



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

- 1. Bachelor's and Master's Integrated Programme of Primary Education**
- 2. Teacher Training Educational Programme**

**LEPL Iakob Gogebashvili Telavi State University**

Evaluation Dates 3-4 June 2025

Report Submission Date 18/07/2025

Tbilisi

## Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Iakob Gogebashvili Telavi State University; Legal Entity Under Public Law
Identification Code of Institution	231187168
Type of the Institution	University

## Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organization, Country)	Vangelis Tsiligiris (Nottingham Trent University)
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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>
<b>Name of the educational programme</b>	Bachelor's and Master's Integrated Programme of Primary Education	Teacher Training Educational Programme
<b>Level of higher education</b>	Level 7	Level 6
<b>Qualification to be awarded</b>	Master of Education	The Teacher Training Educational Programme does not award qualifications.
<b>Name and code of the detailed field</b>	0114 Teacher training with subject specialization	0114 Teacher training with subject specialization
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>		<ul style="list-style-type: none"> <li>• Georgian Language and Literature (basic and secondary level);</li> <li>• Mathematics (basic and secondary level);</li> <li>• Chemistry (basic and secondary level);</li> </ul>

<sup>1</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

		<ul style="list-style-type: none"> <li>• Biology (basic and secondary level);</li> <li>• English Language (basic and secondary level);</li> <li>• Fine and Applied Arts;</li> <li>• Sport;</li> <li>• Geography (basic and secondary level);</li> <li>• History (basic and secondary level).</li> </ul>
<b>Language of instruction</b>	Georgian	Georgian
<b>Number of ECTS credits</b>	300	60
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	<b>N99, 08/08/2018</b>	<b>N2, 17/03/2016</b>

## II. Accreditation Report Executive Summary

### 1. General Information on the Cluster of Education Programmes<sup>2</sup>

This external review covers a cluster of two distinct but logically interrelated education programmes offered by the Faculty of Educational Sciences at LEPL Iakob Gogebashvili Telavi State University. The cluster is strategically designed to address key needs within the Georgian education system by preparing qualified and competent teaching professionals. Both programmes fall under the detailed field of "0114 Teacher training with subject specialization."

The programmes included in this cluster are:

1. **Bachelor's and Master's Integrated Programme of Primary Education:** This is a 300-ECTS, five-year integrated programme corresponding to Level 7 of the National Qualifications Framework. First accredited on August 8, 2018, its primary purpose is to prepare highly qualified primary school teachers (grades I-IV). A key strength of this programme is its flexibility, offering students two distinct elective modules: one provides the right to teach two subjects in grades V-VI, and the other confers the qualification of a special education teacher. This structure ensures graduates are equipped with versatile and in-demand skills.
2. **Teacher Training Educational Programme:** This is a 60-ECTS professional programme corresponding to Level 6 of the National Qualifications Framework. First accredited on March 17, 2016, this programme serves as a conversion course for individuals who already hold a bachelor's degree or higher. It is implemented in two formats: as an independent, one-year programme, or integrated within an existing bachelor's programme over five semesters. This programme is crucial for providing a pathway for specialists from other fields to retrain and enter the teaching profession, addressing subject-specific teacher shortages at the basic and secondary levels.

Based on the findings of the review visit and the review of all available documentation, the cluster demonstrates a strong alignment with the university's overall strategy. The programmes benefit from healthy student attainment and enrolment numbers, strong overall practice components, and good engagement from both internal and invited staff. The interrelation between the two programmes is clear: one builds the foundation of the teaching workforce from initial university entry, while the other provides a vital route for professional re-qualification, together creating a comprehensive teacher education offering for the region.

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

## 2. Overview of the Accreditation Site Visit

The visit took place on Tuesday and Wednesday 3 and 4<sup>th</sup> June 2025 at the campus of the LEPL Iakob Gogebashvili Telavi State University in Telavi. The panel consisted of the five expert members, two representatives of NCEQE, and one interpreter.

During the visit the panel had the opportunity to meet and discuss with all the stakeholder groups identified in the programme of the visit. Also, during the visit, the panel was given a tour of the facilities and met with library staff who kindly provided additional information about access to learning resources related to the programme.

The panel met with the following stakeholder groups: 1) University administration (day 1); 2) Self-assessment group (day 1); 3) head of the programme, academic staff, and invited staff (day 1); 4) students and alumni; 5) employers, and 6) quality service. All participants provided valuable input during a positive and constructive discussion.

The visit concluded with a brief feedback session where the panel provided a summary of the key points of strength and areas for improvement.

## 3. Brief Overview of Education Programme Compliance with the Standards

The panel conducted the evaluation of the proposed programme cluster using the NCEQE Accreditation Standards. The following is a summary of the programmes' compliance with each of the five standards.

### **Standard 1: Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme**

The objectives and learning outcomes for both the Bachelor's and Master's Integrated Programme of Primary Education and the Teacher Training Educational Programme are clearly defined, systematically structured, and well-aligned with the university's mission and the strategic needs of the Georgian education sector. The panel commends the university for its evidence-based and

collaborative approach to programme design. However, while the programmes demonstrate substantial compliance, several areas require attention. The objectives for the Level 7 Integrated Programme do not fully articulate the expectation for critical analysis and innovation required at this level. Furthermore, the evaluation mechanism for learning outcomes is not sufficiently robust, and a significant number of course syllabi rely on outdated literature and require revision to meet national standards. The panel has issued recommendations to revise the Level 7 programme objectives, update course literature, ensure compliance with national linguistic standards, and make all current programme information publicly accessible on the university website.

### **Standard 2: Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering**

The programmes substantially comply with the standards for teaching methodology and evaluation. Admission prerequisites are mostly transparent and adhere to Georgian legislation, though the panel recommends greater clarity and publication of all criteria, particularly for the Teacher Training Educational Programme. A key strength of the cluster is the structured development of practical and research skills, supported by strong, school-based practice components. The teaching and learning methods are student-centered and varied. However, the student evaluation system requires significant improvement. The panel has issued recommendations to diversify assessment methods beyond traditional exams, create consistent and detailed scoring rubrics, and prioritize assessments that measure practical application over theoretical recall to ensure the validity and reliability of evaluations.

### **Standard 3: Student Achievements, Individual Work with Them**

The university provides a supportive, student-centered environment with effective consultation and career development services. Students reported positive relationships with academic and administrative staff and are well-informed about academic and extracurricular opportunities. For the Integrated Master's programme, the supervision of thesis work is well-regulated, with qualified supervisors and an appropriate student-to-supervisor ratio. The programmes comply with this standard, but the panel has issued a recommendation to ensure consultancy hours are clearly defined in all course syllabi to enhance transparency and accessibility for students. A suggestion was also made to develop more "internationalisation at home" activities to benefit students unable to travel.

### **Standard 4: Providing Teaching Resources**

The programmes are supported by strong human, material, and financial resources that ensure their stability and effective operation. The academic and invited staff are highly qualified, and their workloads are managed systematically. The programme heads are competent and actively involved in programme leadership. The university's library infrastructure is a notable strength, and the budget is stable and sufficient. The programmes comply with this standard. The panel has

made a suggestion to strategically integrate modern educational technologies and free digital tools into teaching and learning to enhance digital competencies among staff and students.

### **Standard 5: Teaching Quality Enhancement Opportunities**

The university has a well-established internal quality assurance system based on the PDCA (plan-do-check-act) cycle, involving all relevant stakeholders in programme monitoring and development. The programmes also effectively utilize external quality assurance results, including recommendations from previous accreditations and expert evaluations, to drive improvement. However, the panel identified a weakness in the direct assessment of programme-level learning outcomes. Therefore, a recommendation has been made for the Quality Assurance Service to implement direct assessment methods for learning outcomes and to conduct periodic benchmarking against similar local and international programmes to ensure continuous enhancement and alignment with best practices.

## Recommendations

### *General recommendations of the cluster*

1. Implement a direct assessment mechanism for programme learning outcomes that is not reliant on final course grades. Each programme team must identify specific assessment components or activities that directly measure programme-level learning outcomes. The data from these targeted assessments must be systematically collected, analyzed, and utilized for programme improvement (Standard 1.3).
2. Update all program-related information on the official website to reflect current curricula, learning outcomes, and structural modifications to ensure publicity (Standard 1.4).
3. Update course syllabi by incorporating recent literature where available, and consider strengthening the alignment between learning objectives, outcomes, and course content while exploring opportunities to integrate contemporary educational topics that support program goals and reflect the literature updates. (Standard 1.5).
4. Revise the syllabi to ensure compliance with the Georgian literary language norms established in Government Decree №394 (2020) (Standard 1.5).
5. Update the website to publish all admission criteria (Standard 2.1).
6. Establish internal examination standards and publish them on the university website (Standard 2.1).
7. Formalize the group work component and its strong reflection in the syllabi and assessment system to maintain a balance between traditional lecture-seminar, test-based approaches and innovative pedagogical methods (Standard 2.3).
8. Continue the systematic introduction of rubrics to increase the transparency and objectivity of assessment (Standard 2.3).
9. Diversify assessment methods beyond traditional written examinations (Standard 2.4).
10. Create consistent evaluation standards with detailed scoring rubrics and explicit performance descriptors (Standard 2.4).
11. Prioritize practical application assessments over theoretical recall in teacher preparation courses (Standard 2.4).
12. Indicate consultancy hours in all syllabi (Standard 3.1).
13. Use as a direct assessment of the achievement of the program learning outcomes the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the learning outcome. The University should consistently and robustly implement quality assurance mechanisms for evaluating the learning outcomes of the programme (Standard 5.3).
14. Compare periodically the educational programmes with similar programmes from foreign and local universities to apply modern requirements and the best international practices (Standard 5.3).

***Programme 1: Bachelor's and Master's Integrated Programme of Primary Education (Level 7)***

1. It is recommended to update the programme admission preconditions in the programme and update information on the university webpage to be accessible to interested parties (Standard 2.1)

***Programme 2: Teacher Training Educational Programme (Level 6)***

1. Establish and publish internal examination assessment criteria on the university's website for applicants (Standard 2.1).

**Suggestions**

**General suggestions of the cluster**

1. Strengthening digital competencies and integrating artificial intelligence technologies would contribute to the program's future relevance and effectiveness (Standards 1.4 ).
2. Strengthen the group work and collaborative assessment component, which will expand the real practical development of transferable competencies (Standard 2.2).
3. Strengthen awareness of the principles of academic integrity and resources related to plagiarism, including artificial intelligence, and mechanisms for their practical implementation (Standard 2.2).
4. Adapt methods to the specifics of courses and reduce the standard unified list in syllabi (Standard 2.3).
5. Formalize the alumni network so that their experience can systematically contribute to improving the teaching-learning process (Standard 2.3).
6. Develop systematic approaches for accommodating students with disabilities (Standard 2.3).
7. Elaborate methodology and procedure to conduct and monitor the teaching-learning process during e-learning/distance learning (Standard 2.4).
8. Create internationalization at home activities (Standard 3.1).
9. Build student dormitories (Standard 3.1).
10. It is desirable to develop a personal data form for academic staff and update it with the latest information (Standard 4.3).
11. Generalize the thematic analysis of assessment results at the faculty level to help identify common professional needs and plan group training (Standard 4.3).
12. Integrate systematic analysis of student feedback into the assessment process as a quality indicator and as a basis for planning training (Standard 4.3).
13. Strategically integrate modern educational technology into teaching, learning, and assessment methodologies, focusing on building capacity to use free-to-use software and

digital platforms (Standard 4.4). Examples include tools for polling/quizzing (Kahoot, Mentimeter), collaboration/brainstorming (Padlet, Miro), reference management (Zotero, Mendeley), and AI (ChatGPT, Gemini, Perplexity) (Standard

#### **Programme 1: Bachelor’s and Master’s Integrated Programme of Primary Education (Level 7)**

1. It is suggested that the university reviews and revises the programme objectives to explicitly incorporate the expectation for graduates to develop a deep and systemic critical understanding of the educational field, creating a foundation for innovation and the development of original ideas, in full alignment with the descriptors for Level 7 of the National Qualifications Framework (Standard 1.1).
2. Advancing digital proficiency and weaving in AI technologies would support the program's continued relevance and success (Standards 1.4 ).

#### **Programme 2: Teacher Training Educational Programme (Level 6)**

1. Advancing digital proficiency and weaving in AI technologies would support the program's continued relevance and success (Standards 1.4 -).

### **5. Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

### **6. Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The institution will present its reasoned position at the Council’s oral hearing

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

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

### 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 Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Based on the Self-Evaluation Report (SER), enclosed documentation, and site visit interviews and findings, the objectives for the clustered programmes—the Bachelor's and Master's Integrated Programme of Primary Education and the Teacher Training Educational Programme—are found to be well-conceived and compliant with the standard.

The objectives for both programmes are clearly articulated, realistic, and demonstrate a strong alignment with the mission and strategy of the Iakob Gogebashvili Telavi State University. The institution has shown a commendable, evidence-based approach by grounding the programme objectives in stakeholder feedback and an analysis of the needs of the Georgian education sector. This ensures the programmes are not only academically sound but also highly relevant to national development goals. The objectives are public, accessible via the university website, and were developed through a collaborative process involving academic staff, students, and employers, ensuring they are shared and understood by all parties involved in their implementation.

However, the panel notes a distinction in the articulation of objectives between the two programme levels. While the objectives for both programmes are clear and realistic, those for the Level 7 Bachelor's and Master's Integrated Programme of Primary Education do not fully express the advanced cognitive expectations required at this level. Specifically, the objectives lack an explicit emphasis on the "deep, systemic knowledge... and its critical understanding" that the

National Qualifications Framework identifies as foundational for Level 7 qualifications. This framework specifies that such a level should create a "foundation for innovations, development of new original ideas." This gap in the programme-level objectives has a consequent impact on how learning outcomes are defined in the syllabi and, subsequently, how they are assessed, a point which is explored further in standards 1.2 and 2.4.

### **Description and Analysis - Programme 1: Bachelor's and Master's Integrated Programme of Primary Education (Level 7)**

The objectives of the Integrated Programme are clearly established and appropriate for a 300-credit, level 7 qualification. As stated in the SER (p. 15), the programme aims to:

- Prepare a primary level teacher (and special education teacher) whose competencies meet the requirements for at least a senior teacher status.
- Provide the theoretical and practical skills to plan and implement the educational process using innovative methods.
- Equip graduates to create motivating, student-focused, and inclusive learning environments.
- Develop professional responsibility, reflective practice, and research skills.

These objectives are demonstrably consistent with the mission of Telavi State University. A key strength is the programme's responsiveness to labour market needs, evidenced by the inclusion of two distinct elective modules (teaching grades 5-6 or special education), which provides graduates with flexible and in-demand qualifications. The development process involved surveys of employers and other stakeholders, ensuring the objectives align with the practical requirements of general education institutions in Georgia and contribute directly to the improvement of the teaching workforce.

While the objectives are appropriate for preparing professional educators, the panel finds they do not fully articulate the advanced academic expectations of a Level 7 qualification. The stated aims focus primarily on the application of skills and the development of professional practice (e.g., to "prepare a primary level teacher," "provide the theoretical and practical skills," and "equip graduates"). What is less evident is the expectation for graduates to engage in the critical analysis of the field itself or to develop the capacity for innovation and the creation of new pedagogical ideas, which are hallmarks of Master's level study according to the National Qualifications Framework. This represents an area for improvement to ensure the programme's objectives comprehensively reflect its Level 7 status.

### **Description and Analysis - Programme 2: Teacher Training Educational Programme (Level 6)**

The objectives for this 60-credit programme are focused and realistic for a professional training programme at level 6. The programme aims to:

- Provide essential theoretical knowledge and practical skills in a chosen subject's teaching methodology.
- Equip future teachers with classroom management and student motivation skills.
- Develop professional values, responsibility, and the capacity for self-evaluation and continuous development (SER, p. 16).

These objectives are in full alignment with the university's mission to prepare competitive professionals. The programme directly addresses a societal need by providing a pathway for degree holders to transition into the teaching profession, helping to fill subject-specific vacancies in schools. The stakeholder involvement in the programme's design has ensured that the objectives are tailored to produce graduates capable of meeting the professional standards required in the Georgian education system. The objectives clearly illustrate the programme's contribution to the field by aiming to produce competent and reflective practitioners.

### **Evidences/Indicators**

- The programme outlines of the Bachelor's and Master's Integrated Programme of Primary Education and the Teacher Training Educational Programme, and their respective annexes.
- The Mission, objectives, and strategy of Iakob Gogebashvili Telavi State University.
- The Self-Evaluation Report and references to stakeholder surveys with employers, students, and graduates (SER, p. 12, 15).
- Minutes from the meetings of the Faculty of Education Council.
- The official website of Iakob Gogebashvili Telavi State University (tesau.edu.ge), where programme information is published.
- Results from interviews conducted during the site visit with employers, programme heads, academic staff, and students.
- The summary points from the external review visit.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

**Programme 1 (Bachelor's and Master's Integrated Programme of Primary Education, level 7))**

**Recommendation(s):**

**Suggestion(s):** It is suggested that the university reviews and revises the programme objectives for the Bachelor's and Master's Integrated Programme of Primary Education. This

revision should aim to explicitly incorporate the expectation for graduates to develop a deep and systemic critical understanding of the educational field, creating a foundation for innovation and the development of original ideas, in full alignment with the descriptors for Level 7 of the National Qualifications Framework. This strategic enhancement of the objectives should then inform a corresponding review of course-level learning outcomes and assessment strategies to ensure coherence.

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Evaluation <sup>4</sup>**

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's and Master's Integrated Programme of Primary Education, level 7)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Teacher Training Educational Programme, level 6)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<sup>4</sup> 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.
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### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Based on the Self-Evaluation Report (SER), enclosed documentation, and site visit findings, the learning outcomes for both the Integrated Programme and the Teacher Training Programme are comprehensively defined and logically connected to the programme objectives. The outcomes are clearly structured around the required domains of knowledge, skills, and responsibility/autonomy, consistent with the National Qualifications Framework and relevant sectoral benchmarks. The SER provides extensive detail on the specific competencies graduates are expected to achieve (SER, p. 17-23). The development of these outcomes was a collaborative process, involving key stakeholders and ensuring relevance to the profession.

While the learning outcomes themselves are well-articulated, the review visit identified a weakness in the mechanisms for their evaluation. The assessment strategy requires more diversity to adequately measure the full range of outcomes, particularly those related to collaborative and practical skills.

### **Description and Analysis - Programme 1: Bachelor's and Master's Integrated Programme of Primary Education (Level 7)**

The learning outcomes for the Integrated Programme are detailed and appropriate for a Level 7 qualification. They are broken down into three core areas: creating a positive learning environment, planning and conducting the learning process, and caring for professional development. These outcomes align directly with the programme's objective of preparing highly competent senior-level primary school teachers. The programme documentation includes a mapping of courses to these outcomes, demonstrating a structured approach to their delivery. The outcomes successfully describe the advanced knowledge (e.g., theories of development, curriculum structure), skills (e.g., creating individualized learning plans, conducting practice research), and autonomy (e.g., commitment to continuous professional development) expected of a Master of Education.

### **Description and Analysis - Programme 2: Teacher Training Educational Programme (Level 6)**

The learning outcomes for this 60-credit programme are appropriately focused and realistic for a Level 6 professional qualification. They align with the programme's objective of equipping graduates from other fields with the core competencies to teach a specific subject at the basic and secondary levels. The outcomes cover essential pedagogical knowledge, classroom management

skills, and the professional responsibilities of a teacher. The SER (p. 20-22) clearly outlines these competencies, ensuring that graduates are prepared to meet the professional standards for teachers in Georgia. The outcomes are measurable and achievable within the programme's structure and duration.

**Evidences/Indicators**

- The Self-Evaluation Report (SER), particularly the detailed descriptions of learning outcomes on pages 17-23.
- The programme outlines for both programmes and their annexes, including curriculum maps and syllabi.
- The summary points document from the external review visit, highlighting findings on assessment strategies.
- Results from interviews conducted during the site visit with academic staff and students.
- The National Qualifications Framework and relevant sectoral benchmarks for teacher education.
- Documentation related to the collaborative development of the learning outcomes (e.g., minutes from faculty meetings).

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

**Programme 1 (Bachelor's and Master's Integrated Programme of Primary Education, level 7)**

- Recommendation(s):
- Suggestion(s):

**Programme 2 (Teacher Training Educational Programme, level 6)**

- Recommendation(s):
- Suggestion(s):

**Evaluation <sup>5</sup>**

Component 1.2 - Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
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<sup>5</sup> Evaluation is performed for each programme separately.

<b>Bachelor's and Master's Integrated Programme of Primary Education, level 7)</b>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Training Educational Programme, level 6)</b>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The Self-Evaluation Report (SER, p. 23-25) outlines a defined mechanism for evaluating programme learning outcomes. This system is primarily based on monitoring students' academic course grades and comparing them against target benchmarks derived from the ECTS grading scale. The process identifies "noteworthy outcomes," such as a high percentage of failing or top grades in a specific course over several years, which may trigger a review. The university also utilizes stakeholder surveys to gather indirect data. The SER states that results from these evaluations are used for programme improvement.

However, the findings from the external review visit highlight a significant weakness in this area. While a mechanism is in place, its reliance on final grades is too narrow. The current assessment strategy lacks the diversity required to validly measure the full spectrum of programme learning outcomes, especially the practical, collaborative, and transferable skills that are central to the programmes' objectives. The methods for collecting and analyzing data on these critical competencies are underdeveloped. Consequently, while the institution has a process for using assessment results, the data being collected is incomplete, which limits the effectiveness of any subsequent programme improvements. The evaluation mechanism, therefore, only partially complies with the standard's requirements.

#### **Evidences/Indicators**

- The Self-Evaluation Report (SER), specifically the section on the Evaluation Mechanism of Programme Learning Outcomes (p. 23-25).
- The summary points document from the external review visit, which identifies "Evaluation mechanisms of learning programme outcomes" and "Assessment strategy – more diversity is required" as areas for improvement.
- Programme documents, including learning outcome maps and assessment components listed in syllabi.
- The "Instruction for elaborating educational programs," which outlines the university's quality assurance cycle.

- Results from interviews with academic staff and students regarding assessment practices and feedback.

**General recommendations of the cluster:** Implement a direct assessment mechanism for programme learning outcomes that is not reliant on final course grades. Each programme team must identify specific assessment components or activities that directly measure programme-level learning outcomes. The data from these targeted assessments must be systematically collected, analyzed, and utilized for programme improvement.

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

**Programme 1 (Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)**

- Recommendation(s):
- Suggestion(s):

**Programme 2 (Teacher Training Educational Programme, level 6)**

- Recommendation(s):
- Suggestion(s):

#### Evaluation <sup>6</sup>

Component 1.3 - Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

<sup>6</sup> Evaluation is performed for each programme separately.

## 1.4. Structure and Content of Educational Programme

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
- The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

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

The programme cluster represents a cohesive approach to teacher education at Telavi State University, offering complementary pathways that serve different educational needs while maintaining consistent quality standards and pedagogical approaches. Both programmes demonstrate exceptional adherence to institutional methodology for programme planning and development, with clear evidence of collaborative processes engaging academic staff, students, graduates, and employers throughout the development phases.

The structural coherence across the cluster is particularly noteworthy. Both programmes exhibit logical sequencing of courses with appropriate prerequisite relationships, ensuring students develop competencies progressively. The programmes move systematically from theoretical foundations through methodological components to practical application, reflecting contemporary understanding of effective teacher preparation. This progression is evident in the careful placement of psychological foundations early in both programmes, followed by pedagogical theory, methodological training, and culminating in extensive practical experience. Compliance with Georgian legislation, the Subject Benchmark Statement of Teacher Education, and ECTS standards is exemplary across the cluster. Both programmes strictly adhere to the requirement that one credit equals 25 hours, including both contact and independent work hours. The credit distribution demonstrates a thoughtful balance between theoretical, methodological, and practical components, with each programme allocating credits appropriately for its scope and intended outcomes.

The internationalisation aspects embedded throughout both programmes reflect institutional commitment to global educational standards. This is manifested through the integration of foreign language literature, the General English Language Course, English for Specific Purposes, comparison with international counterparts, and collaboration with international educational institutions. The programmes incorporate contemporary global trends in education, particularly in areas of inclusive education and student-centred learning approaches.

However, the cluster faces a significant compliance deficiency in information accessibility. Both programmes fail to maintain current programme information on the institutional website, presenting outdated versions to stakeholders. This represents a critical gap that affects transparency and stakeholder access to accurate programme information, constituting a violation of standard requirements for programme publicity and availability.

## **Description and Analysis - Programme 1 (Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education, Level II)**

The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education submitted for accreditation has been developed and compiled following the instructions for planning, developing, implementing, advancing, and terminating academic educational programs at Telavi State University. The content, structure, and sequential development of academic components ensure the program's individuality and achievement of learning outcomes. The qualification to be awarded is “Master of Education” which corresponds to both the program content and learning outcomes. According to the procedure established by Georgian legislation and by the European Credit Transfer System (ECTS), 1 credit equals 25 hours, which includes both contact hours and student independent work hours. The volume of credits provided by the program is 300 credits, which is divided as follows:

Following changes to the General Education Benchmarks of Primary Level Teachers, the program incorporates a special education teacher preparation module containing 63 credits. Of these, 50 credits consist of specialised courses for special education teacher preparation, while the remaining 13 credits are fulfilled from the program's core component.

Simultaneously, alongside the special education teacher preparation module, the program includes a subject-methodological module for teaching Georgian/Mathematics/Natural Sciences (any two subjects from these) in grades 5-6, totalling 50 credits. Both modules are elective, and each, combined with the program's core component, totals 300 credits.

The program's credit allocation is distributed in the following proportions:

The **core component** of the program comprises 250 credits, including:

- Free elective components module (34 ECTS)
- Pedagogy and psychology, primary education subject-specific (Georgian /Mathematics/ Natural Sciences) and methodological module (160 ECTS)
- School practice and practicum research module (56 ECTS)

**In the case of the teaching module for Georgian and/or Mathematics and/or Natural Sciences (selecting two subjects from these) in grades 5-6**, an additional 50 ECTS credits are added to the aforementioned credits: 40 ECTS for subject-specific and methodological components in grades 5-6, and 10 ECTS for school practicum. (This latter component, together with the school practicum and practicum research modules of the main program, constitutes 66 ECTS credits.)

**In the case of the special education teacher preparation module**, 50 ECTS credits are added to the core program credits, including: special education teacher preparation courses—35 ECTS, and practicum required for the specialisation—15 ECTS. (This latter component, together with the school practicum and practicum research modules of the main program, constitutes 71 ECTS). In addition to the aforementioned, this module includes 3 academic courses totalling 13 ECTS from the pedagogy-psychology module of the core program, which creates a total of 63 ECTS for this module.

### **Additional Modules:**

- b) **Grades 5-6 Subject Teaching Module:** When selecting the module for teaching Georgian and/or Mathematics and/or Natural Sciences (choosing two subjects) in grades 5-6, an additional 50 ECTS is added: subject-specific and methodological components for grades 5-6 (40 ECTS) and school practice (10 ECTS). This latter component, combined with the core program's school practice and practice research module, creates 66 ECTS.
- b) **Special Education Teacher Preparation Module:** When selecting the special education teacher preparation module, an additional 50 ECTS is added to the core program credits, including: special education teacher preparation courses (35 ECTS) and speciality-required practice (15 ECTS). This latter component, combined with the core program's school practice and practice research module, creates 71 ECTS. Additionally, this module includes 3 academic courses from the pedagogy-psychology module of the core program, totalling 13 credits, which creates a total of 63 credits for this module.

Free Components Module (34 ECTS). This module includes advanced specialised academic courses and courses oriented toward developing general transferable competencies necessary for the teaching profession. Educational courses are both mandatory (30 ECTS) and elective (4 ECTS), which students select from the university and program-offered specialised academic courses specifically chosen for teacher training educational programs and/or oriented directly toward deepening knowledge and developing skills necessary for teacher preparation.

The Subject-Specific and Methodological Module consists of 160 ECTS. From the speciality component's subject-specific and methodological module, pedagogy and psychology and other special academic courses are allocated a total of 80 ECTS, including 74 ECTS mandatory and 6 ECTS elective courses. The primary level general education subject-specific (Georgian/Mathematics/Natural Sciences) and methodological component (corresponding to grades I-IV) is allocated 80 ECTS, all of which are mandatory courses.

The School Practice and Practice Research Module comprises 56 ECTS. The school practice (passive and corresponding to grades I-IV - 22 ECTS) and practice research module (34 ECTS) are presented as 56 ECTS.

Curriculum Progression is as follows: in semesters I-VI, students study the core courses of Georgian language and literature, mathematics, and natural sciences modules (40 ECTS) and teaching methodologies for these subjects (40 ECTS), which corresponds to primary level (grades 1-4) teacher standards, considering senior teacher competencies and grades 1-4 subject standards.

In semester V, students choose between two modules, the implementation of which begins in semester VI:

- a) **Grades 5-6 Subject Teaching Direction:** This module contains subject-specific components (Georgian/Mathematics/Natural Sciences - students choose two within 20 credits) and methodological components (corresponding to grades V-VI - students choose two

corresponding to selected subjects within 20 credits). This totals 40 ECTS. This module also includes school practice in grades V-VI corresponding to selected subjects - 10 credits.

- b) School Practice and Practice Research: Subject-Methodological Module: Allocated 66 ECTS (50 ECTS from the core program and 10 ECTS for grades 5-6). Special Education Teacher Preparation Module: Allocated 71 ECTS (50 ECTS from the core program and 15 ECTS for special education teaching).

To better prepare students for active school practice, the curriculum's core component (for both elective modules) includes mandatory passive practice (2 ECTS) in the practice module, which involves student observation and familiarization with the teaching process and school activity specifics.

Direct school practice is implemented over three semesters. The first stage involves practice within 10 ECTS framework in grades 1-2, followed by the next semester with 10 ECTS implementation in grades 3-4.

The 300 ECTS program is implemented over 5 academic years and 10 semesters. Each semester consists of 19 weeks, where week 8 is designated for midterm examinations, week 15 for presentations, weeks 16-17 for final examinations, and weeks 18-19 are allocated for supplementary examinations.

The educational program encompasses both study and research components, which are reflected in research practicum and the preparation and defence of the master's thesis.

Based on the synthesis of analytical findings from the program submitted for accreditation, corresponding syllabi, and other accompanying documentation, the expert panel concludes that the program's structure and content, given its scope and complexity, adequately meets the requirements established for the second cycle of higher education, insofar as its constituent courses align with the corresponding Level 7 descriptors for knowledge/understanding, skills, and autonomy/responsibility.

For example, theoretical courses such as "Educational Psychology," "Developmental Psychology," "Theories of Development and Learning," "Inclusive Education," "Intercultural Education," and others demonstrate, through their content and learning methodology, deep, systematic knowledge of the field and its critical understanding, which encompasses some of the latest achievements in the learning and/or professional domain and creates a foundation for developing new, original ideas (National Qualifications Framework, Appendix #1). In the research component development courses such as "Research Methods in Education" and "Action Research" create the corresponding theoretical foundation and skills that are reflected in seeking new, original approaches to solving complex problems and/or conducting independent research while adhering to principles of academic integrity and utilizing the latest methods and approaches (National Qualifications Framework, Appendix #1). The preparation of the master's thesis and its public defence aligns with skills in critical analysis, information evaluation, synthesis, and

conclusion formulation, which develop progressively throughout the aforementioned courses and culminate in the master's thesis. The presentation of research results is conducted for both academic and professional communities while maintaining standards of academic integrity and ethics.

It should also be noted that the program content, which emerges through examination of course syllabi, corresponds to primary education teacher competencies and ensures the achievement of program-anticipated outcomes that encompass appropriate knowledge, skills, responsibility, and autonomy regarding the formation of positive learning environments, planning, conducting and assessing the learning process, and professional development. For example, the learning outcomes of courses such as: 1) "Developmental Psychology" - "discusses the significance and purposeful application of fundamental theories of development and learning, diverse student-centered learning and teaching strategies and resources, and recognizes their role in planning and conducting student-centered and outcome-oriented learning processes" - are oriented toward developing the program's second outcome (1.2); 2) "National Curriculum: Its Core Concept and Methodological Implementation Guidelines" - "describes the structure of the national education system, national goals of general education, National Curriculum requirements, teacher professional standards, and all necessary requirements that will assist in planning and implementing the learning process" - are oriented toward developing the program's second outcome (1.2); while 3) "Planning, Conducting and Assessing the Learning Process" - "ensures equally accessible, student-centered learning environments for each student"; 4) "Inclusive Education" - "ensures the creation of safe, supportive, accessible, and free environments considering student diversity and needs; engages students with special educational needs in learning activities considering their educational needs and capabilities; promotes parental (other legal representatives') involvement in school life" - are oriented toward developing the program's fourth outcome (2.1). Similar examples can easily be found when analyzing both the program and the mapping of learning outcomes.

The analysis of the program submitted for accreditation, syllabi, and accompanying prerequisites table also revealed that in constructing the program structure, in the experts' opinion, the research component demonstrates logical coherence and sequentiality, with adequate and substantively appropriate prerequisites established for each subsequent component. For example, the scientific-research component is planned as follows: eighth semester - Research Methods in Education, which serves as a prerequisite for "Action Research" offered in the ninth semester, and both prepare students for the master's thesis to be completed in the tenth semester.

When planning the academic components of the program, the principle of logical sequencing of course prerequisites is maintained, taking into account the substantive characteristics of the courses (for example, "General Psychology" serves as a prerequisite for courses such as "Developmental Psychology" and "Educational Psychology" For the course "Effective Use of Technology in Primary Classes," the prerequisite is "Computer Skills and Information Technology". Particularly noteworthy is the logical planning of the school practice component, which begins in the sixth semester with "School Practice (Passive)" and requires the completion

of all previous academic courses as a prerequisite. In the seventh semester, "School Practice (Grades I-II)" is offered, with "School Practice (Passive)" as its prerequisite, and in the eighth semester, "School Practice (Grades III-IV)" is provided, with "School Practice (Grades I-II)" as its prerequisite. The described planning of the component employs a progressive approach of increasing complexity that begins with passive observation and gradually transitions to active teaching in different grade levels. The logical sequencing of practicum components ensures that students possess the necessary competencies to advance to each subsequent stage, which underscores the program's sound planning. The balance between theory and practice is also evident here. The commencement of school practice in the sixth semester indicates that students have already completed foundational theoretical courses, which enables the application of theoretical knowledge in practice. The progression from Grades I-II to Grades III-IV demonstrates the development of skills to adapt to the age-specific complexities of the educational process.

Notably, the program demonstrates a distinctive approach to the organisation of academic courses. In the first semester at the program's inception, students commence their studies in general psychology, pedagogical ethics, and child anatomy and physiology. This curricular selection indicates a deliberate approach—one cannot be an effective educator without understanding the psychological characteristics of children and possessing ethical principles. Beginning in the second semester, gradual specialisation commences. Through the study of developmental psychology, students deepen their understanding of the regularities governing children's cognitive and emotional development, while foundational courses in mathematics and the Georgian language initiate subject-specific preparation. During the third through fifth semesters, the program assumes a more concrete character. Students become acquainted with the national curriculum, study instructional planning, and classroom management. At this stage, a significant transformation occurs—theoretical knowledge begins to take practical form.

Particularly significant is the introduction of didactic courses beginning in the fourth semester—methodologies for teaching the Georgian language and mathematics. This indicates that the program's heads have recognised the necessity of integrating subject-matter knowledge with pedagogical methods for teaching that content.

One of the program's most conspicuous features is its explicit emphasis on inclusive education. Beginning in the fourth semester, the study of inclusive education becomes mandatory, followed by methodology for teaching students with special educational needs in the fifth semester. This approach aligns with not only national trends but also global trends in contemporary education and indicates the program's progressive vision.

One of the program's strongest aspects is its well-structured system of practical components (school practice). Passive school practice begins in the sixth semester, followed by active school practice in grades 1-2 and 3-4 during the seventh and eighth semesters. The ninth semester adds practicum experience in grades 5-6. This gradual approach enables students to acquire pedagogical experience in stages.

From the sixth semester onward, the program offers students a broad range of choices. They may select either subject-specific deepening (elements of algebra, stylistics, natural sciences, grades V-VI) or contemporary pedagogical approaches (STEM, project-based learning, inquiry-based learning).

Particularly noteworthy is the opportunity to study a special education teacher preparation module, which encompasses methodologies for working with students having various types of special needs.

The Integrated bachelor's and master's Degree Educational Program for Primary School Teacher Preparation in General Education strongly aligns with contemporary achievements in the field in terms of inclusive education, practical experience, psychological foundations, and student-centered approaches. However, the integration of AI technologies and the strengthening of digital competencies would be beneficial for the future.

The program content, based on the characteristics of the program's field of study and level, considers fundamental issues of internationalization, which are manifested in the use of foreign language literature in the teaching process, the presence of field-specific foreign language in the program, and the comparison of the program's structure and content with analogous programs existing abroad. It should also be noted that the university collaborates with various international educational institutions. Within the framework of local and international projects, a series of academic courses were developed and incorporated into the program, incorporating their recommendations and/or utilizing their resources while considering changes implemented in Georgia's education system. Incorporated courses serve the development and advancement of competencies necessary for the teaching profession (for example, teacher portfolio and reflection, effective teaching strategies, activities and resources in elementary mathematics education, methodology for teaching students with learning disabilities, implementation of STEM concepts in the educational process, and others).

Through the analysis of interview results and documentation, it was determined that the academic and invited personnel involved in the program are fully informed about the program's structure and content, which once again confirms the close collaboration of the program implementation team for the purpose of program development.

The program's structure and content are fully public and accessible to any interested party through the university's website, though it should be updated.

### **Evidences /Indicators**

1. The instructions for planning, developing, implementing, advancing, and terminating academic educational programs;
2. The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education and syllabi;

3. Curriculum map;
4. Evidence of stakeholder participation in program development;
5. University website;
6. Interview results;

### **Description and Analysis - Programme 2 (Teacher Training Educational Programme, Level I)**

The Teacher Training Educational Program submitted for accreditation has been developed and compiled following the instructions for planning, developing, implementing, advancing, and terminating academic educational programs at Telavi State University. The content, structure, and sequential development of academic components ensure the program's individuality and achievement of learning outcomes. The program does not award any qualification.

The program is operated in two forms: Independently existing and within the framework of the Bachelor educational program included in the main study area of the subject/subject group provided by the national curriculum.

- I. In the case of an independently existing program, a corresponding certificate is issued, which grants the right to teach at the basic and secondary levels of general education schools according to the selected direction (Georgian language and literature, mathematics, English language, chemistry, biology, physical education and sports, visual and applied arts, geography and history);
- II. In the case of implementation within the framework of a bachelor's degree educational program, the diploma and diploma supplement indicate the right to teach subjects at the basic-secondary level of general education (Georgian language and literature, English language, biology, history). The student of the bachelor educational program (which includes teacher training educational program) included in the main field of study of the subject determined by the educational program of teacher training has the right to pass the program, which has covered the courses/subjects provided by this program with the volume of not less than 90 credit.

The course graduate obtains the right to teach after confirming the teacher's subject competency (passing the subject examination at the National Assessment and Examinations Center).

According to the procedure established by Georgian legislation and the European Credit Transfer System (ECTS), 1 credit equals 25 hours, which includes both contact hours and independent student work hours. The volume of credits provided by the program is 60 credits, which is divided as follows: 46 credits are allotted to study courses (41 credits are mandatory, and 5 credits are optional), and 14 credits are allocated to school practice and practice research.

In the case of an independent program, the workload of students in the first and second half of the academic year is 31-29 credits, and in the case of choosing Georgian, it is 33-27 credits. As for the implementation within the framework of the bachelor educational program, in this case the credits are distributed according to the semesters as follows: I semester-11 credits, II semester-10 credits, III semester-13 credits, in case of choosing Georgian-15 credits, IV semester-12 credits, In case of choosing Georgian 10 credits and in final V semester 14 credits, in total 60 credits.

Based on the synthesis of analytical findings from the program submitted for accreditation, corresponding syllabi, and other accompanying documentation, the expert panel concludes that the program's structure and content, given its scope and complexity, adequately meets the requirements established for the first cycle of higher education, insofar as its constituent courses align with the corresponding Level 6 descriptors for knowledge/understanding, skills, and autonomy/responsibility.

Based on a detailed analysis of the given curriculum, it can be noted that the program as a whole demonstrates good structural organization and meets the requirements of academic standards in terms of consistency and logical development.

The program structure reflects the contemporary concept of teacher education, where theoretical knowledge, methodological skills, and practical experience are harmoniously distributed. The mandatory components of the core learning area are logically divided into three main parts: theoretical foundations, methodological components, and practical experience.

In the theoretical foundations section, the gradual development of psychological knowledge appears particularly reliable. Beginning with general psychology, students progress to developmental psychology, which naturally serves to deepen the understanding of educational psychology. This sequence confirms that the program leaders have seriously considered the principles of structural knowledge development.

Particularly noteworthy in the program is the organisation of methodological components, where a two-level methodology is provided for all core subjects. The methodologies of Georgian language and literature, mathematics, English language, geography, chemistry, biology, visual arts, physical education, and history develop sequentially from the first part to the second part, ensuring deep assimilation of theoretical knowledge and development of practical skills. In all methodological courses, the first part serves as a prerequisite for the second part, which ensures a natural progression of knowledge from theory to practice. This approach develops from basic methodological skills to complex and integrated practical expertise.

In this context, particularly noteworthy is the integrated teaching course of Georgian language and literature, which is based on the prerequisites of both methodologies and demonstrates a clear example of an interdisciplinary approach application.

The placement of school practice and practice research in the program structure is logical and corresponds to the contemporary teacher preparation model, where theoretical knowledge is

transformed into practical experience. The practice research course builds upon the research methods course, ensuring students' readiness for research work.

The elective component section reveals interesting trends. Contemporary educational technologies, psychology of education, foundations of social psychology, information and communication technologies in teaching, social-emotional skills teaching, and other courses represent current directions in contemporary education.

The program content demonstrates consideration of fundamental internationalization issues appropriate to the learning field and level characteristics. This is evidenced by the inclusion of English language methodology as a mandatory component with the relevant teaching material, information and communication technologies in teaching, and contemporary educational technologies among the elective courses. The structural organization following the international standards of teacher education, with its division into theoretical foundations, methodological components, and practical experience, reflects alignment with global best practices in teacher preparation programs.

The program's systematic and logical structure suggests collaborative development involving multiple stakeholders, which was evidenced at the interviews during the site visit. The careful sequencing of courses, particularly the prerequisite relationships between methodological components, indicates input from academic and scientific personnel with expertise in curriculum design. The inclusion of school practice and practice research components demonstrates the field requirements and consideration of employer needs. The balance between theoretical and practical elements suggests involvement of experienced practitioners and graduates in the development process.

The clear structural organization of the program, with well-defined mandatory and elective components, facilitates transparent communication of program content to prospective students and stakeholders. The logical progression from theoretical foundations through methodological development to practical application provides a comprehensible framework that supports informed decision-making by students and enables effective evaluation by employers and other interested parties. The program's structure and content are fully public and accessible to any interested party through the university's website, though it should be updated.

#### **Evidences /Indicators**

- The instructions for planning, developing, implementing, advancing, and terminating academic educational programs;
- Teacher Training Educational Programme and syllabi;
- Curriculum map;
- Evidence of stakeholder participation in program development;
- University website;
- Interview results;

**General recommendations of the cluster:**

- Update all program-related information on the official website to reflect current curricula, learning outcomes, and structural modifications to ensure publicity.

**General suggestion of the cluster:**

- Strengthening digital competencies and integrating artificial intelligence technologies would contribute to the program's future relevance and effectiveness.

**Recommendations and suggestions according to the programmes:**

**Programme 1 (Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)**

Recommendation(s):

Suggestion(s):

**Programme 2 (Teacher Training Educational Programme, level 6)**

Recommendation(s):

Suggestion(s):

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**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
Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	×	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	×	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
  - The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
  - The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.
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#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education and Teacher Training Educational Programme presented in the cluster was developed by the academic staff of the Education Sciences Department at LEPL Iakob Gogebashvili Telavi State University.

The programs presented in the cluster demonstrate a high level of correspondence with field-specific characteristics, confirming quality design and effective reflection of contemporary teacher preparation requirements. The cluster package represents an improvement and renewal of already functioning accredited programs in accordance with contemporary standards. The documentation encompasses the alignment of learning outcomes for all mandatory component courses within the cluster with general program objectives, effectively mapped within the curriculum structure.

The number of credits for each course and the proportion between contact and independent study hours are determined considering course specifics, complexity, and the time required for an average student. Course themes are realistic and achievable. The teaching materials provided in syllabi are based on achievements in the field of education and are relatively contemporary.

A detailed learning outcomes map has been developed, which defines each course's contribution to achieving specific program outcomes. Each mandatory course in the core area is connected to at least two learning outcomes, while each program outcome is supported by at least one mandatory course.

The programs incorporate both theoretical and practical components. They also include elective courses designed to help students further develop specific competencies that align with their interests and professional requirements.

**Description and Analysis - Programme 1** (Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education, Higher Education Level II, National Qualifications Framework Level VII)

**Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education** at LEPL Iakob Gogebashvili Telavi State University represents a model of program and courses to meet modern educational standards and requirements.

The analysis, which comprised a comprehensive review of self-assessment report (SER), external expert evaluation, and site-visit experts' interview panel results, demonstrated that the 300 ECTS credit program represents one of the most comprehensive initiatives in Georgia. Its structure - 250 credits for the core part and 50 credits for elective modules - provides opportunities for both deep specialization and broad professional preparation.

The site-visit interview serves as compelling evidence of effective credit allocation aligned with field-specific characteristics, as revealed when program coordinators and faculty members were questioned about the credit assignment process for different courses and the decision-making authority for credit approval. Their comprehensive response demonstrated that credit assignment follows a systematic approach whereby credits are allocated according to institutional and national standards, with any modifications requiring faculty consultation and academic justification. For example, psychology courses exemplify this rigorous allocation process, receiving particular attention through reasoned academic discourse to ensure appropriate credit distribution that reflects the disciplinary importance and workload requirements. All credit decisions undergo cluster-level review for accreditation purposes, ensuring final approval through collaborative decision-making among academic stakeholders.

The program's four core objectives - alignment with teacher professional standard requirements, acquisition of modern pedagogical methods and strategies, creation of student-centered environments, and development of professional accountability and reflection - systematically reflect the key requirements of field-specific requirements.

Of value is the fact that the program considers two parallel qualification directions: traditional primary teacher training module (with subject specialization for grades V-VI) and special teacher training module, which responds to the long-term goals of inclusive development of the Georgian education system.

### **Strengths of the Programme**

Based on a comprehensive review of the program self-assessment report (SER), external expert evaluation, and site-visit interview findings, it was revealed that school practice, practice research, and the realization of the "school-university-school" concept through embedded practices and research component integration creates a unique model ensuring effective synthesis of theoretical knowledge and practical application. Equally significant is the multidisciplinary approach encompassing the Georgian language, mathematics, and natural sciences, demonstrating consideration of the unique characteristics of primary education.

Recognition is deserved by the fact that since 2018, 21 new courses have been integrated into the program, which substantively respond to contemporary educational challenges, program objectives, and learning outcomes. Courses such as "Teacher Portfolio and Reflection," "STEM Concept Implementation," "Gender-Responsive School," "Effective Use of Technologies," and others demonstrate the program's openness to global educational trends. Simultaneously, collaboration with the USAID Basic Education Program ensures adaptation of international best practices to the local context.

Additionally, a significant strength of the program is the orientation of course/subject content toward contemporary educational challenges. This is particularly evident in the emphasis on competencies for creating inclusive learning environments, implementing differentiated learning, and identifying special educational needs. This approach aligns with contemporary educational trends and directions of the Georgian education system reform.

### **Learning Materials and Resources - Challenges and Content Deficiencies**

While the analysis of the program's objectives and learning outcomes demonstrates alignment with key competencies outlined in field-specific characteristics, several areas for improvement have been identified to ensure comprehensive preparation of future teachers for contemporary educational challenges.

The most critical issue lies in the examination results of the two academic syllabi ("Georgian Language 1 - Phonetics and Morphology" and "Georgian Language 2 - Syntax and Lexicology") in relation to Georgia's Government Decree №394, which exhibits misalignment with mandated linguistic standards including all four annexes addressing vocative case forms, adverbial case structures, postpositional spelling conventions, and A1-C2 Georgian language proficiency descriptors corresponding to the European Common Framework's competency classifications.

Essential corrective actions require immediate reformulation of course objectives to explicitly reference Decree №394 compliance and comprehensive restructuring of learning outcomes to prioritize normative linguistic competencies over generic pedagogical skills. Additionally, all course content must be systematically aligned with the decree's four annexes, ensuring that vocative case norms, adverbial structures, postpositional conventions, and A1-C2 proficiency descriptors become integral components of both theoretical instruction and practical assessment. In addition, content modernization represents a primary concern, as the limited inclusion of contemporary literature may hinder the achievement of program learning outcomes. For instance, classic works cited in educational psychology courses lack coverage of digital pedagogy psychology, psychological aspects of post-COVID-19 hybrid learning, and AI's influence on the learning process. Similarly, the developmental psychology course shows deficiencies in addressing Digital Natives generation development, recent research on negative effects of screen time, and contemporary concepts of multicultural development.

Besides, several strategic content enhancements are suggested: integrating sustainable development concepts across subject-specific courses, deepening practical elements of inclusive education within relevant modules, and incorporating crisis management components into the "Classroom Management" course. Such an integrated approach enables organic program development without fundamental restructuring while preserving the program's existing strengths and ensuring future teachers are prepared for 21st-century educational realities.

The self-assessment report (SER) for accreditation of educational programs grouped in the cluster emphasizes the existence of up-to-date educational literature in the program and the alignment of course/subject content with contemporary trends and program objectives.

Examination of both documentary evidence and expert panel interviews conducted during site visits revealed that recent educational literature (2020-2024) was integrated into select syllabi, for instance, within inclusive education and practice research courses. However, it should be noted that most syllabi show significant challenges regarding the existence of outdated educational literature, which calls into question the complete achievement of program objectives and outcomes.

Based on documentation review, it was revealed that significantly more recent literature exists for several courses than is indicated in syllabi. For example:

For the "Georgian Language 1 - Phonetics and Morphology" course, instead of Sh. Dzidziguri's *Georgian Language Lexicon, Phonetics, Morphology* (1956), the accessible alternative is Zh. Peikrishvili and R. Saghinadze's *Georgian Language: Phonetics, Morphology* (Tbilisi: Universali, 2016). <https://dlab.ug.edu.ge/books/detail/1558>

In the developmental psychology course, Laura Berk's 2010 edition is cited as primary literature. Since this field develops very rapidly, an excellent alternative to existing literature is Kurkhuli, L. (2020). *Developmental Psychology*. Parnasi. This contemporary, Georgian-language resource includes recent research and better corresponds to students' needs.

In the general psychology course, alongside the 2009 edition by Gerrig and Zimbardo, Uznadze, D. (2017). *General Psychology* would be appropriate. This classic work represents the foundation of Georgian psychological science and remains highly relevant today.

In the English language course, instead of the cited Eales, F., & Oakes, S. (2015). *Speakout 2nd edition*. Pearson Education Limited, available is Eales, F., & Oakes, S. (2022). *Speakout 3rd edition*. Pearson Education Limited, which is significantly updated with new content, syllabus based on the Global Scale of English, and contemporary methodology. PDF versions are available at: [https://www.at.alleng.org/d/engl\\_en/eng689.htm](https://www.at.alleng.org/d/engl_en/eng689.htm). This new edition better responds to 21st-century language learning challenges and includes recent technological innovations.

To address deficiencies, it is recommended to update syllabi with recent literature where possible, and in cases where Georgian-language or course-specific recent literature does not exist, enrich them with high-quality scientific articles from international peer-reviewed journals.

It is also essential to integrate, in more courses, recent research on the Georgian context that reflects specific challenges and opportunities of the Georgian education system in the 21st century, which will significantly increase the practical relevance of courses and future teachers' readiness for successful integration into contemporary Georgia's education system.

### **Description and Analysis - Programme 2 (Teacher Training Educational Program - 0114 Teacher Training with Subject Specialization (ISCED-FoET-2013) National Qualifications Framework Level VI)**

Structural analysis of the Teacher Training Educational Program implemented at the Faculty of Education Sciences at Iakob Gogebashvili Telavi State University LEPL shows a well-developed curriculum that includes both theoretical foundations and practical experience. 46 credits for courses and 14 credits for practical components create a balanced ratio.

Program content analysis, synthesizing evidence from the self-assessment report, syllabi examination, and expert panel findings, demonstrates thoughtful integration of pedagogical frameworks and contemporary educational trends.

The psychological foundations block, encompassing general and developmental psychology, prepares prospective educators to recognize and accommodate diverse student needs. Pedagogical ethics, inclusive practices, and classroom management courses align with international developments in modern education. Subject-specific methodology courses are strategically designed to promote comprehensive specialization.

The range of elective courses addresses essential modern themes: contemporary technologies in education, intercultural education, gender equality, and social-emotional skills development.

Allocation of 14 credits for school practice and practice research represents one of the program's strengths. The 4-credit "Practice Research" develops reflective thinking and analytical skills.

Empirical analysis revealed several significant areas requiring enhancement regarding the alignment of the educational programme with standard component requirements. (1.5. Academic Course/Subject)

The course/subject content and learning outcomes mostly demonstrate alignment with both national and international standards, establishing a robust academic foundation that largely facilitates the attainment of program learning outcomes. However, to address contemporary educational challenges effectively, a more precise formulation of learning objectives and outcomes remains necessary. This includes ensuring congruence between pedagogical methodologies and assessment criteria with the substantive course content within evaluative frameworks, while maintaining the balance between conventional academic paradigms and innovative pedagogical approaches.

The examination of the Georgian language teaching methodology syllabus, despite its solid pedagogical foundation and competency-oriented methodology, reveals a significant deficiency in the systematic integration of Georgian literary language norms established by Government Decree №394 (2020). The strongest assets of the course include a multi-component assessment system, active learning methodologies, and a professional development vision, which create a robust framework for developing teacher competencies. The critical problem lies in the fact that all four annexes of the decree - vocative and adverbial case norms, postpositional spelling rules, and the language proficiency level system (A1-C2) - are not directly incorporated into the course content, while the practical component of linguistic norms - authentic text analysis, error identification, correction, and linguistic consultation skills - is entirely absent from the academic course. The modification of the syllabus will ensure quality preparation of Georgian language teachers in accordance with contemporary linguistic standards and facilitate the effective dissemination of Georgian literary language norms throughout the educational system. Moreover, these revisions will establish optimal alignment with educational program objectives and outcomes.

Systematic integration of contemporary competencies emerges as equally critical, particularly regarding digital competencies, media literacy, and critical thinking components that are currently represented only fragmentally or within elective courses rather than being

systematically integrated into the core curriculum. The development of STEM education integration approaches, project-based learning methodologies, and critical thinking competency formation represent essential characteristics that contemporary teachers must possess to effectively navigate 21st-century educational environments.

Enhanced practical application and assessment innovation requires attention through strengthening inclusive education content with additional practical components to create a solid foundation for working with students with special needs, developing competency-based assessment approaches, and integrating alternative assessment methods, including portfolio, peer assessment, and self-assessment, to facilitate comprehensive student development.

Based on documentation review, it was revealed that there is a need for updating the syllabi content and literature with more recent ones. For example: the course “English Language Teaching Methodology I and English Language Teaching Methodology II”. The Teacher Training Educational Program prepares teachers for primary, basic, and/or secondary school levels. Accordingly, emphasis should be placed on all three levels within the methodology of language teaching. While week 4 content addresses "Teaching across age levels," the textbook focuses primarily on teenagers and adult learners. The teaching of English language learning specifics at the primary level remains questionable. Therefore, it is recommended that the syllabus be updated in this direction. Week 1 material "A century of language teaching" covers different approaches, methods, and instructional techniques/strategies of English language teaching. However, the inclusion of contemporary approaches/strategies of English Language Teaching within the course remains questionable. It is recommended to enrich the course content with contemporary approaches, such as "Flipped Classroom," "Universal Design for Learning," etc. It is recommended that the required literature be updated with contemporary sources, as the existing literature (2010, 2014, 2015) is considerably outdated. Accordingly, the content should also be revised to reflect these updates.

#### **Evidences/Indicators**

- Self- evaluation report (SER)
- Educational programme with enclosed syllabi;
- Appendix 1 - Curriculum
- Appendix 2 - Learning Outcomes Map
- Appendix 3 - Learning Outcomes Assessment Map
- Appendix 4 - Alignment of Objectives and Learning Outcomes
- Appendix 5 - Target Indicators by Competencies
- Educational programme, teaching materials/resources, databases of international electronic library indicated in the attached syllabi;
- Results of the interview.

**General recommendations of the cluster:**

- Updating course syllabi by incorporating recent literature where available, and consider strengthening the alignment between learning objectives, outcomes, and course content while exploring opportunities to integrate contemporary educational topics that support program goals and reflect the literature updates.
- Revise the syllabi to ensure compliance with the Georgian literary language norms established in Government Decree №394 (2020).

**General suggestions of the cluster:**

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**Recommendations and suggestions according to the programmes:**

**Programme 1** (Bachelor’s and Master’s Integrated Programme of Primary Education, Higher Education Level II, National Qualifications Framework Level VII)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (Teacher Training Educational Program, National Qualifications Framework Level VI)

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	X	<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.

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### 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.

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#### Cluster and individual evaluation

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

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The analysis of two educational programs at LEPL Iakob Gogebashvili Telavi State University reveals substantial compliance with Georgian educational standards, though with notable areas requiring improvement. The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation demonstrates strong legislative compliance, operating in accordance with the Law of Georgia on Higher Education, Unified National Examinations Regulations, and State Study Grant Distribution Rules, with clear admission criteria based on coefficient-weighted ranking of examination scores and systematic student planning methodology considering human resources, material resources, and labor market conditions. However, the program contains outdated information regarding elective subject options (listing six subjects when current regulations specify only two predefined courses), suffers from inadequate website maintenance, and exhibits technical inconsistencies between program documentation and current examination requirements. The Teacher Training Educational Program offers flexible implementation through dual pathways (independent and integrated within bachelor's programs), comprehensive coverage of nine specialized directions from Georgian Language to Physical Education, and multi-tiered assessment combining subject-specific examinations with institutional assessments including legal knowledge and motivation evaluation, while requiring prior educational qualifications and competency verification for various subject areas.

Both programs demonstrate foundational compliance with Georgian educational legislation and address significant national educational needs in teacher preparation, yet face systemic issues in information management, transparency standards, and quality assurance protocols. The programme 1 is substantially compliant but requires minor corrections including immediate updates to program documentation and implementation of regular website review cycles. The programme 2 is conditionally compliant but has critical deficiencies including the complete

absence of developed or publicly available internal examination assessment criteria, insufficient clarity in website information for prospective applicants, and significant transparency gaps in assessment procedures communication. It is required to include comprehensive documentation review for accuracy and currency, systematic website updates to ensure current and comprehensive public information, and development and publication of detailed assessment criteria for Programme 2.

### **Description and Analysis - Programme 1 (Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education, Level II)**

Student enrollment in the integrated bachelor's-master's educational program for primary education teacher preparation, which is presented for accreditation, is conducted in accordance with the current legislation of Georgia: pursuant to the Law of Georgia on Higher Education, the Regulations on Conducting Unified National Examinations and the Rules for State Study Grant Distribution, and in compliance with the "Regulations Governing the Academic Process of LEPL Iakob Gogebashvili Telavi State University."

The right to study in the program is granted to holders of state documents certifying complete general education (or persons equated thereto under Georgian legislation) who have taken the Unified National Examinations and, based on ranking through coefficient-weighted scores, have obtained the right to study in the integrated bachelor's-master's educational program for primary education teacher preparation at LEPL Iakob Gogebashvili Telavi State University.

It is mentioned in the program (p.3) that for enrollment in the program, applicants have the opportunity to take one of the following subjects as an elective examination from the list selected for the educational program:

- Mathematics
- History
- Literature
- Biology
- Geography
- Civic Education

According to Order No. 71/n of the Minister of Education, Science and Youth of Georgia, three subjects are passed at the National Unified Exams, of which one is elective (out of two predefined courses, taking into account the field specificity). During the interview, it was explained that the statement concerning elective courses is from the old program, which is a technical issue. It is recommended to correct the admission prerequisites and update information on the university webpage to be accessible to interested parties.

Following the successful completion of the Unified National Examinations, applicants are required to undergo administrative registration at LEPL Iakob Gogebashvili Telavi State University within the timeframes established by the institution for enrollment in the educational program.

The university has established the methodology of planning the student body for the educational programme to ensure the uninterrupted implementation of the educational process. The target indicators for determining student contingent are presented as follows: human resources (quantitative ratio of affiliated academic and invited personnel), material and technical resources (educational space, space required for various activities, etc.), the specifics of the educational program, and the current situation in the labor market (Methodology for Determining the Ratio of Personnel to Students and Student Maximum Contingent, p. 4).

The prerequisites and procedures for program admission are fair, transparent, and accessible on the university's website (<https://tesau.edu.ge/files/1/2/s-.pdf>). However, it is worth noting that the information posted on the website requires regular updates.

### **Evidences/Indicators**

- Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education
- University Website
- Methodology for Determining the Ratio of Personnel to Students and Student Maximum Contingent
- Interview Results

### **Description and Analysis - Programme 2 (Teacher Training Educational Programme, Level I)**

The Teacher Training Educational Program submitted for accreditation is implemented in two forms: independently and within the framework of a bachelor's degree educational program in the core learning area that includes the subject/subject group provided for by the national curriculum.

Student enrollment in the educational program is carried out in accordance with the current legislation of Georgia.

The right to complete the teacher preparation educational program belongs to:

a) In the case of an independently existing program, individuals who hold a bachelor's/master's degree or equivalent academic degree in the subject/subject group corresponding to the direction determined by the national curriculum and the educational program, or who have appropriate artistic/sports professional education, and who have successfully passed the examination in the subject specified as a prerequisite for admission to the Teacher Training Educational Program, according to the procedures established by legislation. Specifically, to verify subject competencies, the program determines the following subject examination for each respective direction:

- Direction: Georgian Language and Literature - Georgian Language and Literature (basic and/or secondary level);
- Direction: Mathematics - Mathematics (basic and/or secondary level);
- Direction: Chemistry - Chemistry (basic and/or secondary level);
- Direction: Biology - Biology (basic and/or secondary level);

- Direction: English Language - English Language (primary, basic and/or secondary level);
- Direction: Visual and Applied Arts - Visual and Applied Arts;
- Direction: Physical Education and Sports - Sports;
- Direction: Geography - Geography (basic and/or secondary level);
- Direction: History - History (basic and/or secondary level).

The basis for enrolling an applicant in the Teacher Training Educational Program is:

- Successful completion of the subject examination;
- Completion of an examination determined by the higher educational institution, which includes:
  - Testing - Law of Georgia on General Education
  - Motivational letter

The enrollment of individuals who are not citizens of Georgia is regulated by the Law of Georgia on Higher Education.

b) In the case of implementation within the framework of a bachelor's degree educational program:

The right to complete the program belongs to a student of a bachelor's degree educational program in the core learning area of the subject determined by the teacher preparation educational program (which includes the teacher preparation educational program), who has completed courses/subjects provided by this program in a volume of at least 90 credits.

The university has established a methodology for planning the number of students in the program to ensure the uninterrupted implementation of the educational process. The target indicators for determining the student contingent are presented as: human resources (quantitative ratio of affiliated academic and invited personnel), material and technical resources (learning space, space required for various activities, etc.), the specifics of the educational program (Methodology for Determining the Ratio of Personnel and Students and the Threshold Student Contingent, p. 4).

The prerequisites and procedures for admission to the program are fair, public, and accessible on the university's website (<https://tesau.edu.ge/files/1/2/s-.pdf>), but lack clarity. Specifically, the information posted on the website needs to be updated. It should also be noted that during interviews with program heads, it was revealed that the university has not developed internal examination assessment criteria, which should be public for applicants.

#### **Evidences/Indicators**

- Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education
- University Website
- Methodology for Determining the Ratio of Personnel to Students and Student Maximum Contingent
- Interview Results

**General recommendations of the cluster:**

- Update the website to publish all admission criteria.
- Establish internal examination standards and publish them on the university website.

**General suggestions of the cluster:**

N/A

**Recommendations and suggestions according to the programmes:**

**Programme 1** (Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education, level I)

**Recommendation(s):**

- It is recommended to update the programme admission preconditions in the programme and update information on the university webpage to be accessible to interested parties (Standard 2.1)

**Suggestion(s):**

N/A

**Programme 2** (Teacher Training Educational Programme, level I)

**Recommendation(s):**

- Establish and publish internal examination assessment criteria on the university's website for applicants (Standard 2.1)

**Suggestion(s):**

N/A

**Evaluation**

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	×	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<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.

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

The programmes grouped in the cluster ensure the development of students' practical and research skills in various ways, both as an integrated part of the study courses and through independent academic and practical activities. The structural and content sequence of the educational program ensures: the development of students' practical skills, the formation of research/scientific competencies, the integrated development of transferable skills, which is reflected at the level of the curriculum, in the syllabi of individual courses and in the mechanisms of practice.

The development of practical skills is expressed in the form of strong embedded practice, with long-term, phased active involvement of the school; research skills are represented by a consistent set of research courses (research methods, practice research, master's thesis), the targeted development of transferable skills is more pronounced in the individual format.

Practical skills are a well-developed and integrated component of the program:

- Subject and professional practice modules are provided with a significant credit load.
- School practice is carried out in a real working environment and includes a cycle of planning, conducting and evaluating teaching.
- The practice process reflects not only teaching skills, but also assessment and reflection competencies, which contribute to the professional readiness and autonomy of students.
- Given the specifics of the program, embedded practice is recognized as the most effective component for students and graduates – a mechanism for the realization of theoretical knowledge and adaptation to the professional environment.
- During practice, students acquire the skills of problem identification and action in a real educational environment. Pedagogical portfolio, research tasks and integration of electronic resources promote reflective and independent activity.

Employers, graduates and students recognize practice as a successful component. The positive attitude towards practice and active involvement of schools in problem-oriented practical topics reflect the systematic nature of the process.

Scientific/research skills are a systematically and structurally supported component. The program includes courses such as:

o “Research Methods in Education”

o “Academic Writing”

o “Practice Research”

o Master’s Thesis (30 credits)

• Research skills are developed through both seminar and project assignments, as well as the creation and implementation of basic research designs.

• Students have the opportunity to identify research problems and develop research interventions in a real educational environment.

Active involvement in an international research project (“STEM Concept for Teacher Training”) is a good example of research engagement and serves to establish professional research standards. Students also regularly participate in scientific conferences.

During the discussion with the panels, it was revealed that students conduct thematic research based on problems identified at school, as a result of which they acquire the skills of critical analysis, research planning and intervention.

There is a policy for protecting academic integrity, special electronic programs (Turnitin) are used, the university has a document on academic standards, a document on plagiarism prevention and response to plagiarism, a regulatory document for the creation and protection of master's theses, and access to scientific databases is provided at the university.

Nevertheless, the meetings highlighted the need to activate mechanisms for targeted and intensive informing and implementing students in order to implement a full-fledged research cycle on such issues. There is a need to integrate the issues of using artificial intelligence in teaching and education.

Transferable skills (critical thinking, problem solving, communication, teamwork, time management, ethical responsibility) are purposefully built into both general education and vocational courses.

For example:

- “Teacher Portfolio”,
- “Pedagogical Ethics”,
- “Classroom Management”,
- “Subject Teaching Methodology”, etc.

• The emphasis is on making independent decisions and acting responsibly in a real environment. However, it is worth noting that these skills are more developed through individual activities, the group work component is less systematic.

• Involvement in student conferences, participation in research teams, and portfolio creation have a positive impact on transferable competencies, however, the lack of a group work component is important, this gap limits the systematic development of collaborative skills.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

**Evidences/Indicators**

- Educational Programmes and Syllabi
- Student Scientific Conference Programs
- Student School Practice Materials
- Scientific Research Project: "STEM Concept for the Development of Teacher Training Educational University Programmes"
- Interview results

**General recommendations of the cluster:**

**General suggestions of the cluster:**

It is desirable for both programs

- Strengthen the group work and collaborative assessment component, which will expand the real practical development of transferable competencies;
- Strengthen awareness of the principles of academic integrity and resources related to plagiarism, including artificial intelligence, and mechanisms for their practical implementation.

**Recommendations and suggestions according to the programmes:**

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**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
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Training Educational Programme, level 6)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### 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.

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#### Cluster and individual evaluation

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

The programmes grouped in the cluster implement the teaching and learning process with a student-centered, diverse, and content-oriented methodology that is consistent with the goals and learning outcomes of the programs. The approaches reflected in the syllabi are based on the integrated development of both theoretical knowledge and practical and research competencies. The use of diverse and mixed methods in teaching is systematically reflected in the teaching process: lecture, discussion, problem-based learning (PBL), case analysis, collaborative learning, research-based projects, and embedded practice are actively used.

Practice research is important for both professional growth and for determining the topic of master's research. Both students, graduates, and employers noted the effectiveness of this component.

- The integration of modern digital technologies into the teaching process (e-learning, electronic platforms, e-portfolios) improves student engagement and contributes to the quality of teaching.
- Assessment systems in the syllabi are consistent with teaching-learning methods; however, in some cases the absence of rubrics and the lack of a formal component of group work represent a possible area for improvement.
- Student engagement and feedback in practice, research projects and decision-making processes were highlighted by student and graduate panels.
- Collaborative practices with schools and master's research based on "school orders" are one of the strengths, which not only ensure the transfer of knowledge into practice, but also promote the research involvement of academic staff.
- According to graduates, the adopted methodologies are compatible with the real working environment and contribute to the development of inclusive, internationally oriented approaches.

Based on the information received during the presented syllabi and interviews, it was revealed that the use of learning/teaching methods is somewhat unified. Sometimes there is a list of numerous methods within the course, although their actual use is not confirmed. It would be better if learning/teaching methods were maximally adapted to the specifics of the courses, which determines the purposefulness and productivity of their use. It is also desirable to strengthen

digital tools for teaching and research and standardize the ability to use electronic resources (for example, consider the Turnitin program format in the assessment component).

**If necessary, description and analysis according to the education programmes**

### **Description and Analysis - Programme 1 (Name and Level)**

#### **Evidences/Indicators**

1. Cluster Educational Programmes, Syllabi
2. University Website: [www.tesau.edu.ge](http://www.tesau.edu.ge)
3. Sectoral Characteristics of Higher Education for Primary-Level Teacher Education and Teacher Training
4. Interview results

#### **General recommendations of the cluster:**

- Formalize the group work component and its strong reflection in the syllabi and assessment system to maintain a balance between traditional lecture-seminar, test-based approaches and innovative pedagogical methods.
- Continue the systematic introduction of rubrics to increase the transparency and objectivity of assessment

#### **General suggestions of the cluster:**

- Adapt methods to the specifics of courses and reduce the standard unified list in syllabi.
- Formalize the alumni network so that their experience can systematically contribute to improving the teaching-learning process.
- Develop systematic approaches for accommodating students with disabilities

#### **Recommendations and suggestions according to the programmes:**

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

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

Within the framework of both programmes student evaluation is conducted in accordance with established procedures. For the evaluation to be fair to every student, transparent, reliable and comply with existing legislation, proper amendments are needed within the syllabi.

The majority of the components of each academic course consider the specificity of the course, correspond to the learning outcomes of this course and provide an assessment of the achievement of learning outcomes. Assessment criteria are accessible and known in advance to the students, that were confirmed during the interviews with students and alumni.

Evaluation components, methods and criteria of the thesis are transparent, accessible and known in advance to the students. Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement, that was confirmed during the interviews.

Thesis defense is conducted according to the university regulation on the procedures for the development, formatting, defense and evaluation of the master's thesis and defense procedures with the participation of the defense commission. Integrated programme provides transparent and fair procedures for the defense and evaluation of the thesis, based on peer review by the commission.

Assessment of the dissertation involves an external evaluator, who must have a PhD degree or be a doctorate student of the same field and must not have participated within the elaboration process of the same thesis.

Thesis defense is a public event.

The requirements of the dissertation are known in advance to the students and are considered when evaluating the thesis of the students.

While evaluating students, there are mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response working. These are regulated within internal regulatory documents that were presented additionally during the site visit – code of ethics, code of research ethics and rules on the prevention, detection and response on plagiarism. Students have the right to appeal according to internal regulation – regulation on the administration of the exams by the office of study process management, that was additionally presented during the visit. They are well informed of their right to appeal, although it was stated during interviews that they have never had a reason to apply it.

According to the regulations of the master's thesis, the appeal process is conducted after the student applies for the dean's office and/or to the university/faculty quality assurance service.

Each case is being discussed by the faculty council. Based on the decisions of the faculty council and the commission, defense procedures may be assigned.

Evaluation results are analyzed and the results are utilized for the improvement of the teaching process.

Due to the current changes from paper-based exams to computer-based exams, the university provides students with assessment using the computer-based method, considering the specificity and content of the component. Students and alumni expressed their satisfaction with the current updates on this matter.

During the interview process it was stated by quality assurance service representatives that during COVID19 the university ensured evaluation during e-learning / distance learning process considering the specificity and content of the component and that it will be ensured if necessary. During the site visit an additional document – methodology to conduct, monitor and evaluate the electronic/distance learning process was asked to be presented but it wasn't shared. At the time of the experts' visit no distance /electronic teaching existed. In addition, the programmes presented in cluster do not include distance/teaching courses. In the future, if the university introduces electronic teaching, there should be created methodology/mechanism of evaluating the quality of distance teaching-learning.

At the university webpage there is uploaded an internal regulatory document - Rule for the Administration of Electronic Services which implies information that electronic recourses will be shared to the students at – [ea.tesau.edu.ge](http://ea.tesau.edu.ge) but nothing is mentioned on how the student evaluations are conducted. It's obscure whether conducting the evaluations was an instant action or if the university has a pre-defined methodology and procedure in this matter. Therefore, the university has to elaborate proper methodology and procedure for evaluation during e-learning/distance learning.

Despite the fact that the students were satisfied with the reliability, validity and transparency of the assessment methods and criteria, the university has to ensure that reliability and validity of student assessments are fully addressed. To ensure reliability, various methods of evaluation have to be applied. For validity, evaluation methods have to be elaborated in a way that ensures achievement of the aims and outcomes of the course. In terms of assessment transparency, proper evaluation rubrics have to be integrated within the syllabi. Corresponding examples are provided below for each programme description and analysis part.

### **If necessary, description and analysis according to the education programmes**

#### **Description and Analysis - Programme 1 (Name and Level)**

The university has to ensure reliability of the assessment methods. Therefore, various methods have to be elaborated, defined within the syllabi and applied during the study process. Some of the examples are:

The **Classroom Management and Learning Process Leadership at the Primary Level** and **Georgian Language Speech Culture** courses exhibit strong reliability through their multi-component assessment structure that reduces dependency on single assessment events and provides multiple data points for evaluating student competency. However, the **Child Anatomy, Physiology, and Hygiene** course reliability is categorized as moderate due to the limited diversity in assessment methods, relying primarily on traditional written examinations without incorporating practical competency evaluations. As for the **Practice Research** course, it suffers from reliability as its assessment structure relies on fragmented assignments that fail to assess complete research cycle implementation, preventing students from demonstrating authentic research competencies. Poor structural alignment between substantial practical elements and assessment methods creates reliability issues in **General Psychology** course.

For validity, evaluation components and methods must be elaborated in a way that they consider the specificity of the course, follow course LOs and ensure evaluation of them.

**Exceptional Validity** is achieved by **Developmental and Learning Theories** course through innovative case study methodology and formative feedback systems aligned with 21st-century educational competencies, and **Inclusive Education** course through embedded school practice and comprehensive learning outcomes measuring professional teaching capabilities. **Compromised Validity** affects multiple courses: **Classroom Management and Learning Process Leadership at the Primary Level** relies heavily on written examinations (50% of grade) despite emphasizing practical skills; **Georgian Language Speech Culture** overemphasizes written assessments (60% of grade) rather than essential speech demonstrations; **Practice Research** inadequately addresses practical implementation skills; **Educational Psychology** course prioritizes theoretical knowledge over practical competencies; and **General Psychology** course fails to align assessment with substantial practical components, creating significant gaps between learning objectives and evaluation practices.

In terms of transparency and amendments needed among the rubrics they occur among these courses:

**Developmental and Learning Theories, Classroom Management and Learning Process Leadership at the Primary Level, Georgian Language Speech Culture, and Child Anatomy, Physiology, and Hygiene** courses demonstrate excellent transparency through detailed point allocations and specific criteria that clearly communicate assessment expectations to students. While the **Educational Psychology and Developmental Psychology** courses provides basic point distributions that inform students of assessment weights and grade calculations, it lacks the detailed rubric specifications necessary for comprehensive transparency. **Practice Research** course demonstrates strong transparency for theoretical knowledge components, providing clear information about

point distributions and basic assessment expectations. However, the transparency is undermined by the fragmented nature of assignments that fail to communicate how individual tasks contribute to overall research competency development. The **General Psychology** course offers basic structural information about assessment components and point distributions, but lacks the detailed rubric specifications necessary for effective transparency.

### **Description and Analysis - Programme 2 (Name and Level)**

The university has to ensure reliability of the assessment methods. Therefore, various methods have to be elaborated, defined within the syllabi and applied during the study process. Some of the examples are:

The **National Curriculum** and **English Language Teaching Methodology 1/2** courses achieve strong reliability through a comprehensive 100-point assessment system that strategically distributes evaluation across multiple components, reducing dependency on single assessment measures. However, the reliability of the **Developmental Psychology** course is compromised by heavy reliance on subjective presentations, limited consistency checks, and vague criteria for some components. As for the **Practice Research** course, it suffers from reliability as its assessment structure relies on fragmented assignments that fail to assess complete research cycle implementation, preventing students from demonstrating authentic research competencies. Poor structural alignment between substantial practical elements and assessment methods creates reliability issues in **General Psychology** course.

For validity, evaluation components and methods must be elaborated in a way that they consider the specificity of the course, follow course LOs and ensure evaluation of them.

**English Language Teaching Methodology 1/2** courses are outstanding, with perfect alignment between learning outcomes and assessment tasks - for instance, LO 1.1 (Positive Learning Environment) is directly assessed through teaching methodology presentations, while LO 2.2 (Lesson Planning) is evaluated via curriculum design assignments that mirror real teaching scenarios.

The validity of the **National Curriculum** course demonstrates good alignment between learning outcomes and assessment methods, particularly in group work and practical case studies that align with collaborative teaching skills, though some assessments focus heavily on memorization rather than application.

The **Developmental Psychology** course shows poor validity with substantial gaps between stated learning outcomes and assessment methods - while presentations relate to developmental theories (LO 1.1), there is limited assessment of practical application of developmental psychology in

teaching contexts, overemphasis on theoretical recall versus analytical and application skills, and missing evaluation of students' ability to adapt teaching methods to different developmental stages.

The **General Psychology** course fails to measure students' actual competency development in applying psychological principles to educational contexts, resulting in assessment outcomes that may not accurately reflect the comprehensive learning objectives or students' practical psychological competencies.

**Practice Research** course inadequately addresses practical research implementation skills and ethical competencies despite having strong theoretical knowledge components, creating a significant gap between intended learning outcomes and actual assessment practices that fail to measure students' ability to integrate research methodology into professional practice.

In terms of transparency and amendments needed among the rubrics occur among these syllabi: The transparency of **English Language Teaching Methodology 1/2** courses is exemplary, featuring detailed point breakdowns, specific criteria for each component. Also, the **National Curriculum** course provides good transparency with clear component weighting, detailed 10-point rubrics with specific descriptors, explicit expectations for group collaboration and leadership roles, and presentation standards with separate scoring, though some subjective language in group assessment criteria reduces clarity.

The **Developmental Psychology** course exhibits the weakest transparency with a basic 60/40 assessment, lacking detailed explanation, generic 10-point rubrics with vague descriptors providing insufficient guidance for students, inconsistent detail levels across different assessment components, and missing specific criteria for presentations and other major assessment elements.

While the **General Psychology** course offers basic structural information about assessment components and point distributions, it lacks the detailed rubric specifications necessary for effective transparency.

**Practice Research** course demonstrates strong transparency for theoretical knowledge components, providing clear information about point distributions and basic assessment expectations. However, the transparency is undermined by the fragmented nature of assignments that fail to communicate how individual tasks contribute to overall research competency development.

### **Evidences/Indicators**

- Programmes and syllabi.
- Study process regulatory document.
- Rules on the prevention, detection and response to plagiarism.

- Regulation on the procedures for the development, formatting, defense and evaluation of the master's thesis.
- Regulation on the administration of the exams.
- Code of ethics.
- Code of research ethics.
- Rules on the prevention, detection and response on plagiarism.
- Interview results.
- University website.

**General recommendations of the cluster:**

- Diversify assessment methods beyond traditional written examinations
- Create consistent evaluation standards with detailed scoring rubrics and explicit performance descriptors
- Prioritize practical application assessments over theoretical recall in teacher preparation courses

**General suggestions of the cluster:**

- Elaborate methodology and procedure to conduct and monitor teaching – learning process during e-learning/distance learning.

**Recommendations and suggestions according to the programmes:**

**Programme 1** (Bachelor's and Master's Integrated Programme of Primary Education, level 7)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (Teacher Training Educational Programme, level 6)

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	<b>x</b>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	<b>x</b>	<input type="checkbox"/>	<input type="checkbox"/>
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### Compliance of the programmes with the standards

<b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	X	<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.

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

With regard to the planning of the learning process, improvement of academic achievement, employment and professional development, students receive consultations on administrative, academic and extracurricular activities from proper departments. During the interviews it was approved that students systematically get information from lecturers, faculty and university administration. At administrative level there is an international relations department, career development and employment support service, alumni relations service, office of students affairs, which mainly provide either face to face meetings or share information on ongoing and planned projects via emails, social media and web page. At the faculty level students get support from the dean, program director, academic director and lecturers. Students positively evaluated communication and staff performance.

During the interviews it was revealed that lecturers conduct consultancy hours and students mentioned that lecturers provide them with online and offline consultations. Consultancy hours are defined within the syllabi and it's shared with the students at the start of the course. In some syllabi (ex.: methodology of teaching elementary mathematics courses 1, Innovative methods of teaching mathematics at the primary level, academic writing, practice research, teaching social-emotional skills to primary education specialists and others) details (frequency/days, time, mode) on consultancy hours have to be indicated.

Remarkably, the university provides integration events for national and international students. Students appreciate outer international opportunities at Telaviuni but, for most of the students, due to their subjective/family issue they can't leave the country. Therefore, it's recommended to create internationalization at home activities (invite international guest lecturers, offer masterclasses to students by international lecturers/field professionals, create joint online project or discussion opportunities between students, implement online summer/winter schools) for them.

There are rare opportunities for students to participate in local and international projects, events, conferences and in international exchange programs. They are well informed and named examples of where they and their group mates participated.

Notably, all students were excited about studying at Telaviuni. They were mostly attracted by lecturers, renovated infrastructure, opportunity to get support in practice and employment. They identified the only gap to be filled - availability of student dormitory as majority of them have to travel from far distance.

**If necessary, description and analysis according to the education programmes**

**Evidences/Indicators**

- Self-evaluation report.
- University web page.
- Interview results.

**General recommendations of the cluster:**

- Indicate consultancy hours in all syllabi.

**General suggestions of the cluster:**

- Create internationalization at home activities.
- Build student dormitories.

**Recommendations and suggestions according to the programmes:**

**Programme 1** (Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (Teacher Training Educational Programme, level 6)

**Recommendation(s):**

**Suggestion(s):**

**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
Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>



### 3.2. Master's and Doctoral Student Supervision

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

#### Description and Analysis - Bachelor's and Master's Integrated Programme of Primary Education, level 7)

The university has elaborated regulation - "Development, Formatting, Defense and Evaluation of a Master's Thesis" according to which it is running the resources and processes. This was approved within the SER, during the interviews and among additionally represented documents.

The supervisors conduct consultations with integrated programme students with face-to-face and online forms. The frequency is relevant to the specificity of the programme and research topic. The supervisor advises the student in the research process on the following issues: research design, research methodology, professional development, writing of thesis/scientific research paper/dissertation, the process of integration in local and international scientific network, participation in local and international scientific events and presenting research findings, publishing scientific papers in peer reviewed research journals, participation in scientific grant contest and etc.

There is elaborated a methodology for the ratio of the number of supervisors of MA theses to the number of Master's students within - "Development, Formatting, Defense and Evaluation of a Master's Thesis". During the interviews with lecturers it was stated that they can supervise 5 MA students, that is in line with the internal regulation.

During the interviews with quality assurance service, it was confirmed that the university has developed questionnaires for evaluating the quality of the activities of the supervisor and co-supervisor of MA theses, which ensure the effective implementation and development of the supervision/co - supervision process.

Data related to the supervision of master's/doctoral students	
Programme 1 (name, level) <sup>7</sup>	
Number of master's/doctoral theses supervisors	12

<sup>7</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

//Number of doctoral thesis supervisors	N/A
Number of master's students	137
//Number of doctoral students	N/A
Ratio - supervisors of master's theses/master's students	0,09
Ratio - supervisors of doctoral theses/doctoral students	N/A

### Description and Analysis - Programme 2 (Name and Level)

N/A

#### Evidences/Indicators

- University web page.
- Interview results.
- Questionnaire on the evaluation on supervisor's performance.
- Raw material on the evaluation on supervisor's performance.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

#### Evaluation

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
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Training Educational Programme, level 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### Compliance of the programmes with the standards

<b>3. Student Achievements, Individual Work with them</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Providing Teaching Resources

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

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### 4.1 Human Resources

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

#### Cluster and individual evaluation

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

Both programmes demonstrate full compliance with staff qualification requirements. The Integrated Bachelor's and Master's programme employs 30 personnel (23 academic, 7 invited) with 6 professors, 12 associate professors, and 5 assistant professors. The Teacher Training Educational ZProgramme has 21 personnel (18 academic, 3 invited) including 4 professors, 11 associate professors, 2 assistant professors, and 1 assistant. Staff qualifications are verified through comprehensive examination of academic files, CVs, qualification certificates, and publication records, supplemented by institutional interviews to ensure practical competencies align with programme learning outcomes.

The university employs sophisticated workforce planning with faculty-specific staff-to-student ratios that vary according to educational context demands. Workload distribution is systematically managed through semester-updated schemes encompassing teaching, research, and student consultation hours. The high proportion of affiliated academic staff (77% in programme 1, 86% in programme 2) ensures programme sustainability and continuity.

Both programme heads are affiliated professors with appropriate academic credentials and direct involvement in programme execution. Their engagement in international projects (USAID Basic Education Program, ERASMUS+ initiatives) and continuous pedagogical activities demonstrates the necessary knowledge and experience for programme development and implementation.

The programmes are supported by comprehensive administrative structures including Vice-Rectors, Faculty Dean, specialized personnel, and support services. This multi-layered system ensures appropriate competencies are available to support programme delivery and student success.

The cluster demonstrates substantial compliance with all standard requirements through systematic quality assurance processes, strategic staffing approaches, and comprehensive support infrastructure that positions both programmes for sustained educational excellence.

#### **Description and Analysis - Programme 1 (Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education, Level II)**

Based on the examination of the submitted academic personnel's files and interviews conducted during the institutional visit, it was determined that the experience and qualifications of the staff involved in program implementation correspond to the requirements of the academic courses envisioned within the program.

The rights and responsibilities of each individual participating in the implementation of the Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education including academic, research, and invited personnel - are defined by current legislation and the university's internal regulatory acts (job descriptions, qualification requirements, personnel files, etc.). The university operates under unified regulations for academic personnel recruitment and competition procedures, which outline the protocols for filling academic positions following the norms of Georgia's Law on Higher Education. The document describes competition conditions, documentation of receipt procedures, candidate evaluation stages, and the decision-making process.

The number, education, and experience of the personnel implementing the program ensure the achievement of the program's intended objectives. The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education involves 30

academic and invited personnel, including 23 academic staff members and 7 invited personnel. Among the academic personnel are 6 professors (6 affiliated professors) and 12 associate (affiliated) professors. Academic personnel involve four invited staff members with sectoral expertise, 26 staff members hold a PhD degree in the sectoral direction, among which 6 are affiliated professors, 12 associate professors, 5 assistant professors and 3 invited staff. The number of academic and invited personnel is adequate to the student population, and accordingly, the balance between academic and invited personnel ensures program sustainability. The determination of the number of academic and invited personnel and the distribution of workload is based on the methodology for determining the staff-to-student ratio and maximum student contingent established by Iakob Gogebashvili Telavi State University based on the methodology for determining the staff-to-student ratio and maximum student contingent.

The workload of academic and invited personnel also includes consultation hours with students. In the quantitative indicator document submitted for accreditation, the specified total number of students (137 students) creates an appropriate ratio with the human resources involved in the program. According to the university's current regulations, "a minimum of 1 academic staff member is allocated per 25 students in the primary education teacher preparation program. For subject teaching methodology, 1 academic staff member is allocated per 15 students." This respective data creates the possibility of ensuring the uninterrupted implementation of the educational process.

The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education has program heads who are affiliated professors at the university. They possess the academic and professional experience necessary for program implementation. They are directly involved in program execution, which was confirmed through interviews with them. Both of them participate in program evaluation and development, program implementation, student consultation, and various activities planned within the program framework. Furthermore, they are actively engaged in numerous local and international projects (For example, USAID Basic Education Program - 2020-2024, ERASMUS+ project "CISI-Curriculum Innovation for Social Inclusion" – 2020-2023, Educator Reflection for Quality Early Inclusive Education-2021-2022, etc.) and actively participate in the university's annual conferences. Alongside continuous pedagogical activity, they directly coordinate the functioning of the program's core courses and their compliance with national and international requirements.

The qualifications of academic and invited personnel are confirmed by their possession of the knowledge, experience, and competencies necessary for achieving the learning outcomes envisioned by the program, as reflected in their CVs. Simultaneously, the results of academic and invited personnel surveys revealed that most staff identify professional development opportunities as the most significant factor in their university employment. The academic and invited personnel involved in program implementation actively participate in the educational program development and advancement process. Their involvement encompasses the evaluation of program objectives, learning outcomes, program structure, semester distribution of program components, course admission prerequisites, credit allocation for each course, contact and independent work hours, and sharing recommendations and advice related to these matters with program directors. Interviews with them confirmed that their recommendations were considered and reflected in the program's corresponding documentation.

The successful implementation of educational program is facilitated by administrative and support personnel with appropriate competencies working at the university: Vice-Rectors (in academic and research fields), Dean of the Faculty of Education Sciences, Head of the Faculty Quality Assurance Service, Assistant Deans of the Faculty, Head and Specialist of the Department of Education Sciences. Program implementation is also served by specialists from the university's computer centers, library personnel, and representatives of the Academic Process Management Service, whose activities are likewise regulated by Georgia's Law on Higher Education and university statutes. Program students are provided with an adequate number of administrative and support staff with appropriate competences. The appropriate interrelationship between academic and support personnel constitutes a significant factor in the successful implementation of the program. Program students are provided with an adequate number of administrative and support staff with appropriate competences.

<b>Programme 1 (Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education, II)<sup>8</sup></b>				
<b>Number of the staff involved in the programme (including</b>	Number of Programme Staff	Including the staff with sectoral expertise <sup>9</sup>	Including the staff holding PhD degree in	Among them, the affiliated academic staff

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

<sup>9</sup> Staff implementing the relevant components of the main field of study

academic, scientific, and invited staff)			the sectoral direction <sup>10</sup>	
<b>Total number of academic staff</b>	<b>30</b>	<b>4</b>	<b>26</b>	<b>23</b>
- Professor	6	0	6	6
- Associate Professor	12	0	12	12
- Assistant-Professor	5	0	5	5
- Assistant	0	0	0	0
<b>Invited Staff</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>Scientific Staff</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Evidences/Indicators

- The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education and syllabi;
- Resumes of personnel involved in program implementation, qualification documentation (diplomas), and publication lists;
- Functions of the heads of the Program, resumes, publication lists, and qualification documentation (diplomas);
- Academic personnel turnover indicators;
- Interviews with program heads;
- Interviews with academic and invited personnel;
- Academic personnel recruitment procedures;
- Methodology for determining staff-to-student ratios and maximum contingent limits;
- Information about the staff reflected in the Education Management Information System;

### Description and Analysis - Programme 2 (Teacher Training Educational Programme, Level I)

Based on the examination of the submitted academic personnel's files and interviews conducted during the institutional visit, it was determined that the experience and qualifications of the staff

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<sup>10</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

involved in program implementation correspond to the requirements of the academic courses envisioned within the program.

The rights and responsibilities of each individual participating in the implementation of the Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education including academic, research, and invited personnel - are defined by current legislation and the university's internal regulatory acts (job descriptions, qualification requirements, personnel files, etc.). The university operates under unified regulations for academic personnel recruitment and competition procedures, which outline the protocols for filling academic positions following the norms of Georgia's Law on Higher Education. The document describes competition conditions, documentation of receipt procedures, candidate evaluation stages, and the decision-making process.

The number, education, and experience of the personnel implementing the program ensure the achievement of the program's intended objectives. The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education involves 21 academic and invited personnel, including 18 academic staff members and 3 invited personnel holding a PhD degree in the sectoral direction. Among the academic personnel are 4 professors in sectoral directions (4 affiliated professors) and 11 associate (affiliated) professors in sectoral directions and 3 assistant professors in sectoral direction. The number of academic and invited personnel is adequate to the student population, and accordingly, the balance between academic and invited personnel ensures program sustainability. The determination of the number of academic and invited personnel and the distribution of workload is based on the methodology for determining the staff-to-student ratio and maximum student contingent established by Iakob Gogebashvili Telavi State University based on the methodology for determining the staff-to-student ratio and maximum student contingent.

The workload of academic and invited personnel also includes consultation hours with students. In the quantitative indicator document submitted for accreditation, the specified total number of students (32 students) creates an appropriate ratio with the human resources involved in the program. According to the university's current regulations, "a minimum of 1 academic staff member is allocated per 25 students in the primary education teacher preparation program. For subject teaching methodology, 1 academic staff member is allocated per 15 students." This respective data creates the possibility of ensuring the uninterrupted implementation of the educational process.

The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education has program heads who are affiliated professors at the university. They possess the academic and professional experience necessary for program implementation. They are directly involved in program execution, which was confirmed through interviews with them. Both of them participate in program evaluation and development, program implementation, student consultation, and various activities planned within the program framework. Furthermore, they are actively engaged in numerous local and international projects

(For example, USAID Basic Education Program - 2020-2024, ERASMUS+ project "CISI-Curriculum Innovation for Social Inclusion" – 2020-2023, Educator Reflection for Quality Early Inclusive Education-2021-2022, etc.) and actively participate in the university's annual conferences. Alongside continuous pedagogical activity, they directly coordinate the functioning of the program's core courses and their compliance with national and international requirements.

The qualifications of academic and invited personnel are confirmed by their possession of the knowledge, experience, and competencies necessary for achieving the learning outcomes envisioned by the program, as reflected in their CVs. Simultaneously, the results of academic and invited personnel surveys revealed that most staff identify professional development opportunities as the most significant factor in their university employment. The academic and invited personnel involved in program implementation actively participate in the educational program development and advancement process. Their involvement encompasses the evaluation of program objectives, learning outcomes, program structure, semester distribution of program components, course admission prerequisites, credit allocation for each course, contact and independent work hours, and sharing recommendations and advice related to these matters with program directors. Interviews with them confirmed that their recommendations were considered and reflected in the program's corresponding documentation.

The successful implementation of educational program is facilitated by administrative and support personnel with appropriate competencies working at the university: Vice-Rectors (in academic and research fields), Dean of the Faculty of Education Sciences, Head of the Faculty Quality Assurance Service, Assistant Deans of the Faculty, Head and Specialist of the Department of Education Sciences. Program implementation is also served by specialists from the university's computer centers, library personnel, and representatives of the Academic Process Management Service, whose activities are likewise regulated by Georgia's Law on Higher Education and university statutes. Students are provided with the appropriate number of administrative and support staff with adequate competencies. The appropriate interrelationship between academic and support personnel constitutes a significant factor in the successful implementation of the program.

<b>Programme 1 (Teacher Training Educational Programme, Level I)<sup>11</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	Number of Programme Staff	Including the staff with sectoral expertise <sup>12</sup>	Including the staff holding PhD degree in the sectoral direction <sup>13</sup>	Among them, the affiliated academic staff

<sup>11</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>12</sup> Staff implementing the relevant components of the main field of study

<sup>13</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>Total number of academic staff</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>18</b>
- Professor	4	0	4	4
- Associate Professor	11	0	11	11
- Assistant-Professor	3	0	3	3
- Assistant	0	0	0	0
Invited Staff	3	0	3	
Scientific Staff	0	0	0	

**\Evidences/Indicators**

- The Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education and syllabi;
- Resumes of personnel involved in program implementation, qualification documentation (diplomas), and publication lists;
- Functions of the heads of the Program, resumes, publication lists, and qualification documentation (diplomas);
- Academic personnel turnover indicators;
- Interviews with program heads;
- Interviews with academic and invited personnel;
- Academic personnel recruitment procedures;
- Methodology for determining staff-to-student ratios and maximum contingent limits;
- Information about the staff reflected in the Education Management Information System;

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

**Recommendations and suggestions according to the programmes:** N/A  
**Programme 1** (Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education, level II)  
**Recommendation(s):**  
 N/A  
**Suggestion(s):**  
 N/A  
**Programme 2** (Teacher Training Educational Programme, level I)  
**Recommendation(s):**  
 N/A  
**Suggestion(s):**  
 N/A

## Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	×	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	×	<input 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.

### Cluster and individual evaluation

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

<b>Programme 1 (name, level)<sup>14</sup></b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>These supervisors</b>	<b>Including the supervisors holding PhD degree in the sectoral direction<sup>15</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>16</b>	<b>13 (identified from personnel list)/ 3 (status unknown)</b>	<b>12</b>
<b>- Professor</b>	<b>3</b>	<b>3 hold Doctor of Education degrees</b>	<b>3</b>
<b>- Associate Professor</b>	<b>7</b>	<b>7 have diverse qualifications across all doctoral fields</b>	<b>7</b>
<b>- Assistant-Professor</b>	<b>2</b>	<b>2 hold Doctor of Education and Doctor of Educational Sciences</b>	<b>2</b>
<b>Invited Staff</b>	<b>1</b>	<b>1 holds Doctor of Educational Sciences</b>	<b>–</b>
<b>Scientific Staff</b>	<b>3 (status unknown)</b>		<b>–</b>

#### Description and Analysis - Programme 1 (Bachelor's and Master's Integrated Programme of Primary Education, Higher Education Level II, National Qualifications Framework Level VII)

Based on data triangulation, which includes analysis of cluster-presented program documentation and expert interview panel findings, **Bachelor's and Master's Integrated Programme of Primary Education** at the Faculty of Education and Sciences of LEPL Iakob Gogebashvili Telavi State University maintains a highly qualified academic faculty that aligns fully with modern educational standards.

<sup>14</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>15</sup> These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

The program implementation team, consisting of 30 members, includes affiliated and invited professors, associate and assistant professors, and lecturers who hold doctoral degrees in education, psychology, philology, biology, history, geography, and other fields. They ensure instruction across all core components - Georgian language and literature, mathematics, natural sciences, English language, psychology, pedagogy, and other domains.

Analysis of the master's thesis scheme (2023-2025) demonstrates that the academic personnel involved in the program actively participate in supervising students' research activities and effectively ensure the implementation of diverse thematic research in Georgian language and literature, mathematics, natural sciences, psychology, and other fields, reflecting an individualized approach tailored to each student's specific needs.

It was also revealed that thesis supervisors maintain active research engagement reflected in their international scholarly outputs and collaborative project involvement, allowing them to integrate current global research perspectives and advanced methodological approaches into their student mentorship activities.

During the site-visit interview process, the panel conducted comprehensive discussions with program coordinators, graduates, academic personnel, and program leaders to evaluate the distinctive approaches employed in master's thesis supervision and their impact on research quality.

The interview panel and enclosed documentation of the master's thesis scheme for the 2023-2025 period demonstrate the program's strategic commitment to incorporating multiple advisory perspectives. This co-supervisor model is designed to enhance collaborative supervision practices and raise the overall quality of student research outputs. The approach represents a shift from traditional single-supervisor models toward more comprehensive academic mentorship structures.

The concrete evidence of the collaborative supervision model is provided through examination of completed thesis work. Notably, the research titled "Enhancing Student Participation in Natural Science Education through Non-formal Learning Approaches," completed in 2024 by student Irina Sozashvili, exemplifies this approach. The thesis was supervised by Associate Professor Natela Baghatrishvili as primary supervisor and Associate Professor Hamlet Razmadze as co-supervisor. This case study demonstrates the program's practical implementation of dual advisory support, specifically addressing natural science pedagogy through innovative non-formal educational methodologies.

Through interviews with graduates, academic personnel, and program leaders, the panel determined that student-supervisor contact intensity is maintained consistently throughout the research process, with frequency and format adapted to individual student needs and specific project requirements. The thesis topic selection process emerged as a collaborative endeavor

between students and supervisors, where faculty members provide active guidance in research title development. This collaborative approach ensures that research topics maintain relevance to current academic discourse, demonstrate feasibility within available resources and timeframes, and align with established academic standards and program objectives.

The interview findings indicate that this personalized mentorship approach successfully balances individualized student support with maintenance of academic rigor in thesis preparation. The combination of collaborative supervision and adaptive student-supervisor engagement appears to create an environment conducive to high-quality research production while supporting students' academic and professional development throughout their thesis journey.

### **Evidences/Indicators**

- Personal files of supervisors and co-supervisors of MA students, and documents confirming the implemented studies ( The master's thesis scheme (2023-2025); MA thesis);
- Supervisor publications in international peer-reviewed journals / creative projects/ monographies published in the international publications;
- Interview results

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

### **Evaluation**

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

##### **If necessary,** description and analysis according to the education programmes

Telavi State University creates and strengthens an environment that supports the professional development of staff. Assessment, encouragement and development mechanisms are available at the same time.

Telavi State University systematically and regularly supports the professional development of academic and visiting staff, which includes encouraging both educational and scientific research and international activities.

Staff evaluation is based on an internal system for assessing educational and scientific workloads, which includes individual schemes and assessments on a semester and annual basis.

There is a “Scientific Productivity Assessment System”, which includes publications, conferences, participation in projects, research work with students, etc.

Based on the analysis of the results, a bonus system is implemented – staff are encouraged based on specific achievements.

The university ensures the improvement of personnel qualifications through both internal and external events: trainings, conferences, publication of articles, participation in grant projects, and training.

International mobilities and connections are actually used for the professional development of personnel - educational and research exchange programs are successfully implemented.

The interviews identified institutional support mechanisms for personnel training, participation in conferences, and involvement in STEM projects.

Resources are financially adjusted to the target principle, based on individual considerations.

Attention is paid to mechanisms for balancing academic and administrative workloads.

Participation in internal training of personnel and initiatives in the STEM direction were noted.

However, it would be desirable to diversify the evaluation system, develop a form of personal data presentation and update information (in some cases, data from recent years is scarce), and

strengthen mechanisms for improving the quality of feedback based on evaluation results. Also, improve the mechanisms for determining professional development needs.

**Description and Analysis - Programme 1 (Name and Level)**

**Evidences/Indicators**

- Regulation on "Funding of Research Projects"
- Regulation on "Affiliation of Academic Personnel with the University"
- CVs and List of Publications of Academic Personnel
- Interview results

**General recommendations of the cluster:**

**General suggestions of the cluster:**

It is desirable to

- develop a personal data form for academic staff and update it with the latest information
- Generalize the thematic analysis of assessment results at the level of structural units:

Analysis of assessment trends at the faculty level will help identify common professional needs and plan group training.

Integrate systematic analysis of student feedback:

- Use student feedback in the assessment process as a quality indicator and one of the bases for planning training.

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

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

Component 4.3 Professional development of	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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academic, scientific and invited staff				
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	✓	<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.

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

Based on the Self-Evaluation Report (SER) and the findings of the site visit, the programmes are supported by adequate and well-maintained material resources. The university provides the necessary infrastructure, including equipped classrooms, laboratories (Natural Science and STEM), a psychological support office, and computer rooms with internet access. A significant strength noted during the visit is the university's library infrastructure, which is good and has clear prospects for expansion. The SER (p. 58-59) confirms that students and staff have access to a range of international electronic databases (EIFL, Elsevier), which is a key information resource. However, the review visit also identified areas for improvement. While the core infrastructure is in place, there is a need to update learning resources to ensure they are current and reflect the latest developments in the field. Furthermore, the integration of modern educational technology into the teaching and learning environment could be enhanced. This is not necessarily a matter of purchasing new infrastructure, but rather of building awareness and capacity among staff and students to utilize the wide range of free tools and digital resources available to support learning.

#### Evidences/Indicators

- The Self-Evaluation Report (SER), particularly the section on Material Resources (p. 58-59).
- The summary points document from the external review visit, which notes "Library infrastructure – good with prospects of expanding" and identifies "Update resources with more recent ones" and "Integration of technology" as areas for improvement.
- The list of available electronic databases provided in the SER.
- Observations from the on-site tour of the university's facilities, including the library and classrooms.
- Results from interviews with students and staff regarding their access to and use of learning resources and technology.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

It is suggested that both educational programmes within the cluster strategically integrate modern educational technology into their teaching, learning, and assessment methodologies. This initiative does not require significant capital investment in new IT infrastructure. The focus, instead, should be on promoting awareness and building capacity among both academic staff and students to effectively utilize the vast ecosystem of free-to-use software and digital platforms that are foundational to contemporary pedagogy and research.

Some examples are: polling/quizzing: (e.g. Kahoot, Mentimeter); Collaboration/brainstorming: (e.g. Padlet, Miro); reference and citation management (e.g., Zotero, Mendeley), AI (e.g. ChatGPT, Gemini, Perplexity)

**Recommendations and Suggestions according to the programmes:**

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Evaluation**

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor’s and Master’s Integrated Programme of Primary Education, level 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

The financial sustainability of the educational programmes grouped in the cluster is guaranteed centrally at the university level (based on the revenue and expenditure categories of the university's budget). The budgets of the programmes are integrated with the university overall budget, ensuring financial stability and sustainability for specific programmes, as well as the stability of contracts signed with academic staff.

Main source of income in the University budget is the tuition fees. As revealed during an interview with the university's rector and administration representatives, approximately 1/3 of the budget is funds raised from international grants, which are spent for targeted purposes. The university has allocated approximately one and a half million GEL from both international and local grants to support research. In general, the university's mechanisms are focused on international activities. Last year, the university obtained two Erasmus+ grants, which the university is the coordinator of.

Expenditure in the educational programs budgets include: total salary of academic staff (according to the amount of staff rate workload and salary of the University associated professor), supervising master thesis, expenses for internship/practice, miscellaneous expenses such as salary of administrative and support staff, utility bills, lab equipment, expenses of cultural, sports, educational and exhibition events and other student activities, expenses incurred for research and development activities, purchasing book fund and electronic resource, scholarships, awards, encouragement, other expenses.

Expenses incurred for the purpose of research and development activities implies: Purchase of normative acts, reference and special literature, magazines and newspapers and publishing and printing (non-core activity) expenses related to the same goals, expenses of organizing sessions, conferences, congresses, seminars and other business meetings, expenses of internationalization). Other expenses comprise all types of expenses (for example, expenses of training, business trips, consumable materials, and other expenses).

**Description and Analysis - Programme 1 (Bachelor’s and Master’s Integrated Programme of Primary Education, Master's Level)**

In the educational program budget income and expenses of the program are calculated for 1 group, for 5 years teaching period. Tuition fee (1 student per year) -2250 GEL. Optimal number of students- 200 students. In the proposed program budget, the proposed income exceeds the costs of the implementation of the program (see narrative part of cluster evaluation above).

**Description and Analysis - Programme 2 (Teacher Training Programme)**

In the educational program budget income and expenses of the program are calculated for 1 group, for one year teaching period. Tuition fee (1 student per year) - 2250 GEL Optimal number of students- 50 students. In the proposed program budget, the proposed income exceeds the costs of the implementation of the program (see narrative part of cluster evaluation above).

**Evidences/Indicators**

- University budget for 2025 year
- Educational program budgets
- Documents (order/decision) proving that students/lecturers learning/research/professional development activities were funded by the University Results of surveys of students, graduates, personnel and employers
- Site-visit interviews
- Self-evaluation report submitted by the University.

**General recommendations of the cluster:)** None

**General suggestions of the cluster:** None

**Recommendations and Suggestions according to the programmes:**

**Programme 1 (Bachelor’s and Master’s Integrated Programme of Primary Education, Master's Level)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 2 (Teacher Training Programme)**

**Recommendation(s):** None

**Suggestion(s):** None

**Evaluation**

Component 4.5 Programme/faculty/school budget and programme financial sustainability	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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Bachelor's and Master's Integrated Programme of Primary Education, level 7)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	X	<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 collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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

The University has developed Internal Evaluation Mechanisms for Quality Assurance ([https://tesau.edu.ge/files/uploads/4/9/1/Internal Evaluation Mechanisms for Quality Assurance.pdf](https://tesau.edu.ge/files/uploads/4/9/1/Internal%20Evaluation%20Mechanisms%20for%20Quality%20Assurance.pdf)). In the process of elaboration of educational programmes academic and invited personnel collaborated with internal quality assurance service and took into consideration quality assurance results. In the process of the development of the programme together with university administrative and academic/invited personnel, other stakeholders also were involved such as potential employers, graduates, and students from related programmes.

To develop the programmes grouped in cluster, a self-evaluation group was created that regularly held meetings and discussed issues related to programme development. The programmes were developed following the principles of teamwork. Each member of the self-assessment group took care to eliminate the shortcomings identified during the work on the self-assessment report. In the work process, the internal evaluation of the programmes was carried out, the evaluation of the programmes by the quality assurance office, academic/invited staff, and the external evaluation by the partner organizations/Institutions of Higher Education. Feedback from internal and external evaluations was taken into account in the educational programme.

The quality assurance system at the university operates based on the principles "Plan, Implement, Check, Act" (PDCA) cycle. Quality assurance is a continuous process and internal quality assurance mechanisms are implemented in it. The University develops strategic development and action plans (<https://tesau.edu.ge/universitetis-strategiuli-ganvitarebis-gegma>) as well as discusses annual reports of the quality assurance office. The quality assurance system describes all the elements involved in the quality improvement process of the university. It is an integral part of the university management process: planning, organizing, and monitoring. The system operates in the context of the university's mission, policies, legal and other obligations, and is based on the basic principles and standards that guide the university in its functioning.

In General, the quality assurance service is engaged in consulting activities for the faculty to implement educational activities in accordance with the standards established by the legislation. The Quality Assurance Department collaborates closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

For the monitoring and evaluation of the electronic/distance learning process the university adopted the regulations for using electronic services of the University (<https://tesau.edu.ge/iuridiuli-cnobari-debulebebi1>) to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. At the time of accreditation expert group visit, no distance/hybrid study processes were in place. The university plans to implement a distance/hybrid study process in the nearest future according to the current Georgian legislation.

## Evidences/Indicators

- Educational programs and syllabi
- Provision of Quality Assurance Office <https://tesau.edu.ge/en/martvis-organoebi/debuleba10>
- Internal Evaluation Mechanisms for Quality Assurance ([https://tesau.edu.ge/files/uploads/4/9/1/Internal Evaluation Mechanisms for Quality Assurance.pdf](https://tesau.edu.ge/files/uploads/4/9/1/Internal_Evaluation_Mechanisms_for_Quality_Assurance.pdf))
- Instruction for Planning, Elaborating, Implementing, Developing and Canceling Academic Educational Programmes
- Methodology for Determining the Ratio of Staff and Students and Marginal Body of Students <https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Study Process Regulatory Rule and Regulation of Examination Center <https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Rule of Using Electronic Services of the University <https://tesau.edu.ge/iuridiulicnobaridebulebebi1>
- Job market analysis
- Programs learning outcomes map
- Maps of evaluation of programme learning outcomes
- Classroom observation results
- Evaluation results/reports of academic staff research activities
- Analysis of students' academic performance
- Evaluation rule and evaluation results of master thesis supervision
- External evaluation of educational programmes
- Decision about creation of self-assessment group
- Minutes of the Self-Assessment Group meetings
- List of the similar foreign educational programmes for Bachelor's and Master's Integrated Programme of Primary Education
- Annual reports of Quality Assurance Department
- Results of surveys of students, graduates, personnel and employers
- Site-visit interviews
- Self-evaluation report submitted by the University.

**General recommendations of the cluster: None**

**General suggestions of the cluster: None**

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

**Programme 1** (Bachelor's and Master's Integrated Programme of Primary Education, Master's Level)

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 2** (Teacher Training Programme)

**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
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

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

The external mechanisms for the evaluation of the quality of educational process are authorization and accreditation processes according the 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 to the National Center for Education Quality Development in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the programmes take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be

implemented in the programmes are discussed by the heads of the program and the staff involved in the programme.

**Bachelor's and Master's Integrated Programme of Primary Education** was accredited in 2018 (Decision of Educational Programmes Accreditation Board Meeting; # 33, 08/08/2018). The program, in addition, was evaluated by the local experts From Akaki Tseretely State University (Georgia) and Caucasus University (Georgia). The educational programme has been compared with the National Sectoral Characteristics/Benchmark document of [General Education Benchmarks of Primary Level Teachers \(Order MES 5 24 0000597508 30.05.2024\)](https://eqe.ge/ka/page/static/1025/ganatileba)(<https://eqe.ge/ka/page/static/1025/ganatileba>).

**Teacher Training Programme** was accredited in 2016 (Decision of Educational Programmes Accreditation Board Meeting; # 1, 17/03/2016). The program, in addition, was evaluated by the local expert From Akaki Tseretely State University (Georgia). The educational programme has been compared with the National Sectoral Characteristics/Benchmark document of [The Subject Benchmark Statement of Teacher Training \(Order MES 8 24 0000597510 30.05.2024\)](https://eqe.ge/ka/page/static/1025/ganatileba)(<https://eqe.ge/ka/page/static/1025/ganatileba>).

In the post-accreditation period, changes were systematically made to the programmes in accordance with the recommendations of the Educational Programmes Accreditation Council. For example, permanent improvement of curricula, learning and teaching methods, assessment methods, modification/creation of new and old courses, updating literature, strengthening and developing cooperation with employers was carried out.

Periodic external evaluation of the quality of the educational programmes at the university is carried out with the involvement of graduates and employers. The results of the survey of industry professionals, partners and other interested parties such as alumni were taken into account. The results of the analysis of the employers' requirements were also taken into account.

#### **Evidences/Indicators**

- Educational programmes and syllabi
- Internal and external evaluation mechanisms for quality assurance
- Job market analysis
- External evaluations of educational programmes by local experts from partner institutions of higher education and research institutions
- Results of surveys of students, graduates, personnel and employers
- Site-visit interviews
- Self-evaluation report submitted by the University.

**General recommendations of the cluster: None**

**General suggestions of the cluster: None**

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

**Programme 1** (Bachelor's and Master's Integrated Programme of Primary Education, Master's Level)

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2** (Teacher Training Programme)

**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
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	✓	<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.

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#### Cluster and individual evaluation

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

The Quality Assurance Department of the university periodically monitors the quality of the development and implementation of educational programmes. Based on the monitoring results, the relevant recommendations, suggestions for possible changes, and conclusions are developed for the further development of educational programmes. Within the framework of the mentioned process, the Quality Assurance Department regularly checks the library's book fund (including textbooks and other educational materials in their physical condition, quantity, and compliance with the syllabi).

The Quality Assurance Department conducts questionnaire surveys for students, alumni, personnel and employers to get feedback from all interested parties and ensure the quality of educational process, educational programmes and study courses implementation. It also analyzes the results of classroom observations. Based on the analysis of surveys, the Quality Assurance Department develops recommendations and instructions in order to enhance the quality of teaching and to ensure further development of programmes.

The university conducts students' satisfaction surveys as well as the surveys to evaluate the main (mandatory) study courses at the end of each semester. It also analyzes the opinions and recommendations of specialists in the field.

As part of monitoring and evaluation of the program, the institution also evaluates the achievement of the set goals of the program and the learning outcomes of the program. The quality assurance service has developed a mechanism for evaluating the learning outcomes of each program presented in the cluster and presented documents for evaluating the learning outcomes of the educational programs. However, it should be noted that these documents are an assessment of compliance with the established requirements of the program itself and an analysis of the students' academic performance. This is an indirect assessment of the achievement of learning outcomes of the program. The final evaluation of the study course is provided as a direct method of evaluating the specific result of the educational program, which is not recommended according to the guidelines for the evaluation of accreditation standards developed by the National Center for Education Quality Enhancement

It is recommended that Quality Assurance Service should use as a direct assessment of the achievement of the program learning outcomes the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the learning outcome. The University should consistently and robustly implement quality assurance mechanisms for evaluating the learning outcomes of the programme.

It should be noted that during the site visit a group of experts requested benchmarking/comparison documents of educational programs with analogical foreign and local programs. The institution presented a list of similar foreign educational programmes for Bachelor's and Master's Integrated Programme of Primary Education. The list indicates three foreign institutions without any analysis of how educational programs of the University are similar or different from the foreign programs.

**It is recommended that Quality Assurance Service should periodically compare educational programmes with similar programmes from foreign and local universities to apply modern requirements and the best international practices.**

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 programmes.

#### **Evidences/Indicators**

- Educational programs and syllabi
- Provision of Quality Assurance Office <https://tesau.edu.ge/en/martvis-organoebi/debuleba10>
- Internal Evaluation Mechanisms for Quality Assurance ([https://tesau.edu.ge/files/uploads/4/9/1/Internal\\_Evaluation\\_Mechanisms\\_for\\_Quality\\_Assurance.pdf](https://tesau.edu.ge/files/uploads/4/9/1/Internal_Evaluation_Mechanisms_for_Quality_Assurance.pdf))
- Instruction for Planning, Elaborating, Implementing, Developing and Canceling Academic Educational Programmes
- Methodology for Determining the Ratio of Staff and Students and Marginal Body of Students <https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Study Process Regulatory Rule and Regulation of Examination Center <https://tesau.edu.ge/en/martvis-organoebi/debulebebi>
- Rule of Using Electronic Services of the University <https://tesau.edu.ge/iuridiulicnobari/debulebebi1>
- Job market analysis
- Programs learning outcomes map

- Maps of evaluation of programme learning outcomes
- Classroom observation results
- Evaluation results/reports of academic staff research activities
- Analysis of students' academic performance
- Evaluation rule and evaluation results of master thesis supervision
- External evaluation of educational programmes
- Decision about creation of self-assessment group
- Minutes of the Self-Assessment Group meetings
- List of the similar foreign educational programmes for Bachelor's and Master's Integrated Programme of Primary Education
- Annual reports of Quality Assurance Department
- Results of surveys of students, graduates, personnel and employers
- Site-visit interviews
- Self-evaluation report submitted by the University.

#### General recommendations of the cluster:

- Use as a direct assessment of the achievement of the program learning outcomes the specific assessment component/activity from third level (reinforcement level) study courses, which directly measures the learning outcome. The University should consistently and robustly implement quality assurance mechanisms for evaluating the learning outcomes of the programme.
- Compare periodically the educational programmes with similar programmes from foreign and local universities to apply modern requirements and the best international practices.

#### General suggestions of the cluster: None

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

**Programme 1** (Bachelor's and Master's Integrated Programme of Primary Education, Master's Level)

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2** (Teacher Training Programme)

**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
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

<b>5. Teaching Quality Enhancement Opportunities</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
Bachelor's and Master's Integrated Programme of Primary Education, level 7)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training Educational Programme, level 6)	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

**Compliance of the programmes with the standards**

<div style="text-align: center;"> <p>Contents</p> <p>Standard</p> </div>	<p>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</p>	<p>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</p>	<p>3. Student Achievements, Individual Work with them</p>	<p>4. Providing Teaching Resources</p>	<p>5. Teaching Quality Enhancement Opportunities</p>
<p>Bachelor's and Master's Integrated Programme of Primary Education, level 7)</p>	<p>Substantially complies with requirements</p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>
<p>Teacher Training Educational Programme, level 6)</p>	<p>Substantially complies with requirements</p>	<p>Substantially complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>	<p>Complies with requirements</p>

Signatures

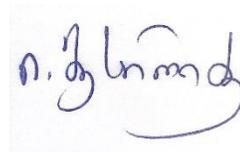
Chair of Accreditation Experts Panel

Full name, signature Vangelis Tsiligkiris



Of the member(s) of the Accreditation Experts Panel

Full name, signature Irma Mesiridze



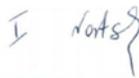
Full name, signature Maia Chkotua



Full name, signature Nino Pkhakadze



Full name, signature Ia Natsvlshvili



Full name, signature Nino Alavidze

ბ. სოსოძე