of the syllabi submitted by the institution for the programme include the list of individuals that were referenced in the argumentative response. Consequently, the panel cannot identify the basis to revise the recommendations.

A technical error regarding Standard 5 was corrected. Particularly, Recommendation 5.1 (from page 80 of the draft report) "5.1 It is recommended to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process" was accidentally placed in the "suggestion" section in the summary part of the recommendations and suggestions on page 7 of the draft report.

In several places recommendations were downgraded to suggestions, based on the institution's argumentative position. The panel also addressed overlap in recommendations and suggestions in Standard 1.3.

The panel hopes that the institution appreciates the changes and recognizes the developmental nature of the recommendations and suggestions.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

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

⁴ **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 programme grouped in the cluster.

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

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

III. Compliance of the programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

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

The cluster consists of three programmes that have been evaluated based on the Self-Evaluation Report, supporting evidence and a field visit by the expert panel to the UG premises. These programmes are: an English Language MA programme in Education Administration, Georgian Language MA programme in Education Administration and a One Year Teacher Preparation programme.

It is evident that in establishing the goals of the clustered programme, and in the overall programme development process) the University of Georgia has considered the institution's mission and strategic development plan, market demand and potential, as well as analyses of the survey results from potential employers, students and academic staff. programmes are equal to the 6th and 7th levels of the National Qualification Framework.

Goals of the educational programme within this cluster are mostly clearly defined, realistic, and achievable. They outline the specific knowledge, skills, and competencies that graduates will gain within each programme's framework. However, based on the expert group evaluation, specific recommendations will be provided to enhance programmes' potential, quality and relevance.

The goals of the newly developed Georgian language MA in Education Administration mirror the English language MA programme goals, with a strong emphasis in both programme to prepare highly qualified specialists in the field of education administration. The goals of both programme are centered in a competence based approach focussed on modern trends in education. The expert group suggests to avoid some of the overly general phrases, like "advanced knowledge" or "contemporary educational standards" and instead enhance programme goals by explicitly referencing national and/or international standards, especially when dealing with the Georgian versus English language programme. In addition to that, both MA programme lack emphasis on critical components in modern educational leadership, such as digital transformation and inclusivity and the need to equitably accommodate diverse needs and abilities of students.

It is suggested that by introducing the new Georgian language MA programme in Education Administration, the University considers the local context and enhances the programme goals, the learning outcomes and the content of the courses to ensure they are sufficiently tailored to the local context (Benchmarks, Curriculum, Legislation, Finance etc). Otherwise, the only added value of the Georgian language programme is to minimize the admission risks among Georgian citizens, without creating additional opportunities, in terms of being competitive in the local market (especially for public schools and Governmental organizations, which are the largest employers of the graduates).

Description and Analysis - programme 1 (Master of Education Administration, English language)

The primary purpose of the English-language Master's programme in Education Administration is to prepare highly qualified specialists in the field of education administration, in accordance with modern educational standards and requirements. In order to achieve this the programme seeks to provide them with contemporary knowledge and professional skills concerning the administration of the educational system, policy, leadership, financing, research, pedagogical issues and challenges, and effective functioning in a dynamic and complex educational space.

The stated programme's goal is generally clear in its intent; to prepare professionals for leadership roles in education. The use of structured language and domain-specific terminology supports clarity. However, some phrases are broad or vague (e.g., "highly qualified specialists," "contemporary educational standards"), and could benefit from more precise definitions or examples. This would improve transparency and ensure better alignment with stakeholder expectations, particularly for international applicants.

The goal flows logically from foundational knowledge to practical application and career outcomes. The alignment between academic preparation (policy, leadership, pedagogy) and practical outcomes (institutional management, decision-making) demonstrates internal coherence. However, greater integration between the different components (knowledge, skills, application, and employability) would enhance the logical progression and unity of the programme.

The MA programme recognizes several critical domains of modern leadership, such as: evidence-based decision-making, policy development, educational financing, complexity and adaptability in educational environments. However, the programme does not explicitly reference several key 21st-century leadership priorities, such as: digital leadership and educational technology integration, cultural competence and equity-oriented leadership. It also lacks reference to sustainability and global citizenship, collaborative and distributed leadership, and crisis and change management (e.g., post-pandemic, AI, education in/after conflict etc).

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

The Georgian language MA programme mirrors the objectives of the English language programme but with an intended emphasis on local context. Thus, analyses of strengths and weaknesses of the programme goals may apply to the conclusions of the programme 1 above. There is no substantial difference in the programme learning outcomes or the courses, which will be discussed in more details below. During the visit, the panel discussed the need to get deeper insight about the motivation and added value of introducing the Georgian language MA programme, when the objectives and content of the programme remain similar to the English language version, however this question remains open. On a positive note, extending opportunities to Georgian citizens to apply to the Georgian language programme could be perceived as a positive development. However, it would be more beneficial to the system, if the programme were tailored more tightly to the Georgian local context. While the programme meets the basic requirements of standard 1.1. a more explicit alignment to issues of Georgian leadership, authorization, legislation etc. would strengthen its compliance.

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

The programme objectives reflect the approach and vision characteristic of the field of teacher education. However, the panel determined that certain content-related, as well as linguistic and stylistic, refinements are necessary. For example:

In the first sentence of the programme objectives, it states: *“The goal of the programme is to prepare a professional teacher for the basic and lower secondary levels for a successful teaching career...”*

It should be noted that the term *“საბაზისო”* requires correction, as both the National Curriculum and the Law on General Education use the term *“საბაზო”* (“basic”).

The most important issue to consider, however, is the limitation of the target subjects to only the basic and lower secondary levels. In the case of English language teaching, the subject standard covers all three levels, including the primary level.

In practice, this creates a serious employment issue for graduates, as the certificate issued within the 60-credit programme — as well as the records in the diploma and its supplement in the case of an integrated minor programme within a bachelor’s degree — will indicate only the basic and lower secondary levels.

This, in turn, places school principals in a legal dilemma regarding the teaching of English in grades 1–6. The programme — and subsequently the school — will face a similar challenge in the case of information and communication technology (ICT) teachers.

Therefore, it is essential to revise this aspect in the stated objectives. Such revision would, on the one hand, require modifications to the learning outcomes of the core subject objectives, incorporating the specifics of the primary level; and, on the other hand, it would inevitably bring to the fore the need to revise the syllabi of the subject-specific teaching methodologies.

Another clarification concerns the following formulation: *“...who will be able to adequately understand and analyze the processes taking place in schools...”*

This phrase, when considered in light of the Teacher Professional Standard and the requirements defined by the subject-specific characteristics, is too broad in scope and tends to refer more to administrative competencies, implying aspects such as management, financial planning, human resources, etc.

However, according to the Teacher Professional Standard, the primary structural unit is the “teaching and learning process.”

Therefore, a more appropriate formulation would be: *“...who will be able to adequately understand and analyze aspects/issues related to the teaching and learning process in schools...”*

The panel also considers that attention should be paid to the following formulation: *“It provides the future teacher with the knowledge and skills necessary for leadership — both for team-based management of the learning environment and process, and for meaningful participation in the overall school governance process.”*

Upon reviewing the subject syllabi, this assertion is not substantiated by relevant content or resource components. Moreover, leadership is associated not only with knowledge, but also with skills and values — aspects which, according to the Teacher Professional Standard, are confirmed only in the competency descriptors of a mentor teacher. The current programme, however, prepares personnel only with the competencies of a senior teacher.

It is also advisable to clarify the following formulation: *“...which represents a fundamental basis for ensuring the final effectiveness of the school and education.”*

The panel believes the phrase *“the final effectiveness of the school and education”* requires revision at the terminological level, as the expression “school effectiveness” is semantically and stylistically inaccurate in this context: ცხადია, წევრ-კავშირი რომელიც ამ შემთხვევაში მრავლობით რიცხვში უნდა გაიწეროს -

ცოდნა და უნარების, რომლებიც კონტექსტუალურად ასევე გასამართია ფორმულირება სინტაქსური კონსტრუქციისა - შესთავაზოს - ცოდნა და უნარები:-

Evidences/Indicators

- Self Evaluation Report
- English Language MA programme description and syllabi
- Georgian Language MA programme description and Syllabi
- One Year Teacher Preparation programme description and Syllabi
- Minutes of the field visit

General recommendations of the cluster:

It is recommended to review and revise the objectives of the educational programme, including the rephrasing of several provisions both in terms of style and content.

General suggestions of the cluster:

None

Recommendations and Suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s):

It is recommended to reformulate general phrases ("advanced knowledge," "contemporary educational standards") with specificity or alignment with recognized frameworks (International, as well as local)

It is recommended to strengthen programme goals to address 21st century leadership skills more explicitly, such as digital literacy, innovation, equity and inclusion.

Suggestion(s):

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s):

It is recommended to reformulate general phrases ("advanced knowledge," "contemporary educational standards") with specificity or alignment with recognized frameworks (International, as well as local)

It is recommended to strengthen programme goals to address 21 century leadership skills more explicitly, such as digital literacy, innovation, equity and inclusion.

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 1.1 - programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁶ Evaluation is performed for each programme separately.

1.2 programme Learning Outcomes

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

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

Analysis of the alignment of learning outcomes to the programme's goals has been conducted in relation to the three major domains: Knowledge and Understanding, Skills, and Responsibility and Autonomy. Overall, the learning outcomes of the programmes in Education Administration effectively fulfill the stated programme goals and demonstrate structured balance between theory, practical application, and values-based leadership.

Description and Analysis - programme 1 (Master of Education Administration, English language)

The programme learning outcomes are broadly well-aligned with the stated programme goals. They reflect the desired development of qualified educational administrators who can “operate in dynamic, diverse, and international educational environments”. However, several gaps and refinements are necessary to ensure full alignment with best practices in outcome-based educational systems.

Knowledge and understanding domain:

Learning outcomes are comprehensive and relevant. All key domains of knowledge from the goals are translated into measurable, graduate-level understanding. Considering the gaps given at the programme goal level (see 1.1), it would be beneficial to enhance the knowledge domain by adding a learning outcome/s in the areas of equity/inclusivity (for example principles of inclusive education/universal design learning) to create a solid foundation for developing necessary skills in the graduates of the MA programme.

Skills domain:

Learning outcomes are substantially aligned with the programme goals, though leadership as a distinct outcome could be emphasized more explicitly. A dedicated learning outcome addressing vision-setting, empowering the teams (shared leadership), stakeholder engagement/community level work would strengthen this domain.

Responsibility and Autonomy domain:

As stated in the programme's document, graduates of the programme will be able to: “actively engage in fostering progressive values within the field of education and contribute to the advancement of educational organizations and their ecosystems by upholding professional ethics, prioritizing the public interest and welfare, and promoting democratic principles.” This outcome is well-articulated in terms of ethical grounding and social responsibility, but it remains narrow in scope when evaluated against the broader demands of educational leadership in diverse, global, and innovation-driven contexts. Specifically, programme goals articulate the importance of “...operating within dynamic and complex educational environments... at both national and international levels.” In that sense, stronger emphasis on commitment to inclusive, equitable education practices across national and international contexts, respecting diversity and promoting global citizenship would enhance the learning outcomes of the programme. Moreover, the outcome emphasizes values and ethics, but not the responsibility to lead change, drive innovation, or take initiative in transforming educational practices or systems. The outcomes associated with the responsibility of leading change, innovation and taking the initiative to transform educational institutions, as well as systems might be strengthened. Last but not least, responsible educational leaders model lifelong learning, reflective practice, and continuous self-improvement. The learning outcomes do not convey the graduate's responsibility to engage in ongoing professional growth or support such growth in others.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

The Georgian language MA programme replicates the learning outcomes of the English language programme in all domains. Therefore, analyses and recommendations provided for programme 1, might be fully applied to programme 2 as well.

In addition, considering the fact that the University's mission is to prepare competitive graduates for both national, as well as global markets, equipping students with knowledge, understanding and skills needed within this global landscape is critical. However, there is an immediate need for the Georgian education system to mobilize strong, motivated and well-equipped leaders in the public sector, evidenced through recent Public Schools' Principals certification and due to the substantially high standard of teaching and learning required by the new competency based National Curriculum. Realizing that governmental entities (Ministry, Ministry Agencies, Schools) are the largest employers of Education programme graduates, it would be beneficial to the system to strengthen the learning outcomes of the programme with the specific Georgian related context. This will make sure that after graduating the Georgian MA programme in Education Administration graduates are competitive and ready to fill those gaps. Besides that, as the panel confirmed during the site visit and also stating in the Self-evaluation report, in introducing the Georgian language MA programme, the institution has relied mainly on data provided by students, faculty and employers from the private sector (a few state schools as well). It would be advisable to reflect the expectations of the Ministry and its agencies in the learning outcomes of the programme, as the largest employer, and major policy maker, in the field of education, to make sure Georgian language MA graduates have advantages for the employment. Besides the recommendations given above to the programme 1, it is recommended to enhance the learning outcomes of the Georgian programme, with context specific learning outcomes across the domains (knowledge and understanding, skills, responsibility and autonomy).

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

The learning outcomes of the educational programme describe the knowledge, skills, and values that students acquire upon completion of the programme. As evidenced by interviews and relevant documents provided, the formulation of the learning outcomes took into account the opinions of the programme working group, the recommendations issued by the Accreditation Council, as well as the results of market research, external evaluations, and student surveys.

According to the recommendation given in the section on programme objectives, it is clear that the learning outcomes require certain clarifications both in general and specifically for the specializations of English and Informatics teaching. This involves the mandatory integration of the primary education level within these two subjects.

The panel also finds, in relation to the outcome: *“describes and explains theories of learning, instruction, and motivation, in relation to pedagogical practice.”* that, according to contemporary Georgian literary norms, a more accurate formulation would be: *“Describes and explains theories of learning, instruction, and motivation, with regard to pedagogical practice.”* It is also important to note that the motivation theories presented in the programme's learning outcomes are thematically covered only within one lecture for Educational Psychology 1 and do not appear as a topic or assignment type in any other syllabus. The panel believe this may complicate the achievement of this learning outcome.

It is also worth noting the component of the Georgian language subject learning outcomes, where the focus is clearly on language learning, and the academic outcomes related to literature as a branch of the arts are not evident. Additionally, it is desirable to refine the linguistic formulation: *“Describes and explains various types of Georgian language and literature lessons and teaching strategies;”* to be corrected as: *“...various types and teaching*

strategies; „აღწერს და განმარტავს ქართული ენისა და ლიტერატურის გაკვეთილის სხვადასხვა ტიპებს და სწავლების სტრატეგიებს;“ ჩასწორდეს - „...სხვადასხვა ტიპისა და სწავლების სტრატეგიას;“

In the presented learning outcomes, as well as in the subject syllabi, the panel were not able to identify the competencies required by the higher education field-specific characteristics in relation to teacher preparation. More precisely, regarding the following thematic aspects: parental/guardian involvement in school life, Universal Design for Learning, remedial teaching strategies, and planning and implementing extracurricular activities. Considering the importance of these issues for the teaching profession, the panel consider it advisable that they are incorporated into the programme's objectives and content.

Evidences/Indicators

- Maps of goals and learning outcomes;
- English-language master's program in education administration;
- Georgian-language master's program in education administration;
- One-year teacher training program;
- Continuous Quality Improvement Instruction;
- Law of Georgia "On Higher Education";
- Qualifications' Framework;
- Market research;
- Academic and visiting staff research analysis;

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s): It is recommended to add/strengthen learning outcomes in the areas of: equity/inclusivity, vision setting and leading teams, also to widen the scope of the graduates being responsive and responsible to global citizenship, driving innovation and lifelong learning (responsibility and autonomy).

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): It is recommended to add/strengthen learning outcomes in the areas of: equity/inclusivity, vision setting and leading teams, also to widen the scope of the graduates being responsive and responsible to global citizenship, driving innovation and lifelong learning (responsibility and autonomy).

It is recommended to specify learning outcomes highlighting the ability of graduates operating in the Georgian local context.

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s):

It is recommended to review and revise the learning outcomes of the educational programme, including rephrasing several provisions both statistically and substantively.

Suggestion(s): None

Evaluation

Component 1.2 programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input type="checkbox"/>	<input checked="" 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.

Evaluation of the programme learning outcomes, is of both a monitoring and developmental nature. The development and continuous improvement of learning outcomes is a structured and collaborative process led primarily by programme heads, in close coordination with the department head and school director. Academic staff play a central role, actively contributing their expertise to the creation, refinement, and evaluation of programme-level and course-specific learning outcomes. This collective approach ensures that the programme is shaped by a shared vision and enriched by the diverse academic perspectives of the faculty.

The quality assurance unit supports this process by providing methodological guidance and facilitating collaboration across all levels. Regular consultations and capacity-building activities are organized jointly with programme heads and quality assurance representatives that help faculty enhance their competencies in designing, measuring, and interpreting learning outcomes.

Programme-specific outcomes are established through this joint effort, with programme heads guiding the development and adjustment of evaluation tools, including tailored questionnaires for students, graduates, employers, and faculty.

As it has been evident, faculty involvement in course and programme evaluation is integral, reinforcing a feedback loop that continuously informs teaching and assessment practices. Stakeholders, such as partner schools and universities are also part of the process. During the visit, stakeholders were able to provide examples of the collaboration, however engagement of the stakeholders in the measuring of learning outcomes could be considered as limited in scope.

It is obvious that stakeholders, especially the public schools, have great demand for mid-level administrators/leaders being able to lead quality assurance, innovations, as well as administrative processes, defined by the state regulations. Therefore, more targeted substance specific exchange and feedback would be desirable.

As evidenced, to further strengthen the internal collaborative model, targeted training sessions and workshops, which often feature both Georgian and international experts, are held regularly. The aim of these sessions is to support faculty in adopting best practices in outcome-based education systems, including the topics related to the measurement and assessment.

It can be concluded that the University is taking the evaluation of learning outcomes seriously, which is evident based on the fact that University representatives are constantly developing the mechanisms of evaluation. During the field visit, quality assurance staff presented a new digital platform for evaluating the academic programmes across the University. The system is currently being tested and expanded to track outcomes and make multilevel analyses. The panel recognises the university's commitment to the digitalization of evaluation mechanisms for learning outcomes.

Evidences/Indicators

- Field visit meeting notes
- English-language master's program in education administration;
- Georgian-language master's program of education administration;
- one-year teacher training program;
- Analysis of the results of the survey of employers;
- Analysis of survey results of students and academic staff;
- Document confirming the participation of the interested persons involved in the preparation of the study results of the program - minutes;
- Maps of learning outcomes;
- Continuous quality improvement instruction

General recommendations of the cluster:

It is recommended to develop and approve a transitional plan regarding the switch from the current mechanism of LO's evaluation to the digital approach, to make sure the learning outcomes evaluation process is coherent, comprehensive and sustainable. and that internal regulations on data storage and privacy are in place.

General suggestions of the cluster:

It is suggested to increase and diversify representation of public institutions, including the Ministry of Education, Science and Youth, in the evaluation of the learning outcomes of the programmes, as well as in validation of the programme development.

Recommendations and Suggestions according to the programme:

None

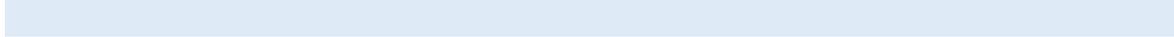
Evaluation

Component 1.3 Evaluation Mechanism of the programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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**programme 1 (Master of
Education Administration,
English Language)**

**programme 2 (Master of
Education Administration,
Georgian Language)**

**programme 3 (One-Year
Teacher Training programme,
Georgian Language)**



1.4. Structure and Content of Educational programme

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

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

The institution has established clear procedures and mechanisms for initiating, reviewing and modifying the programmes. Based on its observation, feedback, desk research and analyses the institution has initiated the Georgian language MA programme in Education Administration in parallel to the English language programme and developed specializations under the MA programmes in Education Administration.

Description and Analysis - programme 1 (Master of Education Administration, English language)

The content and learning outcomes (encompassing both theoretical knowledge and practical skills) of the English-language Master's programme in Education Administration fully align with the relevant qualification level and the qualification awarded.

Based on the higher education qualifications framework, field of study classifier, and sectoral characteristics of education administration, the Master of Education Administration qualification awarded to programme graduates corresponds to the specifications for Level 7 of higher education, specifically field name and code 0188.2.1: Education Administration.

The programme has been slightly modified since the previous accreditation in 2016, according to the accreditation recommendations, benchmarking and analyses conducted by the institution. The programme's structure includes both teaching and research components, with a total of 120 ECTS required to obtain the master's academic degree. These credits are allocated as follows:

1. **Core Courses** – 84 ECTS (including 30 credits for the preparation and defense of a master's thesis or project),
2. **Specialization Module** – 24 ECTS,
3. **Elective Courses** – 12 ECTS.

Overall, the course content is aligned with the objectives and learning outcomes of the programme. However, as stated under 1.1 and 1.2, strengthening the content to make sure graduates of the programme are capable of operating in diverse, complex environments through introducing innovative practices (including digital literacy) and putting more emphasis on inclusivity/equity would strengthen the programme. Program would benefit by introducing Universal Design Learning principles as a core subject or as a crosscutting theme.

As evidenced, the English-language program is open to both international and Georgian students. It is advisable to incorporate resources and instructional techniques that appeal to the diverse interests of this cohort. At the same time, it is important to strike a balance between the development of general skills and their application to specific professional contexts—such as finance, legislation, curriculum development, conflict management, and mediation.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

The content and learning outcomes (encompassing both theoretical knowledge and practical skills) of the English-language Master's programme in Education Administration fully align with the relevant qualification level and the qualification awarded.

Based on the higher education qualifications framework, field of study classifier, and sectoral characteristics of education administration, the Master of Education Administration qualification awarded to programme graduates corresponds to the specifications for Level 7 of higher education, specifically field name and code 0188.2.1: Education Administration.

The programme has been initiated based on the market research and benchmarking, conducted by the University. Georgian language MA program in Education Administration, has the similar program structure, programme goals, learning outcomes and the content as English Language One. As University representatives state, the rationale of introducing the Georgian language program is to provide more opportunities to the Georgian citizens, being not that much confident in the English academic language. However, English language competency is a required criterion, similar to an English language program. The main difference in modality of Georgian language program is that the courses are delivered in Georgian and masters theses is written in a native language (Reading material mainly in English, this was one of the points made by evaluation panel during the field visit).

The programme's structure includes both teaching and research components, with a total of 120 ECTS required to obtain the master's academic degree. These credits are allocated as follows:

4. **Core Courses** – 78 ECTS (including 30 credits for the preparation and defense of a master's thesis or project),
5. **Specialization Module** – 24 ECTS,
6. **Elective Courses** – 18 ECTS.

Overall, course content is aligned with the objectives and learning outcomes of the programme. However, as stated under 1.1 and 1.2 strengthening the content to make sure graduates of the programme are capable of operating in diverse, complex environments by introducing innovative practices and putting more emphasis on inclusivity would strengthen the programme.

It is also recommended that the Georgian-language MA program be strengthened by incorporating courses, topics, and reading materials specifically tailored to the Georgian context. This enhancement is particularly important to ensure that graduates of the Georgian-language program possess a distinct advantage when seeking employment in the public sector—an environment where internal mentoring and coaching opportunities are often limited—compared to those from international programs or the private sector.

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

The teacher preparation programme has been developed using the university's existing methodology for planning, designing, and developing educational programmes. The programme is structured in accordance with the regulations established by Georgian legislation and follows the European Credit Transfer and Accumulation System (ECTS). The programme duration is one year and comprises 60 ECTS credits.

Regarding the structural organization of the teacher preparation educational programme, it is important to highlight its alignment with the unified European Higher Education Area and the Bologna Process, which emphasize a primarily student-centered approach, including the option to choose elective courses. However, this programme includes only compulsory courses, and the aspect of electives, as a means of diversifying the curriculum and encouraging students' academic interests, is neglected.

We believe that offering at least 2-3 elective courses would benefit the programme itself and would also better enable the university to implement the position outlined in its mission in practice. This is especially relevant given

that the programme identifies competencies related to the field-specific characteristics of teaching, the development of which the programme inadequately supports.

Regarding the programme's structure, its logic, and coherence, the expert group has the following observations: For example, the programme lacks courses or thematic content that would lead students to achieve the outcome of parental/guardian involvement in school life, taking into account the best interests of the students.

Within the subjects of teaching methodology and planning-assessment, a significant outcome defined by the teacher's professional standards is not addressed. This outcome should consider the principles of Universal Design for Learning and the application of remedial teaching approaches in the process of developing students' subject competence. We believe that incorporating these aspects would better enable the programme to meet contemporary educational needs and challenges.

Regarding the experts' perspective on the programme's structure, we believe that the current practice of distributing subjects within the curriculum and the prerequisites assigned to them requires certain adjustments to ensure the effective achievement of the programme's learning outcomes. Specifically, the course "Research in Education" does not have any defined prerequisites. The panel consider that the prerequisites for this course should include curriculum planning, implementation, and evaluation in schools, as well as teaching methodology, considering a teacher's research on their own pedagogical practice primarily relates to aspects connected with the learning process and general didactic content. Obviously, the specifics of the research course itself should be explained within this context. Accordingly, without knowledge of these processes and disciplines, the practical application of the learning outcomes of the research course will remain essentially unattainable. Furthermore, we believe it is important to establish Educational Psychology and Inclusive Education as prerequisites for the Classroom Management course. This is because the practices of organizing students in the classroom are primarily regulated by principles outlined in theories of education and learning. Additionally, it necessarily requires knowledge of the particularities of managing students with special educational needs (SEN) within the classroom setting.

Evidences/Indicators

- English-language master's program in education administration;
- Georgian-language master's program of education administration;
- One-year teacher training programme;
- Analysis of the results of the survey of employers;
- Analysis of survey results of students and academic staff;
- Document confirming the participation of the interested persons involved in the preparation of the study results of the program - minutes;
- Procurement document for similar programmes;
- Map of learning outcomes;
- Continuous quality improvement instruction;
- Law of Georgia "On Higher Education";
- Classifier of learning areas.

General recommendations of the cluster: None

General suggestion of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s):

It is recommended to implement Universal Design Learning principles across the courses.

Suggestion(s):

It is suggested to create more balance between the development of general skills and their application to specific professional contexts.

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s):

It is recommended to implement Universal Design Learning principles across the courses.

Suggestion(s):

It is suggested to create more balance between the development of general skills and their application to specific professional contexts

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s):

It is recommended to revise the prerequisites for course enrollment to ensure maximum logical connections between courses.

It is recommended that content related to remediation and Universal Design for Learning should be added to the subject-specific methodology courses to better enable the achievement of the competencies recommended by the professional standards and the programme's learning outcomes.

Suggestion(s): None

It is suggested, that the programme structure should include elective courses to provide students with opportunities to enrich their pedagogical competencies with diverse specialized knowledge.

Evaluation

Component 1.4 Structure and Content of Educational programme

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

**programme 1 (Master of
Education Administration,
English Language)**

**programme 2 (Master of
Education Administration,
Georgian Language)**

**programme 3 (One-Year
Teacher Training programme,
Georgian Language)**



1.5. Academic Course/Subject

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

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

Generally, the academic content of the course and corresponding study material align with the learning outcomes of the programmes. That said, in all three programmes the panel found that the institution would benefit from a sharper focus on the Georgian context, both in relation to education administration, where circumstances vary greatly from country to country and the teaching profession. This sharper focus also needs to be reflected in the chosen study material to support the programmes. The panel also found that the cluster could place greater emphasis on the role of technology, both in terms of its integration in the classroom from a pedagogical perspective for the teaching programme but also in terms of how evolving technology and the increased rise in artificial intelligence are impacting and challenging education administrators in Georgia and beyond.

Description and Analysis - programme 1 (Master of Education Administration, English language)

The content of the academic courses and the subjects are mainly in alignment with the programme goals and learning outcomes. However, the expert panel did not have an opportunity to review the curriculum map before and during the visit for deeper analyses and targeted questions during interviews.

Courses in the programme cover the areas of both leadership and management (finance, legal etc.). The English programme also introduces globalization in education, as a core subject. Overall, the programme provides rich content, however some of the courses lack clarity with respect to the value they provide to the overall programme.

For example, the course “Education Finance” is aimed to equip the students with the knowledge in education finance and develop practical skills to plan and manage budgets. The course is providing themes, with supporting reading material, to conceptualize education finance and to better understand the rationale and importance of adequate funding. However, when speaking about school finance (budget), reading material provided in the course syllabus does not support development of appropriate/specific skills to apply in the working environment. The main reading provided in the course largely covers the experience of the US, which is very unique (**School Finance: A policy perspective 6th Ed (Oden A. & Picus L, 2020)**). The course syllabus mentions that students will be provided with different examples to support analyses, however it is not evident from the package provided to the expert group that this is happening.

Under the objectives of the course: “Legal Aspects of Education” it states that “*The course also addresses modern legal challenges such as the role of technology in education and data privacy*”. However, there is only one theme (in the week 15) devoted to the topic of artificial intelligence. At the objective level, the outcome regarding AI could be made more specific: What tools or platforms might students use? Are they expected to evaluate AI tools or simply use them? The meaning of the technological orientation of the course becomes even more vague, especially when the course objective translates to the outcome: “*In the context of education law, uses artificial intelligence in the process of finding and processing relevant cases*”. It would be desirable to either specify the aforementioned objective/learning outcome regarding the technology, or introduce other themes, to cover the topic of “technology and data privacy”, such as legal aspects of: cyber security, online learning platforms, or intellectual property etc.

As with finance, the legislation guiding the operations of educational institutions differs extensively from country to country. Consequently, more clarity is required in relation to the intended overall approach to the programme, and whether courses are to focus more on a specific jurisdiction/s or adopt a comparative international approach to study. The latter was not an explicit and central part of the philosophy as described by programme staff.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

The course content of the Georgian language programme mirrors the course content of the English language programme. With the small addition of adding one more course to the elective subjects “History of Georgian Education System XX-XXI” (6 ECTS). Apart from that, programme courses are stating the same objectives and learning outcomes and are supported by the same reading material in English language. The panel found the lack of substantive differentiation concerning.

As discussed during the site visit, the expert group is positive about the potential to create opportunities for the students to apply to the MA programme and study in their native language. However, the value added of the Georgian programme and ability of graduates to work in a Georgian context is questionable. Especially in the public sector, where mentorship and coaching opportunities for graduates is limited.

Besides that, similar to its English language counterpart, the Georgian language programme also lacks the sufficient emphases on technology integration, equity and inclusivity (the latter is well covered for General Education field under the course “inclusive education”; however it is only offered as an elective subject). The panel believes that program graduates will benefit a lot by the introduction/integration of Universal Design Principles across the subjects, as well as strengthening the programme with the Georgia specific content (as well as reading material).

Analysis provided above against the English language programme also applies to programme 2. On top of that, it is concerning that neither the objectives of the courses nor the learning outcomes are addressing the issues relevant to the Georgian context, nor are they supported by sufficient Georgian language reading materials. Similarity between these two programmes, as well as the broader nature of the Georgian language programme, may lead to the frustration of the graduates and stakeholders/employers.

It is desirable that courses like, “Education Finance” and “Legal Aspects of Education” are enriched with relevant Georgian specific themes and readings, to make sure the program does not only develop general skills in one or another area but supports application of new knowledge/skills.

Also, considering the importance of the physical and psychological safety of students, digital transformations, as well as how much role education administrators play in creating and managing safe learning environments, the panel considers it advisable to strengthen the “Conflict Management and Mediation” course with topics and reading material related to the mechanisms of preventing conflict (including the cyberbullying), viewing the course from more psychological than legal perspective. Skills developed under this course are critical to the future leaders, as this requires leaders to communicate actively with the students, parents and establish a healthy school culture.

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

In practical terms, the educational programme only includes compulsory courses, and its concept does not provide for elective courses with general pedagogical content, as detailed by the expert group in the description of standard 1.4. The presented courses are largely interdisciplinary in content and correspond to the programme’s learning outcomes. The courses are 6 ECTS credits each (with the exception of the pedagogical practicum in schools, which is 12 credits) and comply with the European Credit Transfer System (ECTS) as well as the university’s quality assurance regulations. Analysis of the presented syllabi revealed that the content corresponds to the first cycle of higher education.

The literature presented in the syllabi generally corresponds to the major directions in the field of education. The selected literature is contemporary and accessible to students in both printed and electronic formats. The expert group has formulated several observations concerning both the general trends across the syllabi and specific individual courses.

First and foremost, it should be noted that the programme inadequately addresses the legal framework defining the teaching profession and its mandatory responsibilities within the Georgian educational context. The relevant content appears fragmented across 1–2 lecture courses, covering a total of only 3–4 topics, which clearly does not provide sufficient knowledge nor develop the ability of future teachers to apply this knowledge in practice. Graduates will lack a clear understanding of the professional standards for teachers, the codes of professional and student ethics, the nature of the Georgian education system, the management entities within the Georgian education system and their functions, and aspects related to the concept of a safe school, pedagogical obligations and other important topics.

In fact, graduates will be familiar with general trends in education, but in the event of a school vacancy, they will face significant difficulties during the interview process. The panel believe that to address this deficiency in the curriculum content, it would be essential to add a course focusing on the pedagogical foundations of the regulatory legal framework governing the general education system.

Another important issue is the absolute repetition of assessment instruments and criteria across the syllabi of different courses, without consideration for the specific nature of each course or its academic requirements. The panel find less need to specify particular courses in this regard, as this is a general tendency observed throughout the presented programme. This is a general issue throughout the programme that needs addressing.

Furthermore, the panel consider the exclusive use of written questionnaires as an assessment tool within seminar work in the majority of courses (such as Educational Psychology, English Language Teaching Methodology, Foundations of Inclusive Education, and others) as an issue. The programme team should consider how it can incorporate varied assessments as part of an overall strategy that considers how to best achieve learning outcomes and provide students with an appropriate range of knowledge and skills.

A significant issue concerns the principles of percentage distribution within the grading schemes across different courses. For illustration, we present several examples from various syllabi:

Case Study Analysis – 6 points

- Case is fully and thoroughly analyzed/solved — 100%
- Case is partially analyzed/solved with no major errors — 75%
- Case is partially analyzed/solved with minor errors/inaccuracies — 50%
- Case is partially analyzed/solved with major errors/inaccuracies — 25%
- Case is not analyzed/solved or incorrectly done — 0%

It is evident that under this grading scheme, completing a task at the 75% or 25% level corresponds to 4.5 and 1.5 points respectively. The presence of fractional points raises questions about how these scores should be recorded or justified.

Example from another course syllabus:

The same task is assigned a total of 8 points with a similar percentage grading scheme. This also leads to legitimate questions about how scores such as 7, 5, 3, or 1 point/s are determined.

In the panel's opinion, similar shortcomings are evident in other course syllabi as well. Specifically:

1. **Educational Psychology**

- a) From a stylistic and content perspective, the course description needs correction, particularly the phrase: "*Understanding their impact in schools and other general educational institutions...*" — currently, the Georgian educational space does not recognize other general educational institutions besides schools, which represents a regulatory inconsistency.
- b) The topic for Week 6 ("Behaviorism") does not correspond with the indicated literature, causing a lack of coherence.
- c) The description and grading scheme of the final exam component is inadequate and does not provide valid or objective assessment criteria:

- Explanation — 8 points
- Explanation is correct, terminology is relevant — 100%
- Explanation is correct, but terminology relevance is violated — 50%
- Explanation is incorrect — 0%

These criteria fail to ensure a reasonable differentiation in grading.

2. **Foundations of Inclusive Education**

This course comprises 12 contact weeks. Weeks 8 and 9 cover two major topics — education of students with visual impairments and students with hearing impairments. The given topic is, of course, important; however, the competence in question is not required by the professional teacher standard or the subject-specific characteristics for a senior teacher — it exceeds their qualification requirements. This competence is explicitly outlined only in the special education teacher standard. Moreover, current practice indicates that educating students with such impairments in resource schools is more common. Therefore, it is recommended to combine these two weeks into one and allocate more focus to the development of individual education plans and collaboration practices with special education teachers, which currently receive attention only in Week 7 and represent a significant challenge in real school practice.

3. **Emphasis on the Course "Research in Education – Current Research in Schools"**

The guide for practice research and teacher surveys essentially represents resources related to early childhood education. The illustrative examples primarily concern kindergartens and children aged 7–8, which, in the panel's opinion, does not allow for the discussion of relevant practical cases related to school education.

It is important to note that the research component in the teacher professional standard is limited to the phrase "is familiar with research," and does not envisage senior teachers conducting research themselves. Regarding the disciplinary profile of teacher preparation in higher education, the phrase "discusses modern trends and research in educational sciences" appears. Consequently, possession of significant research skills is not defined by any regulatory document, which means that this course is heavily loaded with theoretical and methodological aspects. Some course content therefore exceeds these requirements and are, in the panel's view, unnecessary. For example, the historical research and mixed methods outlined in Week 9: historical research methods, which are complex in

terms of organization and procedures, are not necessary for a practicing senior teacher. Also, the descriptive analysis content in Week 12, especially according to the cited source (*Educational Research: Quantitative, Qualitative and Mixed Approaches*, 2nd ed., Johnson, B.; Christensen, L., pages 432–522), represents challenging content for students in this context. It should also be emphasized that students are not introduced to any current international or national research relevant to general education, such as PIRLS, PISA, TIMSS, or TALIS.

Finally, a legitimate concern arises regarding the lecturer's compatibility for the subject content, as the instructor holds a master's degree in economics and has professional experience solely in the banking sector as a business analyst and consultant, without any direct engagement with general education, schools, or educational research.

4. Georgian Language and Teaching Methodology

In the syllabus description and objectives, the methodological aspects of teaching literature are practically overlooked, and the entire narrative is focused on language learning. Considering the course title and its intended focus, this is a significant shortcoming.

Of the three main teaching resources listed, two belong to the Soviet era, and one dates back 25 years. Therefore, it is important to update the teaching materials. Recommended updated resources include *“Georgian Language and Literature for Grades VII–XII: A Guide for Teachers Based on the 2011–2016 National Curriculum”*. Another important resource is the five-volume set of Georgian Language and Literature published by the National Assessment and Examinations Center. The use of video lectures is also quite feasible, as well as the preparation of reading materials based on articles from the methodological journal *“Teacher”*. Additionally, valuable teaching resources are provided by the Teachers’ House, including educational-methodological films and guides such as *Effective Methods of Teaching Reading Parts 1 and 2*.

Some topics are paired with materials that do not correspond appropriately in the syllabus. For example, the Week 3 topic, *“Subject-specific Assessment System for Georgian Language and Literature for All Three Levels of General Education Schools”*, cannot be studied by students using the listed materials, as such content is not covered there.

Evidences/Indicators

- SER
- Site visit interviews
- English-language master's program in education administration;
- Georgian-language master's program of education administration;
- One-year teacher training programme;
- Syllabi

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s):

Suggestion(s):

It is suggested to establish more clarity in relation to the intended overall approach to the programme, and whether courses are to focus more on a specific jurisdiction/s or adopt a comparative international approach to study.

programme 2 (Master of Education Administration, Georgian language)**Recommendation(s):**

It is recommended that courses (where relevant) are enriched with Georgia-specific themes and readings to ensure the programme not only builds general competencies but also facilitates the practical application of knowledge in the local context.

Suggestion(s): None**programme 3 (One-year Teacher Training programme, Georgian language)****Recommendation(s):**

It is recommended to revise and edit the formulation of the objectives and learning outcomes in the subject syllabi from a semantic and stylistic perspective.

It is recommended that the core curriculum should include a subject dedicated to knowledge of the legal framework that defines the teaching profession and its mandatory responsibilities in the Georgian educational context, or existing syllabi should be significantly strengthened with appropriate content.

It is recommended that assessment instruments and criteria in various subject syllabi should be clarified and aligned with the principles of validity and objectivity.

It is recommended as important to revise and update the mandatory subject topics and renew the teaching literature.

Suggestion(s):

It is suggested that the format of seminar assignments should be diversified in most subjects, especially those currently relying solely on written essays.

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance of the programme 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 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

2.1 programme Admission Preconditions

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

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

Overall, the panel found that admission requirements across all three programmes are in line with existing legal regulations and the specific profile of the field. They are transparent and relevant to each respective profession. This includes explicit prior academic achievement, language proficiency and the means by which these criteria are assessed. Information for prospective students is clearly and freely available, including through the website. Students confirmed that any admissions queries are responded to promptly. This included for international students who attested that they received support with visa application, healthcare and travel arrangements upon moving to Georgia.

Description and Analysis - programme 1 (Master of Education Administration, English language)

The design of the programme, from admission requirements to teaching methods and student evaluation is closely aligned with the academic field, programme level, and student needs to ensure effective learning and achievement of programme goals. In relation to admission criteria, Georgian citizens are admitted based on the Unified Master's Exam results or as per the alternative provisions outlined in Ministerial Order No. 224/N. Students must also complete administrative registration and be officially enrolled by university decree. International applicants are eligible to apply without taking the Unified Master's Exams, provided they have completed a full undergraduate programme abroad (or its equivalent) or studied or lived abroad for at least two years, enrolled in institutions recognized in their host country. All applicants must attend a subject-specific interview, with preparation materials available on the University of Georgia's website.

With respect to English proficiency, candidates must show B2-level English competence through one of the following: TOEFL IBT: 72–80, IELTS: 5.5, PTE General: B2 or FCE: B or above Applicants without certification may take the university's internal B2-level test; a score of at least 70% is required.

Admission policies and requirements are clearly defined and accessible online or through direct consultation with the program coordinator.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

This programme is built to meet the academic and professional needs of its target field. Its admission requirements, instructional approaches, and student assessment methods are carefully aligned with the level of study and learner expectations, supporting the effective achievement of the programme's learning outcomes. In relation to admission criteria, Georgian citizens are admitted based on the Unified Master's Exam results or as per the alternative provisions outlined in Ministerial Order No. 224/N. Students must also complete administrative registration and be officially enrolled by university decree. International applicants are eligible to apply without taking the Unified Master's Exams, provided they have completed a full undergraduate programme abroad (or its equivalent) or studied or lived abroad for at least two years, enrolled in institutions recognized in their host country. All applicants must attend a subject-specific interview, with preparation materials available on the University of Georgia's website.

With respect to English proficiency, candidates must show B2-level English competence through one of the following: TOEFL IBT: 72–80, IELTS: 5.5, PTE General: B2 or FCE: B or above. Applicants without certification may take the university's internal B2-level test; a score of at least 70% is required.

All admission procedures and requirements are clearly communicated and publicly available via the university's official website or through direct communication with program leadership.

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

This programme is designed to meet the academic and practical needs of aspiring teachers, aligning its admission criteria, instructional strategies, and assessment methods with the specific requirements of the education field and the profile of future educators. The structure of the curriculum supports the programme's goals and ensures the achievement of intended learning outcomes.

Applicants must hold at least a bachelor's degree or an equivalent academic qualification. Admission involves a multi-step process, comprising: a subject exam: candidates must pass the teacher competency exam conducted by the National Center for Evaluation and Examinations. In addition to the national exam, applicants must also meet internal testing requirements set by the university. With respect to English language proficiency, applicants applying through the School of Arts and Humanities must demonstrate English skills at the B1 or B2 level. If prior academic records (e.g., diploma supplement) do not confirm language proficiency, applicants must pass an internal English exam administered by the university with a minimum score of 70% is required to validate their English language level.

Admission criteria and procedures are openly communicated. Detailed information is available both on the university's website and through direct consultation with the program coordinator.

Evidence/Indicators:

- English-language master's program in education administration;
- Georgian-language master's program of education administration;
- One-year teacher training programme;
- Law of Georgia "On Higher Education";
- University website (www.ug.edu.ge);
- Website of the National Center for the Development of Education Quality (www.eqe.ge);
- Higher education accreditation standards;

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme: None

Evaluation

Component 2.1 programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<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.

The competencies outlined in Standard 2.2 are fully applicable across all three programmes within the cluster. The English-language Master's programme in Education Administration at the University of Georgia is specifically designed to foster students' practical, research, and transferable skills. The programme places a strong emphasis on student involvement in research and educational projects, which is facilitated through strategic partnerships and memoranda of understanding with potential employers. This enables students and graduates to gain professional experience and enhance their career readiness.

Students actively participate in both research initiatives and various activities organized by partner institutions. This collaborative approach strengthens both academic development and practical engagement.

The Department of Educational Sciences runs ongoing three-year research projects such as "Barriers of Parent-Teacher Partnership and Ways to Overcome Them" and "Building Collaborative Leadership in Educational Institutions." These projects further integrate students with academic staff, fostering a collaborative research environment and experiential learning opportunities.

At the center of these efforts is the Center for Educational Studies, which focuses on advancing educational research and fostering innovation in teaching and learning. The center's key objectives include:

- Planning and conducting scientific research projects and disseminating results through publications, conference presentations, methodological literature, and textbooks;
 - Responding to the challenges of the 21st-century digital age by promoting educational research and innovation;
 - Establishing strong theoretical and practical foundations for educational research;
- Encouraging the integration of contemporary teaching methods and technologies across different educational levels;
- Developing educational resources to support modern teaching practices and technology use;
 - Preparing and implementing collaborative research projects with similar centers locally and internationally;
 - Stimulating student interest in educational research and improving their employment prospects;
 - Participating in and organizing local and international educational programs, projects, forums, trainings, and conferences;
 - Transforming academic and educational programs by incorporating innovative and technological elements;
 - Providing training for academic and visiting staff to share the latest educational developments.

The multifaceted activities of the center aim to foster innovation in education, enhance research capacity, and build strong links between academic inquiry and practical implementation.

The University of Georgia offers robust support to programme students through its Scientific-Research Institute, Educational Process Management Service, and International Relations Service. These units provide students with timely information about ongoing scientific projects, international mobility programmes, and exchange opportunities both within Georgia and abroad. Students have opportunities to participate in international scientific conferences and training sessions organized by the School of Arts and Humanities and the Department of Educational Sciences. They are also encouraged to present their research at conferences in other countries.

Notably, since 2021, two professors from the Department of Educational Sciences have served on the organizational and scientific committees of SADAB, granting the top two student reports and top three professor reports free participation in any international SADAB conference. Several students from the programme have already benefited from this opportunity.

Students have also actively contributed to the annual international conference hosted by the National Center for Educational Quality Enhancement and the international conference “Education, Technologies and Innovations,” co-organized by the University of Europe and the University of Kutaisi, with presentations recognized for excellence.

Internationalization and Exchange Programmes

Significant strides in internationalization have been made through the ERASMUS+ programme. Foreign professors regularly visit the School of Arts and Humanities to collaborate with staff and students, delivering public lectures and seminars on critical topics such as innovative teaching methods, assessment approaches, and the challenges of higher education systems.

Examples include:

- Autumn Semester 2024: Professor Bünyamin Han (Turkey) lectured on international student mobility challenges and the state's role in safeguarding the right to education;
- Spring Semester 2023: Professor João Rodrigues (Portugal) presented on European higher education systems and challenges;
- Autumn Semester 2022: Professor Renata Panocova (Slovakia) conducted sessions on innovative teaching and assessment methods.

Faculty members of the English-language Master’s programme also actively participate in ERASMUS+ exchanges, visiting universities abroad to lecture and engage in scientific activities. For instance, in June 2025, Associate Professor Revaz Tabatadze will visit Safarik State University (Slovakia) to lecture on curriculum development, assessment, and English language teaching methodology. Past visits by Prof. Maia Chkheidze and Assoc. Prof. Tabatadze have further strengthened international collaboration.

Local and Community Initiatives

The University of Georgia actively collaborates with the USAID Basic Education Program, implementing initiatives across 405 public schools in Georgia (including Tbilisi, Shida Kartli, and Racha-Lechkhumi and Kvemo Svaneti). Key activities include:

- Professional development webinars for school principals led by university trainers since 2020;
- Training for 1,208 primary-level native language and mathematics teachers focused on creating student-centered learning environments, including small-group coaching, classroom observation, and feedback for 3,000 teachers, plus the establishment of teacher study groups;
- Establishment of STEM, ideator, reader, and book friend clubs in 45 schools, engaging 450 students and 45 teachers, supported by the provision of STEM kits and age-appropriate reading materials.

These efforts aim to improve educational processes, supporting local schools and teachers and contributing to overall educational quality.

Future Plans and Perspectives

As part of programme development, visits by international experts are planned, including Professor Cynthia Douglas from the Fulbright Specialist Program and Professor Hamide Kiliç from Turkey, who will conduct workshops, training, and research collaborations with programme staff and students.

The University of Georgia's scientific-research, educational management, and international relations services continue to provide strong support to students and faculty, enabling their active participation in international scientific and educational activities.

The cluster programmes, especially the English-language Master's in Education Administration, offer a high-quality integrated model combining practical experience, research involvement, and internationalization. Students gain not only academic knowledge but also active engagement in professional and research activities, enhancing their preparedness and employment prospects. The university's sustained support and active international partnerships ensure the programme meets global academic and professional standards and promotes long-term success.

Evidences/Indicators

- English-language master's program in education administration;
- Georgian-language master's program of education administration;
- One-year teacher training programme;

- Law of Georgia "On Higher Education";
- University website (www.ug.edu.ge);
- National Center for Education Quality Development website (www.eqe.ge);
- Higher education accreditation standards;
- Project "Parent-teacher partnership barriers and ways to overcome them";
- Agreements/memorandums signed with employers

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<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.

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

Within the programme, the implementation of the educational component takes place by using various teaching methods and activities tailored specifically to the nature of each particular course or component. The teacher preparation educational programmes list a diversity of teaching methods, strategies, activities, and forms, which does not correspond to the uniform methods presented in the syllabi of the individual courses. The programme's list includes not only teaching methods but also organizational forms and strategies. The teaching methods presented in the programme include assignment formats (such as essays, topic writing, literature analysis) as well as organizational formats (such as pedagogical practice). Therefore, it is important at the programme level to clarify and, in the teaching methods section, as per its title, to identify only teaching methods and activities.

It is noteworthy that there is a certain discrepancy between the methods listed in the self-assessment and those indicated directly in the programme, which we believe is a technical issue rather than a conceptual decision by the programme holders.

Furthermore, the list of methods contains semantic and conceptual overlaps. For example, both inductive and deductive teaching methods are listed simultaneously, while separately, analysis and synthesis are described as distinct teaching methods. From the perspective of pedagogical science (since its methodological basis is philosophy), functionally and conceptually, these are effectively equivalent.

Evidences/Indicators

- Continuous quality improvement instruction;
- Classifier of study areas;
- Georgian-language master's program of education administration;
- Analysis of academic staff, students, graduates and employer surveys; ü Website (www.ug.edu.ge).

General recommendations of the cluster: None

General suggestions of the cluster:

It is suggested to clearly distinguish between the contents of method, strategy, and assignment formats in the programme description and to describe them accordingly.

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input type="checkbox"/>	<input checked="" 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.

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

The student evaluation system for the programmes presented in the cluster complies with the Order N3 of the Minister of Education and Science of Georgia of 5 January 2007, titled "On Approval of the Regulation on the Calculation of Higher Education programmes with Credits".

The assessment system is fair and transparent, and consistent with the established procedures. The students are evaluated using a 100-point grading system, which includes mid-term and final assessments. In order to earn credit for each course, students must achieve a minimum of 51 points. The evaluation procedures are applied fairly to all students and are reliable and in compliance with relevant regulatory documents.

The assessment system and criteria are clearly outlined in each syllabus. At the start of each course, the lecturer informs students about the evaluation criteria and components. The syllabus is also available to students through the electronic platform "My UG", where they can view the evaluation components, criteria, and their grades for each assessment throughout the semester. Interviews with the students confirmed that they receive feedback on their learning outcomes after each exam, including feedback on their strengths and areas for improvement.

Final exams are administered by an Examination Center via a computer programme, which ensures that each student receives an individual exam ticket. The system automatically checks the closed-type questions, while the open questions are graded by the lecturers electronically, ensuring anonymity. For written exams/assessments, the course lecturers provide feedback in the form of comments on the paper. As for the final exam, feedback is given on the open-ended questions individually. Lecturers' feedback is available to students in the electronic portal "My UG" with the assessment results, and additional feedback is provided during lectures.

Each component of the assessment has a defined minimum threshold, which is specified in the syllabus. For example, the minimum threshold for the final exam may be 20 points (out of 40) for some courses, or 21 points (out of 35) for others. These thresholds vary based on the level of the study programme and the nature of the courses.

Based on the self-evaluation report of the programmes, additional documents and on-site interviews with the persons involved in the programme, it is confirmed that the university has an effective mechanism for detecting,

preventing and responding to plagiarism; The Turnitin programme is used to check master's thesis and other written works for similarity. Clear rules on plagiarism demonstrate the university's commitment to academic integrity.

The site visit also confirmed that students are aware of the relevant rules and regulations concerning the appeals procedures, which are regulated by the university. The appeal procedure is rigorous and objective. Students can appeal through the electronic platform "My UG". Evaluation results are reviewed by the appeal committee, and if necessary, the process includes the involvement of other evaluators.

Finally, the university also has mechanisms to analyze student evaluations and use the results to improve the teaching process. The evaluation of programme outcomes includes direct and indirect methods of evaluation. Direct evaluation of the programme outcomes is carried out by analyzing whether the students have reached the learning outcomes determined for the programme courses. The results are analyzed to refine and develop the competencies of the programme learning outcomes, teaching methods, etc.

Evidences/Indicators

- Self-evaluation report;
- programme Curricula;
- Course syllabi;
- Bachelor's level study regulations document;
- Master's level study regulations document;
- Interview results during the on-site visit;
- Material/technical base;

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme: None

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programme 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 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<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.

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

Upon enrollment, students receive consultations from the administrative staff to help them integrate into the university and plan their studies and activities accordingly. Additionally, administrative staff offer students on-site consultations to support students with their learning process, if needed. The university portal "My UG" is comfortable and convenient for students, where students can write statements asking for the necessary documents and information. Students also have the opportunity to establish direct communication and receive information from the university administration. This system also ensures effective communication between students and lecturers. A specific schedule is established by the university and a specific contact time and place are defined when students want to have additional consultation with lecturers. The students describe their interactions with lecturers as essential for their personal development.

The creation of a student-oriented environment is ensured, and students regularly receive information from the university on how to plan their learning process, employment and participation in exchange programmes, conferences and projects. Students also have the chance to join or form student clubs, write their projects and/or join other activities about which they are informed.

The UoG also has a Student Affairs Center, which facilitates students' involvement in various extracurricular activities, and the Center for Promoting Employment of Students and Graduates supports students' and graduates' career advancement and professional development.

The university has partnerships with the foreign HEIs and participates in Erasmus+ exchange programmes. However, as the presented documentation confirmed, students of the presented programmes are not actively engaged in these opportunities for different reasons (for example, foreign students, wanting to fully absorb and experience living and studying here).

Notably, the university conducts surveys after the end of the semester to gather feedback from the students and lecturers. The quality managers analyze the results and discuss them with the members of the Programme Development Council to identify potential improvements based on the information received from the feedback. Surveys are also conducted with students and alumni to evaluate courses and lecturers' and students' satisfaction with the learning process. Based on the survey results, when necessary, the council plans relevant measures in order

to address any issues. As it was confirmed at the site-visit, students' feedback was taken into account and some modifications were made within the programmes presented in the cluster.

The university has different activities to ensure the involvement of the international students in the life of the university. As foreign students noted in interviews, finding out about the admission process and procedures was clear and easy for them and with the support from the university, they transitioned smoothly after their arrival.

Evidences/Indicators

- Self-evaluation Report;
- Interview result during the On-site visit;
- Memoranda;
- Evaluation Forms;
- Material/Technical base.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 3.1 Student consulting and support services

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

programme 1 (Master of Education Administration, English Language)



programme 2 (Master of Education Administration, Georgian Language)



programme 3 (One-Year Teacher Training programme, Georgian Language)



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 programme, ratio of students and supervisors enables to perform scientific supervision properly.
-

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

The following programmes are discussed:

- Master's educational programme in "Education Administration";
- Master's educational programme in "Education Administration (English)";

The university has regulatory documents that clearly define the rights and responsibilities of both the supervisor and a co-supervisor of the Master's thesis. The role of the thesis supervisor is to guide the student throughout the research process, providing relevant recommendations for each stage of work. Additionally, the supervisor is also responsible for checking the thesis for plagiarism and similarity using the Turnitin programme. After ensuring that the student's work is in accordance with academic integrity and is in compliance with the assessment criteria, the supervisor must submit a report, which is a prerequisite for the student to be allowed to defend their thesis.

For written works (master's thesis, essay, research project), the required academic style is APA. The thesis supervisor is also responsible for verifying that the student's work complies with this style.

The regulations further state that the supervisor must conduct regulatory consultations with the student, and as was confirmed during the on-site visit, students meet with their supervisors throughout the process. Interviews with students and graduates confirm that supervisors support students in selecting a thesis topic, sourcing relevant information, articles, and other resources.

The regulations also specify the criteria for selecting a Master's thesis supervisor who can be either academic staff from the university or invited staff with relevant research experience and publications related to the thesis topic.

Before the final semester of the Master's programme, general research topics and potential supervisors are identified, and students can choose a topic based on their interests. If a student's preferred topic is not available on the list, they can propose an alternative topic and invite a co-supervisor from another university.

Working on the Master's thesis includes the following steps: academic registration for master's thesis/project; submission of master's thesis/project title; presentation and defense of master thesis/project concept; submission and defense of the master's thesis/project preliminary application, and presentation and defense of master's thesis/project.

Data related to the supervision of master's/doctoral students programme 1 (Master of Education Administration, English language)⁷	
Number of master's/doctoral theses supervisors	16
//Number of doctoral thesis supervisors	N/A
Number of master's students	12
//Number of doctoral students	N/A
Ratio - supervisors of master's theses/master's students	1.33
Ratio - supervisors of doctoral theses/doctoral students	N/A

Data related to the supervision of master's/doctoral students programme 2 (Master of Education Administration, Georgian language)⁸	
Number of master's/doctoral theses supervisors	16
//Number of doctoral thesis supervisors	N/A
Number of master's students	12
//Number of doctoral students	N/A
Ratio - supervisors of master's theses/master's students	1.33
Ratio - supervisors of doctoral theses/doctoral students	N/A

Evidences/Indicators

- Self-evaluation report;
- Annex to the Self-evaluation report (Information about the quantitative data);
- “Instructions for completing the master's thesis” documents of the master’s programmes;
- Master’s level study regulations document;
- Interview results during the on-site visit.

⁷ In case of necessity please add the appropriate number of tables for the educational programme grouped in a cluster.

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

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programme 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 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programme 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.
-

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

Around 250 qualified administrative and support personnel assists in implementing the university's academic programmes. These professionals operate across key university units such as educational administration, library services, the School of Arts and Humanities, quality assurance, HR, international affairs, legal and IT departments, ensuring seamless program execution. In addition, front desk services on two campuses handle everyday queries from students and faculty, offering prompt assistance and document provision.

The university's HR service emphasizes staff development through regular training initiatives. These include Service+, which focuses on customer service best practices, Cross-Cultural Competency that is targeted at supporting diversity and intercultural communication and Respectful Workplace, aimed at promoting inclusive and tolerant behavior.

To cultivate a healthy organizational environment, the university conducts annual staff satisfaction surveys using the Minnesota Satisfaction Questionnaire. Consistently high ratings reflect employee satisfaction with their work roles, team dynamics, and management fairness. With an 85% retention rate and administrative turnover under 15%, the institution maintains strong staff continuity by local and international standards.

Academic and research staff workloads are tailored each semester to align with institutional needs and individual duties. Adjustments account for teaching responsibilities, programme-specific requirements, and possible engagements with other institutions. Full-time Faculty work 40 hours per week and **part-time faculty** are appointed on contractual hourly rates, sometimes under exclusivity agreements. Regardless of status, all academic personnel are expected to allocate consultation hours weekly and participate in institutional activities coordinated with leadership.

A detailed annual workload plan (1,760 hours) is developed by department heads or research directors and approved by the School Board. The plan encompasses core components, including, teaching duties, research contributions, consultations and institutional participation. The allocation of hours varies according to role with full-time educators required to undertake 28+ hours teaching and advising compared to senior researchers who have 35+ hours for research and 4+ for teaching. Those combining academic and research roles have duties adjusted accordingly. Academics focusing on intensive research may be granted one semester every three years with reduced teaching to concentrate on scholarly work Faculty with permanent administrative roles receive a 50% reduction in

required workload. This system ensures a balanced workload, fostering productivity and institutional advancement through effective academic and administrative collaboration.

Description and Analysis - programme 1 (Master of Education Administration, English language)

The programme is delivered by a qualified team comprising 10 academic staff (including 5 professors and 5 associate professors), 3 teaching assistants, and 12 invited lecturers. All participants hold relevant academic credentials and possess practical experience aligned with the programme's objectives.

The academic and research workload is strategically planned to ensure smooth implementation of the curriculum. This includes balanced distribution of teaching responsibilities to support course delivery and adequate time allocation for faculty research, contributing to the programme's ongoing development and long-term viability.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

The programme is implemented by a team of academically qualified and professionally experienced staff, ensuring the achievement of its learning goals. The teaching team consists of 10 full-time academic staff (5 professors and 5 associate professors), supported by 3 assistants and 11 guest lecturers. All personnel meet the institutional and programme specific standards required for quality teaching.

The composition and workload of academic and research staff are carefully organized to support the smooth delivery of teaching and scholarly components. This approach guarantees optimal allocation of teaching responsibilities to cover all academic activities effectively. It also allows for dedicated time for research, contributing to the program's continuous enhancement and long-term academic value.

It should be noted that within the master's programs, the vast majority of invited lecturers do not hold a PhD. This may raise certain questions regarding the achievement of learning outcomes defined by the level of study and the National Qualifications Framework and the institution should be mindful of the balance.

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

The program is delivered by a qualified and experienced team, whose academic credentials and practical expertise fully support the achievement of its educational objectives. The teaching team comprises: 6 professors and 1 associate professor, 3 assistants and 3 guest lecturers. Each member of the team meets the academic and professional standards necessary for the effective implementation of the curriculum.

The number of staff and the distribution of their duties are tailored to ensure consistent and effective delivery of the programme's academic content. It also allows for long-term sustainability through adequate staff involvement in program development and improvement initiatives.

Based on the above analysis, the reviewed documentation, and the academic staff's CVs, it is evident that the human resources involved in the programme are mostly relevant and capable of effectively managing the educational process. Within the framework of their academic responsibilities, they are well-positioned to foster the development of both professional and general transferable skills. The programme demonstrates a good level of sustainability, which, considering the existing human resource, will contribute significantly to the preparation of successful future teachers.

programme 1 (Master of Education Administration, English language)⁹				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of programme Staff	Including the staff with sectoral expertise¹⁰	Including the staff holding PhD degree in the sectoral direction¹¹	Among them, the affiliated academic staff
Total number of academic staff	22			
- Professor	5		5	4
- Associate Professor	5		5	4
- Assistant-Professor				
- Assistant	3			
Invited Staff	12		-	-
Scientific Staff				-

programme 2 (Master of Education Administration, Georgian language)¹²				
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	21			
- Professor	5		5	5
- Associate Professor	5		5	4
- Assistant-Professor				
- Assistant	3			
Invited Staff	11		-	-
Scientific Staff				-

⁹ In case of necessity please add the appropriate number of tables for the educational programme 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

¹² In case of necessity please add the appropriate number of tables for the educational programme 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

programme 3 (One-year Teacher Training programme, Georgian language)¹⁵				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of programme Staff	Including the staff with sectoral expertise¹⁶	Including the staff holding PhD degree in the sectoral direction¹⁷	Among them, the affiliated academic staff
Total number of academic staff				
- Professor	6		6	6
- Associate Professor	1		1	1
- Assistant-Professor				
- Assistant				
Invited Staff	3		-	-
Scientific Staff				-

Evidences/Indicators

- CVs of academic staff;
- Academic staff workload chart;
- Personal files of programme managers;
- Administrative and support staff data.

General recommendations of the cluster: It is recommended that the programme coordinators ensure that a statistically significant proportion of invited academic staff involved in both master's programs hold a doctoral degree in a relevant subject area.

General suggestions of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

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

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

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

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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.

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

The institution informed the panel that the supervisor and expert assigned to each student's master's thesis or project, as well as members of the Council, must hold a doctoral degree or possess relevant practical experience and have published a scientific paper, in accordance with the university's regulations. UoG states that the qualifications of the personnel are evidenced by their knowledge and possession of competencies necessary for facilitating the achievement of the programme's intended learning outcomes. Additionally, according to UoG the number of academic and administrative staff are sufficient to accommodate the number of enrolled students effectively.

programme 1 (Master of Education Administration, English language) ¹⁸			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	21	16	8
- Professor	5	5	4
- Associate Professor	5	5	4
- Assistant-Professor	0	0	0
Invited Staff	12	6	–
Scientific Staff			–

programme 2 (Master of Education Administration, Georgian language) ¹⁸			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	21	16	8
- Professor	5	5	4
- Associate Professor	5	5	4
- Assistant-Professor	0	0	0
Invited Staff	12	6	–
Scientific Staff			–

Description and Analysis - programme 1 (Master of Education Administration, English language)

Students enrolled on the programme in Educational Administration have the opportunity to select a thesis topic based on their field of interest and, accordingly, identify a qualified specialist with scientific and research expertise in the chosen area. Students are entitled to regular consultations with their supervisor. The panel found that students have completed theses across a wide range of topics, including but not limited to: Educational Administration, Educational Leadership and Management, Educational Policy and Globalization, Research

Methods and Design in Education, Legal Aspects of Education, Organizational Culture and Change Management and Teaching and Learning Theories and Strategies.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

As the programme is newly approved, students are yet to complete their thesis on the programme. However, they will follow the same process as students on the English language programme and benefit from the same entitlement to support from their supervisor.

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

¹⁹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Evidences/Indicators

- SER
- Site-visit Interviews
- Job descriptions
- CVs
- Personnel regulations
- Educational programme regulations

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

- It is recommended that the programme coordinators ensure that a statistically significant proportion of supervisors involved in both master's programs hold a qualification in a relevant subject area.

programme 2 (Master of Education Administration, Georgian language)

- It is recommended that the programme coordinators ensure that a statistically significant proportion of supervisors involved in both master's programs hold a qualification in a relevant subject area.

programme 3 (One-year Teacher Training programme, Georgian language)

Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

programme 1 (Master of Education Administration, English Language)

programme 2 (Master of Education Administration, Georgian Language)

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The institution informed the panel that the School of Arts and Humanities actively supports the professional development and scientific research endeavors of its academic staff. According to the SER, the School oversees the University of Georgia's scientific research activities, fosters an environment conducive to the application of contemporary knowledge and quality-oriented research, integrates research with the educational process, and formulates and manages the University's scientific policy.

As part of its work to internationalize research and scholarship, the institution has established a mechanism for funding scientific activity. Support includes financial assistance for participating in international conferences and publishing in high-ranking journals.

The institution has established a Scientific Research Institute, which encompasses the Academic Staff Development and Scientific Project Management Service as well as the editorial office of the Caucasus Journal of Social Sciences. The institute coordinates the University's research activities and undertakes key responsibilities, such as defining the scope of scientific research, promoting quality-focused research, integrating it with the educational process, and managing the university's scientific policy.

The institution provided the panel with examples of staff who had joined the organizing and scientific committees of international journals as part of their professional development.

UoG staff are also involved in international collaborative projects focused on teacher training. For example, the EU funded STAR project, which works to foster cooperation for innovation and the exchange of values, specifically through capacity building in higher education. Its primary goal is to support the professional development of educators by promoting innovative pedagogical approaches. UoG are working on the project with partners in China and it includes training for academic staff in student-centered teaching methodologies and retraining administrative and support staff to enhance the learning process.

The institution is also actively involved in the international project Modern Competencies in Academic Teaching (MOCAT), which seeks to foster collaboration among universities and encourage academic staff to adopt contemporary teaching methodologies, tools, and materials. The project includes participation from seven universities across various countries, including Turkey, Kenya, Romania, Indonesia, and Italy. An electronic platform has been developed, as part of the project, offering over ten training courses covering areas such as teaching methodologies, enhancing online teaching quality, utilizing visual tools in education, managing diverse classrooms, and aligning with the learning expectations of modern students. UoG staff have designed and delivered a number of units including Cultural Diversity Inspiration in the Classroom, The Art of Communication in Classroom Management, Using Simple & Attractive Visual Tools in Teaching and Teaching Contemporary Students, Teacher Online.

Since 2023, the University of Georgia has also initiated and financed a mandatory one-month training course on Artificial Intelligence (AI) for all administrative and academic staff. Scheduled for completion between 2023 and 2025, the curriculum is tailored to the needs of specific departments and schools, ensuring relevance to the

audience. Staff informed the panel that it had helped them to reflect on the role of AI in teaching and administration and was therefore instructive.

Evidences/Indicators

- SER
- Site-visit interviews
- Questionnaires and analysis of the results obtained;
- Methodology for awarding the bonus/prize;
- Staff regulations;
- Rules of the scientific-research institute;
- Educational programme regulations;
- CVs;
- Project Star;
- UG Professional Development Center;
- Table confirming trainings by years;

General recommendations of the cluster: None

General suggestions of the cluster: None

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

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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.

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

The institution informed the panel that it ensures all programme have the necessary resources and infrastructure in place to enable students to demonstrate they meet programme learning outcomes. Specifically, the institution has classrooms and conference halls equipped with appropriate inventory, library equipped with computer equipment and information and communication technologies, learning centers and offices, modern computer equipment, and a building that is fully adapted for people with disabilities. The panel's tour of the premises confirmed that the institution, and the programmes in the cluster, benefit from high-quality teaching and learning spaces, suitable audio-visual equipment, breakout and social spaces, group working spaces and libraries and IT labs.

Description and Analysis - programme 1 (Master of Education Administration, English language)

The School of Arts and Humanities utilizes the infrastructure provided by the university for the delivery of this programme. The university library, located within the main administrative building, ensures access to the reading materials specified in the programme. Additionally, students have access to the university's extensive electronic resources, which include databases such as JSTOR, Hinari, Ebsco, Cochrane Library, Scopus, ScienceDirect, and HEINONLINE.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

The School of Arts and Humanities utilizes the infrastructure provided by the university for the delivery of this programme. The university library, located within the main administrative building, ensures access to the reading materials specified in the programme. Additionally, students have access to the university's extensive electronic resources, which include databases such as JSTOR, Hinari, Ebsco, Cochrane Library, Scopus, ScienceDirect, and HEINONLINE.

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

The School of Arts and Humanities utilizes the infrastructure provided by the university for the delivery of this programme. The university library, located within the main administrative building, ensures access to the reading materials specified in the programme. Additionally, students have access to the university's extensive electronic resources, which include databases such as JSTOR, Hinari, Ebsco, Cochrane Library, Scopus, ScienceDirect, and HEINONLINE.

Evidences/Indicators

- SER
- Site-visit interviews
- programme textbook invoices
- Library regulations
- Electronic library ownership document

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programme: None

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<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.

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

The institution has a University Budget Provision, which defines in detail how the University's central budget, school budget, educational programmes and department budgets are formed. The Director, Vice-Rector and/or Head of the School prepares the budget projection of the structural unit under his/her control and submits it to the Financial Service Department. The department then prepares the joint budget of the university based on the individual budgets of the structural units. The Rector will present the consolidated budget of the University of Georgia to the partners' meeting for approval. The budget is approved by the meeting of partners.

Budgets and financial plans for the individual educational programmes are developed and presented by the University. The institutional share from the programme budget revenue is 10%. All budgets show profit and that revenues from the programmes exceeds the costs of the programmes. Financial plans presented by the University, as well as site visit interviews, indicate that allocation of financial resources for the programme is financially feasible and ensures the sustainability of the programme.

Educational programmes grouped in cluster are supported by a financial plan developed to support the full cycle of the educational process. The plan's key economic parameters are calculated based on the projected number of students enrolled in the programme. It is developed to address the specific needs of the programme, accurately reflecting anticipated revenues and expenditures.

The main source of funding for the educational programmes, delivered at the University of Georgia, is the tuition fee paid by the student. The main costs of the programme are direct, indirect, and overhead costs related to implementation. The educational programme has its budget and the nomenclature of the income and expenditure part of the budget, and the rules of formation and management are regulated by the by statute of the budget of the University of Georgia.

The programme is funded not only from the programme budget, but also from the School budget and, in addition, the programmes have university financial support. For example, the university operates a scientific research institute, the budget of which finances scientific activities. The budget of a scientific research unit is allocated for the implementation of scientific research activities and includes funding of scientific research units and internal grants under its direct subordination. This includes funding for the organization of conferences, including financial support for conference participants, funding for the preparation and publication of articles, funding for personnel participating in business trips, and funding for representational expenses etc.

Description and Analysis - programme 1 (Master of Education Administration, English language)

See cluster evaluation of substandard 4.5. Anticipated number of students per year is eight students. The tuition fee per student per academic year is 9500 GEL. Duration of the programme- two years.

Description and Analysis - programme 2 (Master of Education Administration, Georgian language)

See cluster evaluation of substandard 4.5. . Anticipated number of students per year is twelve students. The tuition fee per student per academic year is 4000 GEL. Duration of the programme- two years.

Description and Analysis – programme 3 (One-year Teacher Training programme, Georgian language)

See cluster evaluation of substandard 4.5. Anticipated number of students per year is sixteen students. The tuition fee per student per academic year is 2250 GEL. Duration of the programme- one year.

Evidences/Indicators

- Educational programmes and syllabi
- Budget provision of the University of Georgia <https://www.ug.edu.ge/en/sauniversiteto-debuleba-new-full/206>
- Provision of the Scientific -research Institute of the University of Georgia
- Provision of educational programmes of the University of Georgia
- Financial Plans Budgets of the educational programmes (2025-2026 and 2026-2027 academic years)
- Site-visit interviews
- Self -Evaluation report provided by the University of Georgia.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programme:

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s):None

Suggestion(s): None

Evaluation

Component 4.5 programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programme 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 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 collaborate 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 processes. programme staff utilizes quality assurance results for programme improvement.

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

Processes and mechanisms for quality assurance at University of Georgia (UoG) are coordinated by the Quality Assurance Service of the University (<https://www.ug.edu.ge/en/quality-about-us>). The work of the University Quality Assurance Service is based on the Statute of programme Development . The university has developed a number of regulations and frameworks related to the elaboration and development of educational programmes, as well as the procedure for the peer review of educational programmes.

According the Educational programme Statute of the University of Georgia, the quality culture of the University of Georgia means the action and unification of involved parties and stakeholders: academic staff, students, graduates, administrative staff, partners, and management in a common spirit under the values declared by the mission of the University of Georgia so that development and improvement can be made possible through joint efforts.

The Quality Assurance (QA) Office of the University of Georgia ensures implementation of internal and external quality assurance mechanisms; evaluation of quality assurance processes; ensuring a high level of teaching quality by introducing modern methods of teaching and assessment. The QA Office involves academic and administrative staff, invited specialists, researchers, employers and students in the evaluation process for quality assurance.

The Quality Assurance Office of the University of Georgia carries out: institutional assessment of the university based on internal and external mechanisms; evaluation of programmes based on internal and external mechanisms; improvement and implementation of mechanisms for quality assurance; activities aimed at developing academic skills; events to raise awareness of academic integrity; cooperation with international organizations working on quality assurance issues in terms of institutional and programme evaluations for the purpose of sharing international experience and modern approaches.

The institution has in place a procedure for developing educational programmes, which includes: labor market research; establishing cooperation with potential employer organizations relevant to the educational programme; studying analogous foreign/Western programmes; examining the views of potential academic staff; studying the employment status and attitudes of graduates; establishing the programme's qualification, objectives, and learning outcomes; forming the structure of the programme curriculum; and developing syllabi for the courses included in the programme. It also allows for establishing course prerequisites, teaching and assessment methods, and additional literature for the course content.

The programme Accreditation Service (PAS) conducts the final review of decisions made by the programme Development Council, which collegially evaluates educational programmes. The PAS functions as an independent council and is a vital structural unit responsible for decision-making related to programme modifications or development. To evaluate the programmes the University uses direct and indirect assessment methods. Direct mechanism comprises analysis of academic performance and learning outcomes map (the comparison of programme-level learning outcomes with individual courses or modules. Each learning outcome is evaluated according to the semester-specific assessment plan outlined in the programme). The assessment process also includes indirect methods of assessment such as the evaluation of survey results of employers and graduates, student satisfaction surveys, and a survey of academic staff implementing the programme.

programmes grouped in the cluster were subject to evaluation by a self-assessment team comprising the school director, the head of the relevant department, programme heads, representatives of the academic staff, employers, senior students, and a representative from Quality Assurance Service at the School of Arts and Humanities. The procedure included: conducting market research, analyzing resources, and surveying programme staff, students, graduates, current and potential employers. It also included analysis of the survey results, a review of course syllabuses and a comparative analysis with similar programmes. Teaching methods are adjusted as necessary, based on subject-specific requirements. The self-evaluation process is collaborative in nature and carried out across various structural units of the university and its personnel.

This self-evaluation team, established by the school's programme Development Board, operates under the self-evaluation procedure outlined in the educational programme statute. The programme Development Council is composed of academic and visiting staff, students, alumni, and potential employers.

The self-assessment group of programmes grouped in the cluster was led by the Head of the MA programmes in Education Administration. First, the group conducted market research and studied and took into account the recommendations received during accreditation in 2016. The self-assessment group is composed of the programme Development Council. The School's Quality Assurance Manager participates in the creation of the self-assessment group. A self-assessment report is prepared, and a draft is sent to all members. It is edited, then reviewed by the programme Development Board, and then forwarded to the programme Accreditation Board. The institution presented the minutes of the programme Development Council meetings, when the self-assessment group was formed and a number of changes were made to the educational programme in preparation for accreditation. In this process, electronic mechanisms have been introduced for feedback, and meetings both inside and outside the university to share information and experiences.

The programme Accreditation Council is an independent council and structural unit that makes decisions about programme modifications or development. The programme Accreditation Council has members from: The central Quality Assurance Office, the Faculty Quality Assurance Office, and the heads of the programme under review. In instances where the council considers the provision needs special knowledge to refine the programme, they can invite further experts from inside or outside the university.

In general, the Quality Assurance Service is engaged in consulting activities for the faculty in order to implement educational activities in accordance with the standards established by the legislation. The Quality Assurance Department collaborates closely with all personnel, by providing intensive consultations and training about internal quality assurance mechanisms and quality culture. Consultations were held for programme leaders and staff involved in implementation. Staff are also involved in the process of compiling and modifying the educational programme. The Quality Assurance Office of the University of Georgia periodically conducts informational meetings related to accreditation and authorization standards. The Office also ensures that training sessions are held periodically where academic staff are informed about the modern achievements and teaching methods used in teaching (<https://www.ug.edu.ge/en/continuous-professional-development>).

The quality assurance system of the University of Georgia is guided by internal and external evaluation tools and widely uses a cyclical process based on PDCA principles (planning, doing, checking and acting). The educational policy and regulatory documents developed in the university, as well as activities conducted by the QA office, ensure the implementation of this cycle in practice. Based on periodic monitoring of educational processes at the university, the Quality Assurance Service analyzes information and data and draws relevant conclusions, develops recommendations and determines the measures to be implemented.

Based on the documentation presented and observations made during the interview process, it should be noted that staff involved in the programme cooperate with the internal quality assurance service in the planning of the programme quality assessment process, development of assessment tools and implementation of the assessment. The involvement of academic/visiting staff, as well as other interested parties (employers, graduates and students), was evident in the programme development process.

The expert group requested additional information from the institution in the form of the quality assurance regulations for the distance/electronic/hybrid study process. However, the expert group has not received the aforementioned documentation at the time of writing. It is worth noting that at the current time, distance learning

is not included in the programme. Nevertheless, the university should ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process.

Evidences/Indicators

- Official website of the Quality Assurance Services of the University <https://www.ug.edu.ge/en/quality-about-us>
- programme Development Council meeting minutes
- Decision of programme Development Board on establishing the self-assessment group
- Educational programmes and syllabi
- Map of the learning outcomes
- Survey templates of academic staff/students/graduates/potential employers
- Employee satisfaction questionnaire and survey results (2024)
- Analysis of evaluation results of scientific performance academic/research staff
- Report of survey results of personnel implementing the programmes
- Report of Survey of graduates satisfaction with the programme
- Report of Survey of students' satisfaction with study process
- Form of evaluation of the training course and the lecturer for students
- Mechanisms for evaluating the performance of administrative staff and the analysis of the evaluation results
- Analysis of students academic performance/learning outcome assessment
- Job market research
- Research report of international and local market
- Research report of potential students survey
- Research report of potential employers survey
- Research report of market for education administration
- Provision of educational programme
- Information about the conducted trainings
- Comparison/benchmarking document with similar foreign and local programmes
- Developmental evaluations by external experts
- Analysis of external experts' evaluation and sharing the suggestions
- Site-visit interviews

General recommendations of the cluster:

It is recommended to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process.

General suggestions of the cluster: None

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

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input type="checkbox"/>	<input checked="" 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.

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

The external mechanisms for the evaluation of the quality of educational processes are authorization and accreditation processes according to Georgian Legislation. The external mechanisms for evaluating the implementation of the educational programme are based on the "Regulation on the Accreditation of Educational programmes of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

The University periodically submits information about each educational programme to the legal entity under public law, the National Center for Education Quality Development (NCEQE) in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the programme take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the programme. The changes to be implemented in the programme are discussed by the heads of the programme and the staff involved in the programme.

The School of Arts and Humanities consistently employs external quality assessment mechanisms to evaluate the programme from the perspectives of the labour market and various stakeholders. The programme external quality assessment mechanism incorporates an employer and potential employer survey, graduate survey, and programme evaluation by an external expert.

programmes undergo periodic external evaluation by experts in the field and based on their recommendations and guidance, potential modifications to the programme are planned to ensure continued relevance and effectiveness. programmes within the cluster have also been subjected to external expert evaluations. The feedback and recommendations received during these evaluations were carefully considered and integrated into the process of programme updates and development.

The English-language Master programme in Education Administration was granted accreditation on July 12, 2016 (Decision #37). Following accreditation, several programme modifications were implemented to further develop its quality, incorporating recommendations provided by the accreditation review panel and the Accreditation Council. For example, based on the recommendations issued in 2016, two specialized modules were integrated into the programme.

The English-language programme in Education Administration was evaluated by an external local expert from Ivane Javakishvili Tbilisi State University. The recommendations given were shared for the purpose of programme development. The Master's programme was positively evaluated by external evaluators. In addition, the educational programme has been compared with the National Sectoral Characteristics and Benchmark document.

The Georgian-language Master programme in Education Administration is newly developed and modeled on the existing English-language Master's programme in Education Administration. The Georgian -language programme was evaluated by an external local expert from Black Sea University. The recommendations from this process were shared for the purpose of programme development. The Master's programme was positively evaluated by the external evaluator. In addition, the educational programme has been compared with the National Sectoral and document.

One-year Teacher Training programme was granted accreditation on July 12, 2016 (Decision #37). In addition, the existing programme is integrated as a minor programme in a number of undergraduate programmes. Following accreditation, several programme modifications were implemented to enhance and further develop its quality,

incorporating recommendations provided by the accreditation review panel. For example: several courses were removed from the curricula and new courses were integrated in the programme. Following the analysis of feedback from academic and visiting staff, students, and potential employers, assessment methods across several courses have been revised. The literature for all programme courses was updated, resulting in an expanded library collection with new textbooks, books, and publications.

Evidences/Indicators

- Official website of the Quality Assurance Services of the University <https://www.ug.edu.ge/en/quality-about-us>
- programme Development Council meeting minutes
- Decision of programme Development Board on establishing the self-assessment group
- Educational programmes and syllabi
- Report of Survey of graduates satisfaction with the programme
- Job market research
- Research report of potential employers survey
- Provision of educational programme
- Developmental evaluations by external experts
- Analysis of external experts' evaluation and sharing the suggestions
- Site-visit interviews
- Self-Evaluation report provided by the University of Georgia.

General recommendations of the cluster: None

General suggestions of the cluster: None

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

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<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.

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

The process of continuous monitoring and periodic evaluation at the University of Georgia involves active engagement from all relevant stakeholders, including students, graduates, employers, and academic and invited staff.

Periodic activities for programme evaluation are implemented to ensure the programme's alignment with stakeholder expectations and market needs. These include analysis of academic performance, employer surveys, student satisfaction surveys, and graduate surveys. The results obtained from these surveys and analyses are synthesized and compared with the programme's learning outcomes map.

According to the regulation 'Provision of Educational programme', the results of the programme are evaluated by the programme Development Board. A programme Development Board is created individually for each educational programme and this mechanism allows the institution to seek solutions and make corrections to problems existing directly within a specific programme. The programme Development Board consists of the programme head, a representative from the quality assurance office, academic staff, employers, and others. The function of the Board is to analyze the programme in terms of content. Each person in this Board carries out their assigned responsibility, where they study the issue based on questionnaires and other documents, analyze them, and determine ways or means for their modification.

Evaluation of programme results through direct mechanisms is carried out at least once a year. Evaluation of programme results through indirect mechanisms is carried out at least once every 3 years. Quality control of the evaluation carried out by the Quality Assurance Service is carried out by direct mechanisms, in case of evaluation of programme results, at least once every 2 years; In case of evaluation of programme results through indirect mechanisms, this is done at least once every 4 years. Recommendations developed by the school board are reflected in the programme component change project and submitted by the programme Development Board to the programme Accreditation Board. The Academic Dean ensures reflection of the PDB's recommendations.

The University of Georgia uses programme evaluation questionnaires that are defined by the annexes of Provision of Educational programme. This includes an evaluation of the training course and the lecturer for students to complete, an evaluation form concerning satisfaction with the educational process for students, and a training course evaluation form for lecturers. Graduates and employed students also complete an evaluation form regarding the education they received at the university, and there is a questionnaire for the demand and assessment of necessary professional skills for employers.

In addition to these surveys, the University of Georgia undertakes further activities to monitor the quality of the educational process and educational programmes, including analysis of students' academic performance; graduate employment analysis, and analysis of the evaluation of the performance of the persons involved in the implantation of the programme (academic, invited personnel and administrative/support staff). The results of the analysis are presented to the heads of the programmes and the relevant department, who provide information to the staff involved in the implementation of the programmes. The results of the surveys and the conclusions made based on the analysis serve for the development of educational programmes.

During the interview with the lecturers, it was confirmed that they are involved in the evaluation of the programme. They receive feedback from students and the administration about their teaching and scientific activities. A new system for assessing learning outcomes has recently been introduced and lecturers are required to link each question on the midterm and final exams to each learning outcome. Exams are administered via an online platform and lecturers can view statistical data.

According to the existing regulations, at the end of each study course, students anonymously evaluate (through questionnaires) the instructor and study courses. During the meeting with students and graduates, it was confirmed that they receive questionnaires at the end of each academic course to evaluate a separate lecturer and a separate subject. Also, almost every semester, they take separate questionnaires to evaluate various university services.

At the alumni meeting, graduates did not confirm that they evaluated their master's thesis supervisors and the research component of the master programme. It is noteworthy that the expert group requested a report on the evaluation of the scientific supervision and research component of master's students. The University submitted a master's thesis - project supervisor evaluation form and report of the evaluation for the Fall/Autumn semester of 2024. It is also worth noting that according to the personnel performance evaluation analysis document, the performance of scientific supervisors and supervisors of qualification theses is evaluated, on the one hand, based on the individual's attestation, and, on the other hand, through the success of the qualification papers written with their participation.

As part of monitoring and evaluation of the programme, the University also evaluates the achievement of the learning outcomes of the programme. The institution analyzes the academic performance of students every semester. During a meeting with the Quality Assurance Department, it was revealed that the institution is implementing a new mechanism for evaluating programme learning outcomes, which began in the previous academic year. Digitalization has occurred using an online platform for programme evaluation. The process of digitizing learning outcomes assessment is still ongoing. Staff demonstrated the learning outcomes assessment mechanism using the aforementioned platform. For each course, the final exam questions were related to one of the outcomes of that course. In fact, information is collected based on the outcomes of all courses. Beyond this, the programme Development Board analyzes this data and compares it to the target indicators. This system exists to collect the necessary information.

The institution also plans to digitize assessment for practical courses, such as course projects. For example, it is planned to create a so-called "check list" and introduce it into the assessment process, such as during OSCE exams. Representatives of the institution's Quality Assurance Service noted that this will be the second stage in the assessment of the learning outcomes of the institution's programmes.

Local and foreign universities' experience and analogous programmes were considered during the process of modification and development of the educational programmes. Accordingly, a benchmarking document was developed. The educational programmes have been compared with the National Sectoral Characteristics and Benchmark document to bring them in compliance with the modern requirements and to apply the best international practice.

Based on the analysis of such complex indicators, the Quality Assurance Department assesses the efficiency of implementation of educational programmes and offers recommendations and suggestions to programme personnel for further development of the education programme.

Evidences/Indicators

- Official website of the Quality Assurance Services of the University <https://www.ug.edu.ge/en/quality-about-us>
- programme Development Council meeting minutes
- Decision of programme Development Board on establishing the self-assessment group
- Educational programmes and syllabi
- Map of the learning outcomes
- Survey templates of academic staff/students/graduates/potential employers
- Employee satisfaction questionnaire and survey results (2024)
- Analysis of evaluation results of scientific performance academic/research staff
- Report of survey results of personnel implementing the programmes
- Report of Survey of graduates satisfaction with the programme
- Report of Survey of students' satisfaction with study process
- Form of evaluation of the training course and the lecturer for students
- **Master's thesis - project supervisor evaluation form and report of the evaluation for the Fall/Autumn semester of 2024**
- Mechanisms for evaluating the performance of administrative staff and the analysis of the evaluation results
- Analysis of students academic performance/learning outcome assessment
- Job market research
- Research report of international and local market
- Research report of potential students survey
- Research report of potential employers survey
- Research report of market for education administration
- Provision of educational programme
- Information about the conducted trainings
- Comparison/benchmarking document with similar foreign and local programmes
- Developmental evaluations by external experts
- Analysis of external experts' evaluation and sharing the suggestions
- Academic Staff Performance Evaluation Analysis Document
- Site-visit interviews
- Self-Evaluation report provided by the University of Georgia.

General recommendations of the cluster: None

General suggestions of the cluster: None

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

programme 1 (Master of Education Administration, English language)

Recommendation(s): None

Suggestion(s): None

programme 2 (Master of Education Administration, Georgian language)

Recommendation(s): None

Suggestion(s): None

programme 3 (One-year Teacher Training programme, Georgian language)

Recommendation(s): None

Suggestion(s): None

Evaluation

Component 5.3. programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
programme 1 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programme 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 (Master of Education Administration, English Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 2 (Master of Education Administration, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
programme 3 (One-Year Teacher Training programme, Georgian Language)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational programme, Levels:

Compliance of the programme 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 (Master of Education Administration, English Language)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
programme 2 (Master of Education Administration, Georgian Language)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
programme 3 (One-Year Teacher Training programme, Georgian Language)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Matthew Kitching,

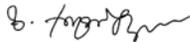


Of the member(s) of the Accreditation Experts Panel

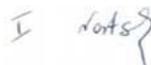
Irina Abuladze,



Zakaria Kitiashvili



Ia Natsvlshvili,



Mariam Machavariani,

