



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

English Language Bachelor Education Program of Sinology

LLC Georgian International University GIU

**Tbilisi
2026**

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LLC Georgian International University GIU
Identification Code of Institution	204555524
Type of the Institution	University

Expert Panel Members

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	სინოლოგია
Name of Higher Education Programme (in English)	Sinology
Level of Higher Education/programme	First level of academic higher education (Bachelor's degree) Select Appropriate
Qualification to be Awarded ²	სინოლოგიის ბაკალავრი Bachelor of Sinology
Name and Code of the Detailed Field	0231 ენის დაუფლება Language Acquisition
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	English
Number of ECTS credits	240 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	-

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

³ In case of Integrated Bachelor's–Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on Education Programme

The Bachelor of Sinology program at the Georgian International University (GIU) is a four-year academic program offering 240 ECTS credits distributed as follows:

- Compulsory courses in the core field of study – 142 credits
- Elective courses in the core field of study – 58 credits
- Compulsory courses in the free component – 12 credits
- Elective courses in the free component – 28 credits.

The program focuses on the study of Chinese language, culture, history, economics, politics, and philosophy. It aims to develop students' competencies in the Chinese language, while providing a broad understanding of China's historical, social, and political context. The curriculum includes both theoretical and practical components, with mandatory internships and a bachelor's thesis. The program is taught in English and includes various teaching methods such as lectures, practical work, group projects, and e-learning. It is supported by modern resources, including access to digital databases and other learning tools. Graduates are prepared for careers in fields such as diplomacy, international organizations, translation, tourism, and research. The program also allows for further education in related graduate programs.

▪ Overview of the Accreditation Site Visit

The site visit took place on 5th of December. The expert panel held a preparatory meeting with the representative of the NCEQE, before the site visit. During this preparatory meeting, all the necessary issues related to the evaluation were discussed and sufficiently clarified. The panel of experts was effectively supported by the representatives of the NCEQE. The efficient interpretation during the visit was provided by NCEQE.

The panel, and specifically the chair, expresses their deepest gratitude to all involved in the preparation of the site visit. Special gratitude is expressed to the representatives of NCEQE who made sure that the whole process goes smoothly. NCEQE representatives were available to the members during the whole process. The report was written by the whole team and general consensus on comments and assessments was reached. The chair of the panel expresses her deepest gratitude to the whole team for their active and efficient participation.

▪ Brief Overview of Education Programme Compliance with the Standards

▪ Recommendations

1. It is recommended to clarify and adjust the objective regarding broad knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents and make sure that is explicitly linked to courses in the curriculum. (Standard 1.1.)
2. It is recommended to reassess the objective “develop students’ competencies in effective writing, reading, listening, speaking, and translating in Chinese, through the use of both basic and complex grammatical and linguistic structures” to make sure that is clearly articulated, internally consistent, and explicitly linked to courses in the curriculum. (Standard 1.1)

3. It is recommended to the HEI to revise the learning outcomes to ensure consistency, and alignment with students' actual language proficiency and curriculum coverage. The stated ability to "effectively use Chinese at a basic level" should be updated to reflect an "intermediate level" of proficiency. (Standard 1.2)
4. It is recommended to the HEI to specify the language of translation in the learning outcomes. (Standard 1.2)
5. It is recommended to the HEI to incorporate writing as an essential language skill in the outcomes. (Standard 1.2)
6. It is recommended to the HEI to schedule the internship in a semester prior to the bachelor's thesis and its prerequisites should be revised accordingly. (Standard 1.4)
7. The second program objective in the academic program should be changed to: "*Foster basic knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents,*" unless the Sinology program is revised to ensure students can indeed acquire broad knowledge in these fields. (Standard 1.4)
8. Additional diplomatic Chinese-related themes and vocabulary should be integrated either into the mandatory Chinese language courses or into the *Translation Techniques and Strategies* course. (Standard 1.4)
9. The syllabus of the *Chinese Language Teaching Methodology* course should be corrected to indicate *Chinese Language 5* as its prerequisite, in accordance with the curriculum. (Standard 1.5)
10. The learning outcomes of the *Chinese Language – Media* course should be adjusted. The phrase "fluently" should be replaced with "at an intermediate Chinese level." (See the Summary and Analysis section above for additional details.) (Standard 1.5)
11. The syllabus of *HSK 2* should list *Chinese Language 1* as its prerequisite, in order to align with the curriculum and the course status should be revised to "Elective." (Standard 1.5)
12. The syllabi for the elective courses *HSK 2* and *HSK 3* should be revised to ensure that the full content of the corresponding HSK levels is covered, rather than only selected units. Given that the content of *HSK 4* cannot reasonably be taught within a single semester due to its scope, the *HSK 4* elective should be divided into two courses: *HSK 4 (1)* and *HSK 4 (2)*. (Standard 1.5)
13. The compulsory teaching material for *General Situation of China - Guo Peng & Cheng Long, China Panorama* (2012) - should be updated or supplemented with more recent materials, so that it adequately reflects current developments and trends in Chinese society. (Standard 1.5)
14. The YouTube video links listed under Additional Resources in the *Chinese Language – Speaking* syllabus should be updated, as the current links appear to be unavailable. (Standard 1.5)
15. It is recommended that the university include English language skills development courses as obligatory components of the curriculum to ensure the achievement of learning outcomes, given that this is an English-language program and Georgian students are accepted with a B1 level of English. (Standard 2.1.)

- **Suggestions**

1. It is suggested to the HEI to further develop mechanisms for the familiarization of external stakeholders with the results and analysis of learning outcomes evaluation. (Standard 1.3.)
2. It is suggested that the requirement of “receiving at least 60 points in English” be revised to “60 points out of 70”. (Standard 2.1.)
3. It is suggested that the HEI expand its network of partner organizations in the future by incorporating a wider variety of institutions, such as educational establishments and international organizations. (Standard 2.2.)
4. It is suggested that quality culture establishment be the overall goal in quality assurance (implying widely shared awareness of and responsibility for good quality). (Standard 5.1.)

- **Brief Overview of the Best Practices (if applicable)⁴**

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

LLC Georgian International University GIU has been informed of the contents of the accreditation draft report submitted by the panel of experts and communicated to the National Center for Educational Quality Enhancement.

The HEI accepted most of the recommendations proposed by the panel of experts. In this section we first include all recommendations, followed by the argumentative position of HEI and additional elaboration by the panel of experts for the last recommendation. The panel of experts retains all the recommendations.

1. It is recommended to clarify and adjust the objective regarding broad knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents and make sure that is explicitly linked to courses in the curriculum. (Standard 1.1.)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: The institution shares the recommendation. Accordingly, the objective of the educational programme was reviewed and revised. The initial formulation — “to provide basic knowledge of Chinese literature, philosophical doctrines, art, and religious movements” — was revised as follows: “to provide basic knowledge of Chinese literature, philosophical doctrines, art, and major religious currents.” The programme objective is directly linked to the following courses: General Situation of China, Chinese Culture, History of Chinese Literature, and History of Ancient Chinese Art. In addition, these topics are partially covered within the framework of Chinese History courses, which ensures the consistent and integrated development of knowledge.

⁴ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

2. It is recommended to reassess the objective “develop students’ competencies in effective writing, reading, listening, speaking, and translating in Chinese, through the use of both basic and complex grammatical and linguistic structures” to make sure that is clearly articulated, internally consistent, and explicitly linked to courses in the curriculum. (Standard 1.1)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: The institution shares the recommendation. The original objective — “to develop students’ competencies in effective writing, reading, listening, speaking, and translating in Chinese, through the use of both simple and complex grammatical and linguistic structures” — was reviewed and reformulated as follows: “to develop students’ skills in writing, reading, listening, speaking, as well as in performing oral and written translation in Chinese.” Achievement of this objective is ensured through the courses included in the curriculum, such as: Introduction to Linguistics, Chinese Language I– VII, Chinese Language – Listening, Chinese Language – Speaking, Chinese Language – Writing (Written Skills), Translation Techniques and Strategies, and Text Summarization, Reviewing, and Translation. Taken together, these courses ensure the systematic development of students’ Chinese language proficiency and translation skills.

3. It is recommended to the HEI to revise the learning outcomes to ensure consistency, and alignment with students’ actual language proficiency and curriculum coverage.

The stated ability to “effectively use Chinese at a basic level” should be updated to reflect “intermediate level” of proficiency. (Standard 1.2)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: Learning outcome No. 4 of the programme was revised. The original formulation — “effectively uses Chinese at a basic level in both written and oral communication in everyday life with various target audiences” — was replaced with the following: “effectively uses Chinese at an intermediate level in both written and oral communication in everyday life with various target audiences.” This change ensures consistency and alignment between the stated learning outcomes, students’ actual language proficiency, and the content of the educational programme.

4. It is recommended to the HEI to specify the language of translation in the learning outcomes. (Standard 1.2)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: The University revised Learning Outcome No. 7. The original learning outcome — “reads, listens to, understands, translates, and analyses thematic texts in Chinese, and conducts field-related discussions smoothly on various issues” — was reviewed and reformulated as follows: “writes, reads, listens, and speaks in Chinese; performs Chinese–English and English–Chinese translations of intermediate complexity; analyses thematic texts; and effectively conducts discussions on various issues.” This revision clearly specifies the languages of translation and fully addresses the accreditation recommendation.

5. It is recommended to the HEI to incorporate writing as an essential language skill in the outcomes. (Standard 1.2)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI:

This recommendation was addressed through the revision of the learning outcomes. In Learning Outcome No. 7, writing skills were explicitly included as one of the core components of Chinese language competence, alongside reading, listening, speaking, and translation skills. This change ensures a comprehensive presentation of language competencies and reflects the programme's emphasis on the systematic development of students' writing skills (see Recommendation No. 4).

6. It is recommended to the HEI to schedule the internship in a semester prior to the bachelor's thesis and its prerequisites should be revised accordingly. (Standard 1.4)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: The course "Internship" was moved to the 7th semester, and the following courses were defined as its prerequisites: General Situation of China, Chinese Culture, Chinese Language 6, and Translation Techniques and Strategies. This ensures that the internship is implemented based on students' appropriate academic preparation.

7. The second program objective in the academic program should be changed to: "Foster basic knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents," unless the Sinology program is revised to ensure students can indeed acquire broad knowledge in these fields. (Standard 1.4)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: This change is reflected within the framework of Recommendation No. 1. Accordingly, Programme Objective No. 2 was reviewed and revised. The original formulation — "to provide basic knowledge of Chinese literature, philosophical doctrines, art, and religious currents" — was replaced with the following: "to provide basic knowledge of Chinese literature, philosophical doctrines, art, and major religious currents."

8. Additional diplomatic Chinese-related themes and vocabulary should be integrated either into the mandatory Chinese language courses or into the Translation Techniques and Strategies course. (Standard 1.4)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: In line with this recommendation, additional topics

and vocabulary related to Diplomatic Chinese have been integrated into the course "Translation

Techniques and Strategies." The course now includes relevant materials covering the lexical and stylistic features of diplomatic texts, which contributes to the development of students' professional language and translation competencies

9. The syllabus of the Chinese Language Teaching Methodology course should be corrected to indicate Chinese Language 5 as its prerequisite, in accordance with the curriculum. (Standard 1.5)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: Relevant revisions were made to the syllabus of the course "Methodology of Teaching the Chinese Language," and, in accordance with the curriculum, "Chinese Language 5" was designated as a prerequisite. This ensures the logical sequencing of the course content and an appropriate level of students' academic preparation.

10. The learning outcomes of the Chinese Language – Media course should be adjusted. The phrase “fluently” should be replaced with “at an intermediate Chinese level.” (See the Summary and Analysis section above for additional details.) (Standard 1.5)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: Taking the recommendation into account, the learning outcome of the course “Chinese Language – Media” was reviewed and revised. The original formulation — “reads and translates newspaper articles fluently in Chinese” — was replaced with the following: “reads and translates newspaper articles of intermediate complexity in Chinese.”

11. The syllabus of HSK 2 should list Chinese Language 1 as its prerequisite, in order to align with the curriculum and the course status should be revised to “Elective.” (Standard 1.5)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: In accordance with the curriculum, “Chinese Language 1” was specified as a prerequisite in the syllabus of HSK 2, and the status of the course was reviewed and defined as elective. This ensures the logical sequencing of learning and alignment of the course with the curriculum.

12. The syllabi for the elective courses HSK 2 and HSK 3 should be revised to ensure that the full content of the corresponding HSK levels is covered, rather than only selected units. Given that the content of HSK 4 cannot reasonably be taught within a single semester due to its scope, the HSK 4 elective should be divided into two courses: HSK 4 (1) and HSK 4 (2). (Standard 1.5)

Answer from the panel of experts: The HEI shares the recommendation.

Argumentative position of the HEI: In accordance with the recommendation, the elective courses HSK 2 and HSK 3 were reviewed to ensure full coverage of the learning content corresponding to the respective HSK levels. In addition, the programme was supplemented with the elective courses HSK 4 (1) and HSK 4 (2), which enable the gradual and sequential study of HSK 4 material. These courses provide students with the opportunity, if they so wish, to select examination-oriented courses in parallel with the core Chinese language courses and to prepare for HSK examinations.

13. The compulsory teaching material for General Situation of China - Guo Peng & Cheng Long, China Panorama (2012) - should be updated or supplemented with more recent materials, so that it adequately reflects current developments and trends in Chinese society. (Standard 1.5)

Answer from the panel of experts: The HEI considers the recommendation.

Argumentative position of the HEI: The main textbook for the course General Situation of China has been updated and is now Understanding China (中国情况), 2019.

The textbook General Situation of China: China Panorama (Guo Peng & Cheng Long, 2012) will be used as an additional learning resource.

14. The YouTube video links listed under Additional Resources in the Chinese Language – Speaking syllabus should be updated, as the current links appear to be unavailable. (Standard 1.5)

Answer from the panel of experts: The HEI considers the recommendation.

Argumentative position of the HEI: The University has taken the recommendation into account. In the syllabus of the course “Chinese Language – Speaking,” the YouTube video links listed in the Additional Resources section were updated, thereby ensuring their accessibility and alignment with the requirements of the teaching and learning process.

15. It is recommended that the university include English language skills development courses as obligatory components of the curriculum to ensure the achievement of learning outcomes, given that this is an English-language program and Georgian students are accepted with a B1 level of English. (Standard 2.1.)

Answer from the panel of experts: The HEI does not share the recommendation, but the panel of experts keeps this recommendation.

Argumentative position of the HEI: The programme is delivered in English, and therefore admitted students are required to already possess an appropriate level of English language proficiency. In addition, it is clarified that Georgian-speaking students admitted through the Unified National Examinations will receive additional information specifying that, prior to enrolment in the programme, additional interview will also be required, in addition to achieving a minimum score of 60 points on the English language examination. This information will be explicitly indicated in the applicant questionnaire.

Additional argumentation of the panel of experts: Since Georgian students may be admitted with a B1 level, English language skills development courses as mandatory courses provide a systematic and equitable way to support their progression to the required B2 level early in the program. As the program is delivered entirely in English, insufficient language proficiency can hinder students’ ability to understand lectures, participate in discussions, and complete academic assignments at the required level. Relying solely on interviews to verify language proficiency may be subjective; formal coursework ensures a transparent, standardized, and documented approach to language competence development.

▪ **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**

- **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master’s students to supervisors; supervisors’ workload scheme;

The program demonstrates a reasonable balance between academic and invited staff, with 19 academic staff members and 8 invited specialists, totaling 27 people involved in program implementation. The academic staff includes 17 affiliated personnel comprising 3 professors, 11 associate professors, and 5 assistant professors, indicating a hierarchical structure with representation across academic ranks. This composition suggests program sustainability, as the majority of instruction appears to be delivered by affiliated academic staff rather than being overly dependent on invited specialists.

- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;

The university’s academic staff demonstrates notable research productivity across various scholarly activities. They have produced 12 publications in local journals and 15 publications

in international journals. The faculty has delivered 15 presentations at local conferences and an equal number of 15 presentations at international conferences. Additionally, the academic community has achieved 20 other scientific and research indicators, reflecting a diverse range of scholarly contributions and engagement in the academic field.

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);
- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;
 - **Analysis of other quantitative data** provided in the self-assessment and annexes.
- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.**

III. Summary Table of Compliance of the programmes with the standards

	Standard	Evaluation
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Substantially
1.1	Programme Objectives	Substantially
1.2	Programme Learning Outcomes	Substantially
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies
1.4	Structure and Content of Educational Programme	Substantially
1.5	Academic Course/Subject	Substantially
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies
2.1	Programme Admission Preconditions	Substantially
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies
2.3	Teaching and Learning Methods	Complies
2.4	Student Evaluation	Complies
3.	Student Achievements and Individual Work with Them	Complies
3.1	Student Consulting and Support Services	Complies
3.2	Master's Student Supervision	N/A
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	N/A
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies
4.4	Material Resources	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
5	Teaching Quality Enhancement Opportunities	Complies
5.1	Internal Quality Evaluation	Complies
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Complies

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[Assessment criteria](#)

Definitions:

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

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

Careful analysis of the study programme and supporting documents shows that the second objective—which states that the programme fosters broad knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents—is not fully supported in the curriculum. The study programme includes *History of Chinese Literature*, *History of Ancient Chinese Art*, *Chinese Culture*, and *Introduction to Chinese Studies* as mandatory courses. The course *History of Chinese Literature* cannot by itself foster broad knowledge of Chinese literature; in addition, it also promises broad knowledge of philosophical schools and religions. These topics are only marginally included in the mandatory courses. In the list of elective courses, *Chinese Philosophical Doctrines* and *Religions in China* address philosophical schools and religious currents in more detail.

The third objective states that the programme develops students' competencies in effective writing, reading, listening, speaking, and translating in Chinese, using both basic and complex grammatical and linguistic structures. As the teaching language is English, it is presumed—but not explicitly stated—that students are expected to translate from English into Chinese. Given that the programme is delivered in English and the majority of students enter with only B1 proficiency, the expectation that they will translate into Chinese is not realistic. At this level of English proficiency, students lack the linguistic accuracy required to interpret source texts in English and to render them into Chinese, a typologically distant language requiring advanced competence. The programme does not include any courses that would support students' development of English language skills. This objective also combines entirely different levels of difficulty—i.e., “basic grammatical structures” (beginner level) and “complex grammatical structures” (advanced level required for translation). Combining these expectations in one objective makes the target level unclear and internally inconsistent.

The programme objectives to a certain extent reflect the knowledge, skills, and competences the programme aims to develop in graduate students, but it is necessary to make the corrections already elaborated above. The objectives are consistent with the mission, objectives, and strategy of the HEI. The mission of the HEI is “to establish a cutting-edge knowledge platform for the

global education market; delivering top-notch instruction grounded in applied research; broadening and enhancing the scope of staff and student international contacts; preparing a competitive graduate who meets the demands of the regional and global labor markets, one who will be able to quickly adjust to changing circumstances and is grounded in moral and democratic values.” Its vision is to focus “on contemporary issues, with a primary emphasis on the excellence and creativity of internationalizing teaching and research. Through the establishment of national and multicultural values in the consciousness of the next generation and the development of civil society, the university—with its team of professionals, modern academic higher education programmes, well-equipped infrastructure, theoretical and practical training, and training of creative and free-thinking graduates with appropriate competencies corresponding to the modern requirements of the local and international labor market—promotes the acquisition, use, and dissemination of quality knowledge.”

The HEI has considered local labour market demands, trends, and the needs of the international labour market, as the demand for sinologists is very high both in Georgia and internationally. The programme objectives reflect key issues of the internationalization of the educational programme and are aligned with the HEI’s Internationalization Policy. It was confirmed during the visit that the objectives are shared by the persons involved in the programme.

Evidences/Indicators

- Study program
- Labor market analysis
- Interview results
- Website

Recommendations:

1. It is recommended to clarify and adjust the objective regarding broad knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents and make sure that is explicitly linked to courses in the curriculum.
2. It is recommended to reassess the objective “develop students’ competencies in effective writing, reading, listening, speaking, and translating in Chinese, through the use of both basic and complex grammatical and linguistic structures” to make sure that is clearly articulated, internally consistent, and explicitly linked to courses in the curriculum.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 <u>Programme Objectives</u>	Select Appropriate Substantially

1.2 Programme Learning Outcomes

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

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

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

Learning outcomes of the programme correspond to the aims of the programme to a certain extent and cover the main knowledge, skills, and responsibility and autonomy envisaged by the content. Implementing the revisions to the learning outcomes that will be elaborated in detail will ensure their full alignment with the programme's aims, strengthening the coherence between intended objectives and the knowledge, skills, and competencies acquired by students. Regarding their measurability, achievability, and how realistic they are, it is necessary to clarify the skill levels. Outcome 4 currently describes basic-level communication, while Outcome 7 expects advanced academic proficiency. Outcome 7 combines multiple complex skills (reading, listening, comprehension, translation, analysis, and discussion) into a single outcome. It is also necessary to specify the language of translation in the outcome 7, as it is written that the bachelor of Synology will have the ability to read, listen to, comprehend, translate, and analyze thematic texts in Chinese. It is not clear whether they will translate in Chinese from Georgian or English. The HEI should consider breaking it into distinct, measurable outcomes to make assessment feasible and transparent. The HEI must incorporate writing as an essential language in the outcomes. It is necessary to revise the learning outcomes in order to make them measurable, achievable, and realistic. With the necessary revisions, in particular to Outcomes 4 and 7, consistency with the appropriate level of qualification, the detailed field descriptor, and the qualification to be awarded will be achieved. The learning outcomes are mainly consistent with the employment demands of the programme and enable graduates to continue their education to the next level. The same could be claimed for the peculiarities of the field of study and labour market demands. However, the HEI should clearly define the intended target level of Chinese language proficiency, separate complex skills into measurable outcomes, and ensure that each outcome is fully supported by the curriculum. During the visit, it was confirmed that the academic staff were involved in the development process, and employers also confirmed that they were consulted. Graduates confirmed their close connection with the university; however, as the programme is new, they could not be consulted regarding the development of the learning outcomes for this particular programme. Student representatives also highlighted their satisfaction with the support they

receive from the HEI. During the visit, it was also confirmed that stakeholders, in particular representatives of employers, were provided with information about the learning outcomes.

Evidences/Indicators

- Study programme;
- Syllabi;
- Programme Objectives and Learning Outcomes Mapping and Curriculum Mapping;
- Interviews;
- Website;

Recommendations:

- It is recommended to the HEI to revise the learning outcomes to ensure consistency, and alignment with students’ actual language proficiency and curriculum coverage. The stated ability to “effectively use Chinese at a basic level” should be updated to reflect an “intermediate level” of proficiency.
- It is recommended to the HEI to specify the language of translation in the learning outcomes.
- It is recommended to the HEI to incorporate writing as an essential language skill in the outcomes.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Select Appropriate Substantially

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

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

The panel finds that the HEI has established a formal framework for the development, assessment, and periodic evaluation of programme learning outcomes. The instruments and procedures used to assess the programme's learning outcomes are governed by the university's document "**Methodology for Establishing and Evaluating the Learning Outcomes of the Programme.**" In line with this methodology, programme learning outcomes are assessed according to a predefined plan that applies both direct and indirect evaluation methods and clearly specifies the tasks, timing, and responsible parties for assessing each learning outcome. The assessment system takes into account the characteristics of the field and the education level, enabling the HEI to determine the extent to which programme learning outcomes are achieved. To assess the attainment of learning outcomes, a specific target benchmark is defined for each outcome. These benchmarks are designed using an individualized approach that considers the programme, the specific course, and the intended learning outcome. Each learning outcome is progressively developed across three levels: acquaintance, deepening, and reinforcement.

Within the framework of indirect assessment of learning outcomes, students' self-evaluations are considered, focusing on the extent to which learning outcomes have been achieved, as well as on identified strengths and areas for improvement. Indirect evaluation also includes feedback from employers and graduates. In accordance with established university practice, specially designed questionnaires are used to assess programme learning outcomes.

The HEI provided the documents that show that assessment results are systematically analyzed and used for the continuous improvement of the programme, including revisions to programme content, learning outcomes, assessment methods, and teaching resources where necessary.

Academic, scientific, and visiting staff involved in programme implementation are familiar with the learning outcomes assessment methods, and the HEI provides institutional support for the development of staff competencies related to the design, measurement, and analysis of learning outcomes.

However, the panel notes that the engagement of external stakeholders (such as employers, alumni, and professional associations) in the evaluation of learning outcomes is described in general terms and lacks clearly defined, systematic procedures. In addition, there is a room for better articulation of explicit benchmarks for individual learning outcomes and systematic comparison of evaluation results against those benchmarks, even though it is evident that monitoring of learning outcomes is carried out. The mechanisms for familiarizing external stakeholders with the results and analysis of learning outcomes evaluation also require further clarification.

Evidences/Indicators

- Study program
- Program Learning Outcomes Development and Assessment Methodology

- Interviews
- Learning outcomes analysis results

Recommendations:

- None

Suggestions for the Programme Development

- Non-binding suggestions for programme development
- It is suggested to the HEI to further develop mechanisms for the familiarization of external stakeholders with the results and analysis of learning outcomes evaluation.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Select Appropriate Complies

1.4. Structure and Content of Education Programme

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

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

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

Based on the enclosed documents, the Self-Evaluation Report and the site visit, the English-language bachelor's program in Sinology at Georgian International University demonstrates general compliance with the requirements of the educational program standard component. The program is designed in accordance with Georgian legislation and the ECTS framework. It consists

of 240 ECTS credits, an average of 60 credits per year and 30 credits per semester and includes compulsory courses, elective courses, free components and free component electives.

The program's content and structure are generally consistent with the qualification to be awarded; however, certain modifications are necessary to ensure full achievement of the intended learning outcomes. According to the curriculum, both the internship and the bachelor's thesis, each listed as compulsory study components, must be completed in the 8th semester and both require the completion of all mandatory courses as prerequisites. Because they are scheduled for the same semester, it is impossible for students to meet these prerequisites for both components. Additionally, the program structure states that "*The bachelor's thesis is the final stage of the bachelor's degree and its objectives are to systematize the theoretical and practical knowledge acquired in the specialty of Sinology*" and the internship is essential for obtaining practical experience.

One of the program's stated objectives is to "*foster broad knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents.*" However, because the only mandatory course related to literature is *History of Chinese Literature*, students cannot be expected to achieve broad knowledge in this area. Furthermore, *Chinese Philosophical Doctrines and Religions in China* are offered only as elective courses, which similarly prevents students from gaining comprehensive knowledge in these fields. During the interview with program leadership, it was noted that these topics are incorporated into the mandatory course *Chinese Culture*. Upon reviewing the syllabus, it was found that these subjects are covered only briefly, during one week (Week XIII, Lecture 11), which is insufficient for achieving broad knowledge.

The academic program also states that graduates with a bachelor's degree in Sinology are qualified to work in diplomatic missions, international organizations and other institutions. However, the curriculum does not include a course in diplomatic Chinese or related themes within the existing mandatory Chinese language courses. During the site visit, one lecturer mentioned that *Translation Techniques and Strategies* addresses some related knowledge but an analysis of the course syllabus indicates that coverage of such themes is limited.

Evidences/Indicators

- Academic Program
- Curriculum
- Curriculum map
- Syllabi
- Self-evaluation report
- Interviews with the programme representatives

Recommendations:

- o It is recommended to the HEI to schedule the internship in a semester prior to the bachelor's thesis and its prerequisites should be revised accordingly.
- o The second program objective in the academic program should be changed to: “Foster basic knowledge of Chinese literature, philosophical schools, artistic traditions, and religious currents,” unless the Sinology program is revised to ensure students can indeed acquire broad knowledge in these fields.
- o Additional diplomatic Chinese–related themes and vocabulary should be integrated either into the mandatory Chinese language courses or into the *Translation Techniques and Strategies* course.

Suggestions for the Programme Development

- o None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>1.4 Structure and Content of Educational Programme</u>	Select Appropriate Substantially

1.5. Academic Course/Subject

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

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

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

Based on the enclosed documents, the learning outcomes of the academic courses in the main field of study align with the programme learning outcomes in several areas; however, notable discrepancies remain.

The syllabus for the *Chinese Language Teaching Methodology* course contains technical inconsistencies. It states that the course has no prerequisites, whereas the curriculum indicates that *Chinese Language 5* is required.

According to the learning outcomes of the *Chinese Language – Media* course, students should be able to read and fluently translate Chinese newspaper articles. This expectation appears unrealistic given that the assigned learning materials correspond to the intermediate level of Chinese proficiency.

Several issues were also identified in the syllabi for the HSK courses. The *HSK 2* syllabus does not list any prerequisites, which is inconsistent with the curriculum and it also fails to clarify the status of the course. Furthermore, the *HSK 2, 3* and *4* courses do not cover the full content of their respective HSK levels. For instance, Units 14 and 15 of the *HSK 2 Standard Course* are omitted from the *HSK 2* syllabus; *HSK 3 Standard Course* Units 14–20 are not included in the *HSK 3* course; and Units 13–20 of the *HSK 4 Standard Course (Part 2)* are entirely missing from the *HSK 4* syllabus. These omissions exclude substantial portions of the vocabulary and grammar required for the corresponding HSK levels.

Regarding learning materials, several issues were detected. The learning outcomes of *General Situation of China* state that students will review general current trends in Chinese society and describe the country's political, economic, social, and technological changes and progress. Given that these developments have been particularly significant over the past decade, the compulsory teaching material, published in 2012, appears outdated.

In the *Chinese Language – Speaking* syllabus, the YouTube videos listed under Additional Resources were found to be unavailable.

Additionally, the primary textbook for *Introduction to Chinese Studies* is written in Georgian (ბინეთმცოდნეობის საფუძვლები 中国研究概论, ქარჩხაძის გამომცემლობა, 2025). Since this is an English-language Bachelor's programme in Sinology, compulsory learning resources should be provided in English, as not all students will be native speakers of Georgian.

Evidences/Indicators

- Academic Program
- Curriculum
- Curriculum map
- Syllabi
- Self-evaluation report

Recommendations:

- The syllabus of the *Chinese Language Teaching Methodology* course should be corrected to indicate *Chinese Language 5* as its prerequisite, in accordance with the curriculum.
- The learning outcomes of the *Chinese Language – Media* course should be adjusted. The phrase “fluently” should be replaced with “at an intermediate Chinese level.” (See the Summary and Analysis section above for additional details.)
- The syllabus of *HSK 2* should list *Chinese Language 1* as its prerequisite, in order to align with the curriculum and the course status should be revised to “Elective.”
- The syllabi for the elective courses *HSK 2* and *HSK 3* should be revised to ensure that the full content of the corresponding HSK levels is covered, rather than only selected units. Given that the content of *HSK 4* cannot reasonably be taught within a single semester due to its scope, the *HSK 4* elective should be divided into two courses: *HSK 4 (1)* and *HSK 4 (2)*.
- The compulsory teaching material for *General Situation of China – Guo Peng & Cheng Long, China Panorama (2012)* – should be updated or supplemented with more recent materials, so that it adequately reflects current developments and trends in Chinese society.
- The YouTube video links listed under Additional Resources in the *Chinese Language – Speaking* syllabus should be updated, as the current links appear to be unavailable.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Select Appropriate Substantially

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 achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

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

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

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

According to the academic program and the Self-evaluation report, the admission procedure for the English-language Bachelor's degree program in Sinology follows the standard admission procedure foreseen for undergraduate programmes in Georgia which requires the completion of full general education and passing Unified National Exams or without passing the Unified National Exams in accordance with the rules established by the current legislation of Georgia. (Law of Georgia "On Higher Education", Article 52). Georgian citizens have the right to study at the English-language Bachelor's degree program in Sinology in case of receiving at least 60 points in English.

An additional condition for admission to the program without passing the Unified National Exams is: confirmation of knowledge of a foreign (English) language at the appropriate (B2) level by a certificate or according to the rules of the university, which are regulated by the document: "Rules for Determining Language Competence".

During the site visit, program representatives noted that they would also conduct interviews with newly admitted Georgian students to verify that they meet the program's required B2 level of English proficiency.

Evidences/Indicators

- Self-evaluation report
- Interviews with programme representatives
- Academic Program

Recommendations:

- It is recommended that the university include English language skills development courses as obligatory components of the curriculum to ensure the achievement of learning outcomes, given that this is an English-language program and Georgian students are accepted with a B1 level of English.

Suggestions for the Programme Development

- It is suggested that the requirement of "receiving at least 60 points in English" be revised to "60 points out of 70".

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Select Appropriate Substantially

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

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

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

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

The internship is a mandatory course at GIU designed to translate theoretical knowledge into practical experience and to develop relevant professional skills. The course is worth 10 credits. Students have the opportunity to complete their internship with partner organizations. According to the syllabus, the objectives of the internship are to study and apply various aspects of the field of Sinology in a real work environment.

Interviews with representatives of partner organizations, namely Hualing International Special Economic Zone, Ltd. Gou Turi and Ltd. Audio Gidis Sistema, indicate that students can practice their translation skills and apply theoretical knowledge while performing daily internship tasks, such as communicating with Chinese partners and clients. The internship will also help students clarify and define their future career goals.

Writing a Bachelor's thesis is another mandatory component of the programme. According to the Self-Evaluation Report and the course syllabus, the thesis enables students to integrate the theoretical and practical knowledge gained in the field of Sinology with their chosen research topic. It also contributes significantly to the development of students' research skills. In addition, mandatory training courses within the free component play a role in strengthening students' transferable skills.

An important feature of the study programme is the involvement of professionals with diplomatic experience, who participate in the teaching process as Associate Professors and Professors. Their

expertise provides students with valuable insights and helps them further develop essential professional competencies.

Evidences/Indicators

- Self-evaluation report
- Syllabi
- Interviews with programme representatives
- CVs of the academic staff

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that the HEI expand its network of partner organizations in the future by incorporating a wider variety of institutions, such as educational establishments and international organizations.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	Select Appropriate Complies

2.3. Teaching and Learning Methods

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

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

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

Careful examination of the study programme and syllabi shows that teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, sectoral benchmark requirements (if any) and ensure their achievement. The selected teaching-learning

methods combine theoretical, practical, analytical, and applied approaches. Practical and applied methods (Practical Work, Project Development and Presentation, Home assignments) ensure alignment with skills-based and competency-oriented learning outcomes. Digital and technology-enhanced methods (E-learning, Use of Video Materials, Use of audio-visual materials) support flexible delivery modes and blended learning models, ensuring accessibility and alignment with contemporary educational standards and digital competency requirements.

Teaching–learning methods ensure students’ active engagement, interaction between students and staff and among students, promote autonomy and responsibility, and develop a wide range of skills including critical and analytical skills. These methods promote communication skills, teamwork, argumentation, and reflective thinking, while encouraging meaningful interaction between students and instructors. Practical and experiential activities (Practical Work, Home assignments) reinforce active participation by engaging students in task-based learning and continuous practice, supporting both formative development and mastery of outcomes. Technology-enhanced approaches (E-learning, multimedia use) increase student participation by offering diverse modes of engagement, catering to different learning styles. Teaching–learning methods are flexible and envisage individual needs of students. It was confirmed during interviews that in the case of necessity an individual programme is created and utilized in accordance with the interest and academic readiness of the student. During the interviews it was confirmed that in case there are international students involved in the programme, academic, scientific and invited staff take their cultural and/or other needs into account while establishing teaching and learning, and assessment methods. As it is an English medium program, it is indeed expected that international students will be enrolled so the staff members confirmed their openness. The HEI has decent material resources and it was confirmed that in case of necessity, HEI ensures electronic/distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the programme.

Evidences/Indicators

- Study program
- Interviews
- Facility observation

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	Select Appropriate Complies

2.4. Student Evaluation

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

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

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

Based on the evidence provided in the self-assessment report and the interviews conducted during the accreditation visit, it was determined that the student assessment process complies with the established procedures. The reviewed programmes offer a comprehensive description of the evaluation system, and each course syllabus clearly outlines the assessment criteria and methods, allowing for an effective evaluation of the extent to which students achieve the learning outcomes.

The University applies a transparent, fair, and effective system for assessing learning outcomes that complies with Georgian higher education legislation and supports the enhancement of students' academic performance.

Students are evaluated on a 100-point system. The evaluation is composed of multiple components and is formulated in accordance with the 3rd Order of the Minister of Education and Science dated January 5, 2007 "On Approval of the Rule of Calculation of Higher Education Programs with Credits". During student assessment academic and invited staff involved in the implementation of the program are obliged to use the above-mentioned rule.

The following scheme is used for assessment:

Five types of positive evaluations:

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

(E) Sufficient – 51-60 points

Two types of negative evaluations:

(FX) Marginal Fail – 41-50 points, which means that the student needs more work to pass and is allowed to retake the final exam.

(F) Fail – 40 or less points, which means that the work done by the student is not sufficient and the course must be retaken.

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(F) Fail – 40 or less points, which means that the work done by the student is not sufficient and the course must be retaken.

The assessment components and methods for each study course reflect the specific nature of the course, align with its learning outcomes, and ensure that the achievement of these outcomes is measured through clearly defined evaluation criteria. Detailed information regarding the educational process is available on the website of Georgian International University: (<https://giu.edu.ge/en/normatic-documents/>)

Assessment results are recorded in the electronic database (emis.giu.edu.ge), ensuring that students are informed of their academic performance. In addition, students receive feedback on their learning outcomes, including guidance on their strengths and areas requiring further improvement.

The university uses specific software for plagiarism detection - "Turnitin". According to the Regulation on the procedure for checking plagiarism, direct quotations should not account for

more than 30% of the whole work. The existence of unconfirmed text is not allowed in the paper (0%). Plagiarism or academic fraud is detected by the school administration, lecturers, or individuals involved in the examination and evaluation of students' work.

Georgian International University has a mechanism for the protection of student rights, students' appeal mechanisms related to the study process, academic and administrative bodies that are highlighted in the regulation of the educational process.

The university quality assurance office periodically monitors the reliability and validity of student assessments. Evaluation results are analyzed and the results are utilized for the improvement of the study process.

Evidences/Indicators

- Educational Programmes;
- Syllabi;
- Electronic database (emis.giu.edu.ge)
- The procedure for appealing evaluation results;
- Rules for preventing, detecting, and responding to plagiarism;
- Interview results.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Select Appropriate Complies

3. Student Achievements, Individual Work with Them

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

3.1. Student Consulting and Support Services

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

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

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

Georgian International University has implemented comprehensive student support and advisory services aimed at assisting students with learning planning, enhancing academic performance, and supporting employment and professional development. Information dissemination begins on the first day of the academic process through orientation meetings, particularly for first-year students. During these sessions, representatives of the school and relevant programmes provide guidance on essential matters, while programme staff and support service units inform students about the consultation opportunities available at the University.

The University provides all required spaces and equipment for the smooth functioning of the study process and ensures having student areas for extracurricular activities.

The students of the Georgian International University actively participate in international mobility and exchange initiatives implemented through ERASMUS+ programmes and bilateral agreements. In cooperation with the China Institute of International Education, the University offers in-depth studies of Chinese language and culture, including summer and winter camps that combine intensive language training with cultural and academic activities. These initiatives provide students with opportunities to attend lectures, visit key historical and economic centers, engage with local experts, and undertake internships in educational, cultural, governmental, and private sector institutions, thereby enhancing their academic performance, practical skills, and international career prospects.

The University has a Student and Graduate Relations and Career Support Service structural unit, which provides students and graduates with professional orientation and other informational events related to employment and career development.

The Georgian International University uses the following means to disseminate information: the university's websites (<https://giu.edu.ge/en/>, <https://emis.giu.edu.ge/#/login>), email, and individual/interpersonal communication with students.

Besides all above mentioned services also Academic, invited and other administrative staff are involved in advising students on the learning process as well as in various activities planned in the framework of the programme, which was confirmed during interviews with various stakeholders.

Evidences/Indicators

- Self-Evaluation Report;

- Workload, functions, responsibilities and job descriptions of people;
- Information on student involvement in various projects and activities;
- Websites; (<https://giu.edu.ge/en/>, <https://emis.giu.edu.ge/>)
- Interview results.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.1 Student Consulting and Support Services	Select Appropriate Complies

3.2. Master's Student Supervision

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

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

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

Data related to the supervision of master's students	
Number of master theses supervisors	
Number of master's students	
Ratio - supervisors of master's theses/master's students	

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Select Appropriate

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

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

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

The personnel implementing the educational program are engaged in accordance with both legislation and internal university regulations, possessing qualifications that match their requirements and functions. The provided documents and interview results demonstrated procedural compliance in the hiring and assignment process. The program demonstrates a reasonable balance between academic and invited staff, with 20 academic staff members and 8 invited specialists, totaling 27 people involved in program implementation. The academic staff includes 18 affiliated personnel comprising 3 professors, 11 associate professors, and 5 assistant professors, indicating a hierarchical structure with representation across academic ranks. This composition suggests program sustainability, as the majority of instruction appears to be delivered by affiliated academic staff rather than being overly dependent on invited specialists. The qualifications of academic staff are confirmed through completed scientific works, including textbooks and publications in peer-reviewed journals, as well as practical experience that demonstrates competence. The academic personnel have actively participated in scientific research and have published scientific papers, with this information reflected in personnel files. The qualification of invited personnel is appropriately confirmed by their possession of the relevant knowledge, experience, and competence necessary for achieving the program's learning outcomes. The program maintains a semester-based renewable workload scheme for both academic and invited personnel, encompassing teaching, scientific research, and other duties aligned with their assigned functions. This demonstrates a structured approach to workload management that is regularly updated. The program references institutional methodologies for planning personnel and student contingents. The criteria for determining the student contingent are: the human resources available at the university - academic/invited personnel; the university's material resources; information resources; and financial resources. One of the essential target indicators considered when planning the student contingent is determined as follows: the number of academic and invited personnel is adequate to the maximum student contingent, with a ratio not exceeding 1:20; the ratio of invited personnel to academic personnel does not exceed 1:2; the turnover rate of academic and invited personnel ensures the sustainability of the educational program and remains below 5%;

The heads of the educational program possess the necessary knowledge and experience for program development, with qualifications confirmed by relevant education in Sinology and substantial practical experience. The first program head holds formal qualifications as a Sinologist with over twenty years of teaching experience in Chinese language education at multiple Georgian institutions, including serving as administrative manager and lecturer at the Confucius Institute. She has demonstrated scholarly engagement through presentations at international conferences on Chinese language education and Belt and Road educational cooperation, with research focused on pedagogical challenges for Georgian students learning Chinese. Significant practical contributions include serving as translator and editor for

multiple Chinese language textbooks and dictionaries, and developing educational materials that directly support Chinese language instruction in Georgia. The co-head of the program holds a Master's degree in Teaching Chinese as a Foreign Language from Beijing Language and Culture University and a Bachelor's degree with a minor in Far East Studies, demonstrating specialized academic preparation in Sinology and Chinese language pedagogy. She has published scientific papers, including research on Beijing traditional living spaces and Chinese language acquisition, presented at international symposia such as the Silk Road Symposium, and participated in scientific conferences on East-West studies. The co-head has accumulated over five years of practical teaching experience across multiple institutions in Georgia and has completed advanced training in Chinese language pedagogy at Beijing Language and Culture University, including receiving awards for Chinese language proficiency and competitions.

The program is supported by an adequate number of administrative and support personnel, with 36 employees whose qualifications correspond to their functions. This represents a substantial support infrastructure that should facilitate smooth program operations.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁵	Including the staff holding PhD degree in the sectoral direction⁶	Among them, the affiliated staff
Total number of academic staff	27	17	5	17
- Professor	3	2	1	3
- Associate Professor	11	6	3	11
- Assistant-Professor	5	4	1	3
- Assistant	-	-	-	-
Visiting Staff	8	5	0	-
Scientific Staff	-	-	-	-
Including International Staff	3	3	1	2

Evidences/Indicators

- Self-evaluation Report;
- Human Resource Management Policy;
- Personnel CVs
- Academic visiting staff workload chart;
- Planning of personnel implementing educational programs Methodology

⁵ Staff implementing the relevant components of the main field of study

⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

- Student contingent planning methodology
- Job descriptions, qualification requirements
- University Website;
- Interview Findings.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Select Appropriate Complies

4.2 Qualification of Supervisors of Master's Students

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

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

Not Applicable

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

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Select Appropriate

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The university has established an evaluation framework governed by the “Rules for the Evaluation of Academic and Visiting Personnel”, which conducts annual assessments encompassing self-evaluation reports, academic and scientific load completion, and student evaluations. The institution actively utilizes evaluation results for professional improvement by analyzing assessment outcomes and satisfaction surveys to identify strengths, weaknesses, and development needs, subsequently implementing targeted developmental activities. The provided documents and interview results evidenced the university’s clear objective to develop its academic staff through scientific and pedagogical activities, which are organized by the “Professional Development Center” and the “Research Support Center” of the university. Scientific development includes hosting conferences and collaborating on international projects. On the pedagogical side, the Quality Assurance Service monitors classes, analyzes results, and provides recommendations for improving the program and its courses. The university has also implemented peer evaluation

as a good practice, which was confirmed by academic personnel during interviews. Material and financial support for scholarly work includes an expression of gratitude, an award of an appropriate certificate, and a bonus.

The university fulfills its commitment to annual professional development through extensive support for research activities, international collaboration, and academic mobility, as evidenced by staff participation in the international conferences across Europe, Asia, and the United States, Erasmus+ exchange programs with partner institutions in Slovakia, Lithuania, Hungary, and the Netherlands, research internships at leading universities such as Humboldt University in Germany, and active involvement in specialized forums and exhibitions promoting academic exchange and institutional partnerships.

The institution promotes international engagement through academic mobility programs, collaboration with international universities and education centers, and involvement of visiting international professors. The university collaborates with the Karlsruhe International University (Germany), Zhongge Cultural Development (Yiwu)(China), Hong Kong Tung Wa College, Busan University of Foreign Studies (South Korea), the Working Committee of the Belt and Road Initiative of China, etc. The university demonstrates its commitment to internationalization by employing international faculty and facilitating guest lectures from international academics. Since 2023, the university has had international lecturers teaching Chinese and Korean languages. Additionally, through Erasmus+ and other partnership programs, the university regularly hosts visiting professors and guest lecturers from institutions in Hungary, the Czech Republic, the Netherlands, the United Kingdom, and the United States, who deliver specialized lectures, webinars, and master classes across various disciplines, enriching the academic experience and providing students with diverse international perspectives. The university actively participates in international projects, having successfully secured multiple competitive grants in recent years. Notable achievements include winning several Erasmus+ exchange program grants with partner institutions in Turkey, Slovakia, Lithuania, and Germany (2022–2024). In 2023, the university became a winner of two significant EU-funded projects: "STEM4Humanities," which focuses on developing practical STEM skills for social sciences and humanities students and lecturers while promoting gender equality in education, and "Re-Direction," aimed at transforming higher education through digital technologies in Ukraine and Georgia. These projects demonstrate the university's commitment to international collaboration and educational innovation.

The university actively supports staff development by regularly organizing and co-organizing international scientific conferences and workshops. Recent initiatives include hosting the annual international conference on "Artificial Intelligence and Digital Transformation Trends" (December 2024) and collaborating with partner institutions in Ukraine to organize multiple conferences and workshops within the Erasmus+ "Re-Direction" project focused on digitalization and educational innovation (2024). The university has also organized conferences on diverse topics including the Silk Road Initiative (2023), journalism education, globalization and

international law, and student research forums. These events provide valuable platforms for faculty members to exchange scientific ideas, present research results, and engage in professional networking with international colleagues. The interview results revealed that academic and invited personnel have opportunities for professional development (e.g., assessment, online teaching, and using AI in language education).

The university's academic staff demonstrates notable research productivity across various scholarly activities. They have produced 12 publications in local journals and 15 publications in international journals. The faculty has delivered 15 presentations at local conferences and an equal number of 15 presentations at international conferences. Additionally, the academic community has achieved 20 other scientific and research indicators, reflecting a diverse range of scholarly contributions and engagement in the academic field.

Evidences/Indicators

- Self-evaluation Report;
- Human Resource Management Policy;
- Rules for the Evaluation of Academic and Visiting Personnel;
- Staff Evaluation Document;
- Memoranda;
- University Website;
- Interview Findings.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Select Appropriate Complies

4.4. Material Resources

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

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

The program is adequately provided with library, material, technical, informational, and digital resources that support the achievement of program objectives and learning outcomes. During the site visit, the expert panel verified the availability of databases and core literature books specified in the syllabi. In 2024, the library was enhanced through the acquisition of 476 new items (42 printed and 434 electronic units), with particular emphasis on materials supporting English-language programs. The university demonstrates a systematic approach to updating program resources, as evidenced by the 2024 survey-based procurement of electronic databases through membership in the Consortium of the Integrated Information Network of Georgian Libraries and participation in the EIFL project. Though some recommendations regarding literature and video link updates have been addressed in 1.5. substandard. Modern scientific periodicals, digital resources, and international electronic library databases—including Cambridge Journals Online, SAGE Journals, Duke University Press, Edward Elgar Publishing, and other scholarly collections—are available to students, enabling them to engage with contemporary scientific developments and achieve program learning outcomes. Material, informational, and digital resources are freely accessible to both students and staff. Students are informed about available resources and their utilization procedures. The university operates an electronic learning management system (emisadmin.giu.ge) that supports electronic and distance learning methods by providing course materials, assignment submission, and evaluation functionalities. The infrastructure includes well-equipped classrooms, conference rooms, and reading spaces with necessary technical equipment, internet connectivity, and compliance with safety and sanitary standards, ensuring appropriate resources for diverse teaching, learning, and assessment methods.

Evidences/Indicators

- Self-evaluation Report;
- The program;
- Facility Observation;
- University Website;
- Interview Findings.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Select Appropriate Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The program budget is financially feasible and ensures its sustainability. The budget is prepared in a 4-year cycle following a systematic approach that includes defining goals, determining required work, allocating resources and timelines, and assigning responsibilities. For the planning period, the budget allocates 123,172 GEL for 2024-2025, 211,576 GEL for 2025-2026, 297,981 GEL for 2026-2027, and 382,502 GEL for 2027-2028, demonstrating progressive growth aligned with program development needs and planned student enrollment (20, 38, 56, and 73 students respectively). The budget is reviewed and approved by the Governing Council, ensuring institutional commitment and financial oversight. The allocation of financial resources encompasses both permanent and single sources of financial support. Permanent support includes remuneration of human resources (affiliated academic staff, academic staff, invited personnel, and administrative staff), costs for managing, maintaining, and updating material and educational resources, library operations (2,500 GEL annually for inventory, textbooks, scientific literature, periodicals, and electronic library memberships), and other operational expenses (6% of planned expenditure). Single sources of support include substantial funding for research activities (15% of income, ranging from 24,030 GEL to 87,709.50 GEL annually) to promote professional development of personnel, student scholarships and funding for socially vulnerable students (10% of tuition fee income, ranging from 16,020 GEL to 58,473 GEL annually), professional training costs (5,000 GEL annually), and marketing expenses (5% of revenue). Revenue is generated primarily through tuition fees (annual fee of 3,000 USD equivalent in GEL), totaling 160,200 GEL to 584,730 GEL over the planning period. The budget demonstrates strong financial sustainability, with positive operating profits ranging from 37,028 GEL to 202,227 GEL and cumulative balances reaching 482,636.80 GEL by 2027-2028. The comprehensive budget structure ensures the fulfillment of planned tasks and smooth functioning of the program, supporting the achievement of program objectives and learning outcomes.

Evidences/Indicators

- Self-evaluation Report;
- Budget

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	Select Appropriate Complies

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The issues related to the internal quality assurance at LLC Georgian International University are coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University Faculties on the basis of the "Quality Assurance Politics" approved by the Protocol of the Governing Council No. 6 of the Georgian International University, dated November 25, 2024. According to the mentioned document, the Internal Quality Assurance Service of LLC Georgian International University carries out the evaluation of the quality of the programme within the framework of the undergraduate programme.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) program development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the program.

The Quality Assurance Service and the Faculties at Georgian International University are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as - satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented programme was carried out. In order to fully achieve the learning outcomes provided by the programme, programme managers and academic staff were consulted and given specific recommendations that were taken into account during the program development process.

The self-evaluation report shows that the University conducts an educational programme's evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for programme development, also on international level, and implements them in the programme. The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them, which is confirmed by a comprehensive overview as a part of the self-evaluation report and by meetings with stakeholders and relevant reporting protocols. This is a demonstration of QA processes and mechanisms in place and having a priority position in planning documents; however, the expert panel believes that GIU's current quality assurance practice relies too much on individual rules and interventions. The majority of stakeholders do not thoroughly understand the importance of quality mechanisms and see the tools as must-have and demanded instruments from the faculty management. The logical next step should be to work on establishing a quality culture in the university at all levels and in all its parts. A hallmark of quality culture is a mainstreamed, widely shared awareness of and responsibility for good quality.

Various events and training activities are conducted by the Quality Assurance Service to develop the curriculum and improve the teaching process at the University. The Quality Assurance Service presented the list of activities / training events conducted to improve existing programmes at the University.

Evidences/Indicators

- Educational programme in Sinology;
- Programme Self-Assessment Report;
- Quality Assurance Politics;
- Rules for the Administration of Monitoring the Educational Process;
- Quality Assurance Service Researches;
- Market research;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that quality culture establishment be the overall goal in quality assurance (implying widely shared awareness of and responsibility for good quality).

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Complies

[5.2 External Quality Evaluation](#)

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

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

LLC Georgian International University uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programmes. Based on the recommendations and advices received on the other educational programmes, the University provides development and refinement of the educational programme in Sinology.

The external evaluation of the programme is carried out by employers and independent experts (including international) in the development of programme learning outcomes and programme content and structure. Also, the programme was evaluated by the graduates of the adjacent programme in terms of researching the competencies and skills needed for the modern employment market.

The recommendations obtained as a result of the evaluation were taken into account when modifying the educational programme in Sinology.

Evidences/Indicators

- Educational programme in Sinology;
- Programme Self-Assessment Report;
- Quality Assurance Politics;
- External Evaluation Results;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

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

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

The Quality Assurance Service of the LLC Georgian International University has developed mechanisms for monitoring, evaluating and improving educational programs. The evaluation of the implementation of the educational programme is mainly done by surveying students, graduates, employers, academic and invited staff and monitoring the learning process. At the end of each semester, the Quality Assurance Service evaluates courses and lecturers through questionnaires based on student surveys (the survey is available through the electronic system). Student satisfaction with the course is analyzed and obtained results are processed for further refinement of the program.

The involvement of stakeholders in the process of developing the educational programme is confirmed. The institution submitted protocols of meetings with the staff elaborating the programmes and employers' assessment of the educational programme, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during meetings with the Expert Panel; they named specific cases of consideration of the recommendations made by them to the programme manager.

According to the programme quality assurance mechanisms, the quality assurance representatives attend lectures /practical trainings for monitoring, analyze the students' academic performance and develop relevant recommendations for the improvement of the educational program or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. The programme uses developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching and the study process.

The Quality Assurance Service monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. The evaluation results are used by the University administration to improve educational Programmes and the academic process. The university provided the results of the analysis of the academic performance

of the students on the some bachelor and master's programme to ensure that the mechanism is established and evaluation of programme outcomes is carried out. Based on the analysis of the evaluation results, the programme and/or evaluation system is modified / adapted to ensure its renewal.

One of the quality assurance mechanisms for the Georgian International University is the systematic assessment of the quality of professional development of the academic and invited staff of the University, which is reflected in the submission of annual or semester reports by them. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. Although the mentioned activity is confirmed by the interviews with the stakeholders and from the part of CV's of the academic staff. The institution also presented separate information about academic and scientific research activity.

In the process of programme self-evaluation, the programme was benchmarked against similar programmes available at foreign universities, which is confirmed by relevant meetings with the Expert Panel. The results of all this analysis are not only documented, but led to major shifts and improvements in the educational programme in Sinology.

By using the complex indicators of monitoring and program results, the evaluation of the effectiveness of the program is carried out and, if necessary, the modification and improvement of the program.

Evidences/Indicators

- Educational programme in Sinology;
- Programme Self-Assessment Report;
- Quality Assurance Politics;
- Rules for the Administration of Monitoring the Educational Process;
- Quality Assurance Service Researches;
- Benchmark document with similar programs of foreign universities;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the adjacent programme.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel

Nihada Delibegović Džanić, signature



Accreditation Expert Panel Members

Gvantsa Arabuli, signature



Ekatarine Pipia, signature



Ilia Botsvadze, signature



Giorgi Merabishvili, signature

