



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Final Report on Higher Education Programme

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

Tourism, Bachelor Educational Program

Samtskhe-Javakheti State University

Evaluation Date: 3. 7. 2026

Report Submission Date: 20. 7. 2026

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL Samtskhe-Javakheti State University
Identification Code of Institution	424066977
Type of the Institution	Select Appropriate

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)	ტურიზმი
Name of Higher Education Programme (in English)	Tourism
Level of Higher Education/programme	Level 6
Qualification to be Awarded ²	Bachelor of Tourism
Name and Code of the Detailed Field	1015 Travel, Tourism and Leisure
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	Georgian
Number of ECTS credits	180
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 Faculty of Business Administration of Samtskhe-Javakheti State University prepared the “Tourism” Bachelor’s degree program, to be delivered in Georgian language. The introduction of this study programme was suggested by the government.

▪ Overview of the Accreditation Site Visit

Experts were nominated by NCEQE on 23.06.2026, they had an online meeting on July 1st, 2026, to get acquainted with each other, divide the tasks, and set the plan for the future work. The visit took place on July 3rd, 2026, it took place according to the pre-developed agenda. The evaluation process was conducted in an online format: the experts attended the visit at the University via Zoom. The experts met with all the stakeholder groups and cross-verified the facts recorded during the interviews. They also requested additional documentation, which was delivered to them during the visit and later. In addition to the interviews, the review of resources and university’s infrastructure was conducted. The visit was progressing in a collegial and constructive environment. After the visit, the experts analyzed all the information, and prepared partial reports for the assigned standards, then compiled the report and submitted it to the agency.

▪ Brief Overview of Education Programme Compliance with the Standards

Proposed study programme Tourism has been evaluated by the team of experts as following: Standard 1 as “Complies”, Standard 2 as “Substantially Complies”, Standard 3 as “Complies”, Standard 4 as “Substantially Complies”, and Standard 5 as “Complies”.

▪ Recommendations

- The map of achieving the results of the program is recommended to be revised in accordance with the principle of familiarization – deepening – reinforcement logic.
- It is necessary to increase the weekly workload of contact work at the internship site and be reflected in the relevant memorandums/agreements. In addition, it is recommended to actively work with the representatives of the internship facilities on the issues of planning, implementation and evaluation of the internship component.
- It is recommended that the HEI develop and implement a formal policy and guidelines for the ethical use of Generative Artificial Intelligence tools.

- It is recommended to increase the number of academic and invited staff whose academic qualifications, teaching experience, and research activities are directly related to the field of tourism (Field-specific).
- It is recommended to expand opportunities for international research collaboration and capacity-building initiatives, particularly for tourism academic staff, to enhance research productivity, teaching quality, and to ensure the internationalisation of the program.
- It is recommended to accelerate the search for other alternative sources of financing for the program budget in order to ensure the sustainability and development of the program (including the purchase of various platforms, the creation of simulation laboratories, etc.).

▪ **Suggestions**

- It is advisable to rework the record in the methodology for planning the student contingent with an indication of quantitative indicators of target marks and the perfection of the total formula for calculating the contingent.
- It is desirable to better inform the program development team and relevant stakeholders about the student contingent planning methodology.
- It is suggested to facilitate developing and institutionalizing a mandatory practice of providing formative assessment and feedback across all courses.
- It is suggested that the HEI facilitates more memoranda of understanding and enhances cooperation with companies and organizations with the aim of expanding the prospective employment opportunities for students.
- It is suggested to the institution to formalize an onboarding and orientation process related to quality assurance for students and staff through establishing a structured introductory mechanism that will further facilitate understanding of quality culture, strengthen stakeholder awareness of their role in evaluation processes, and support more systematic participation in continuous quality improvement.
- It would be suggested to introduce an interim evaluation between the scheduled assessment cycles to enable more timely monitoring of student achievement and facilitate continuous programme improvement.

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

None.

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

The institution fully concurs with the recommendations provided and is committed to implementing the proposed improvements to further enhance the quality and effectiveness of its activities.

- **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;

Based on the information collected through the self-evaluation report (SER), the enclosed documents, and the site visit, it is confirmed that the total number of the staff involved in the entire study program is as follows:

The total number of the staff involved in the programme (including academic, scientific, and invited staff – 19 (Among them: Professor – 8; Associate Professor – 11; Assistant-Professor – 0; Assistant – 0; Visiting Staff – 13; Scientific Staff – 0).

The staff with sectoral expertise – 5 (among them: Visiting Staff – 0); The staff holding PhD degree in the sectoral direction – 8 (Visiting Staff – 0); The affiliated academic staff – 19 (among them professor – 8; Associate Professor – 11; Assistant professor – 0).

- **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;

Based on the information collected through the Self-Evaluation Report (SER), the enclosed documents, and the site visit, it is confirmed that the total scientific/research index of the individuals, involved in the programme over the last five years is 753 (among them – 91 local journals; 216 – international Journals; 84 – Local Conferences; 97 – international conferences; 265 – Other Scientific Activities.

- **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.);

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

N/A

- **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;

N/A

- **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.	1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies
1.1	Programme Objectives	Complies
1.2	Programme Learning Outcomes	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Substantially Complies
1.4	Structure and Content of Educational Programme	Complies
1.5	Academic Course/Subject	Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Substantially Complies
2.1	Programme Admission Preconditions	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Substantially Complies
2.3	Teaching and Learning Methods	Complies
2.4	Student Evaluation	Substantially 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	Substantially Complies
4.1	Human Resources	Substantially 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	Substantially Complies
5	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

The objectives of the Bachelor's Educational Program in Tourism are clearly defined and describe the knowledge, skills, and competences expected of graduates, while demonstrating the program's contribution to the development of the tourism sector and society. The objectives were developed through a collaborative process involving academic and administrative staff, guest lecturers, employers, and other stakeholders, ensuring their relevance to labor market needs and stakeholder expectations. They are well aligned with the mission of Samtskhe-Javakheti State University and support both professional career development and progression to Master's-level studies. The program objectives are comprehensive, measurable, and appropriate for the level of the qualification, providing a strong foundation for preparing competitive and qualified tourism professionals.

The program contributes to social and economic development by preparing qualified tourism professionals capable of supporting the sustainable growth of the tourism industry and responding to labor market needs. Its emphasis on management knowledge, practical skills, and professional competencies reflects the University's commitment to providing high-quality, labor market-oriented education and creating opportunities for lifelong learning and progression to higher levels of study.

The program also supports the University's regional mission by preparing specialists who can contribute to the development of Samtskhe-Javakheti's tourism sector, thereby fostering local economic and cultural development. Through the development of communication, teamwork, critical thinking, and ethical professional behavior, the program promotes democratic values, intercultural understanding, and active civic engagement. The program objectives demonstrate strong compliance with the University's mission by integrating academic quality, regional

development priorities, societal needs, and preparation for participation in the European Higher Education Area. The study programme is progressively developing its internationalisation dimension by initiating partnerships with foreign higher education institutions, engaging international academic staff where feasible, and participating in joint academic initiatives and collaborative projects. These activities support the integration of global perspectives into teaching and learning, as well as the broader enhancement of academic quality and cross-border cooperation.

Evidences/Indicators

- Self evaluation report;
- The Curriculum and syllabi of the Bachelor Program in Tourism;
- The methodology of the education program planning, elaboration and development;
- Labor market and employers demand analysis;
- Quality assurance mechanisms;
- SJSU Web-page www.sjuni.edu.ge: University Mission, Strategic Plan;
- Interview with management.

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
<u>1.1 Programme Objectives</u>	Complies

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

The learning outcomes of the Bachelor's Educational Program in Tourism are logically aligned with the program objectives and accurately reflect the nature and requirements of the tourism field. Developed in accordance with the Higher Education Sectoral Benchmark for Tourism, the learning outcomes comprehensively describe the knowledge, skills, and responsibility and autonomy that graduates are expected to acquire upon completion of the program.

The knowledge-related learning outcomes support the program objective of providing graduates with a broad understanding of tourism principles, management, and related disciplines. The skills-oriented outcomes correspond to the objective of preparing graduates to participate in tourism business processes, develop tourism products, communicate effectively, and contribute to problem-solving within the sector. The responsibility and autonomy outcomes further reinforce the program's goal of developing independent, ethical, and socially responsible professionals who are capable of teamwork, lifelong learning, and continuous professional development.

The learning outcomes are appropriately structured according to the categories of knowledge, skills, and responsibility and autonomy, making them consistent with the National Qualifications Framework and the sectoral benchmark. The inclusion of a systematic assessment process for measuring the achievement of learning outcomes further demonstrates the program's commitment to quality assurance and continuous improvement. The program learning outcomes are coherent, measurable, and fully consistent with the program objectives and the specific requirements of the tourism discipline. The study programme outcomes are aligned with Level 6 of the relevant qualification framework.

Evidences/Indicators

- Self evaluation report;
- Bachelor educational program in tourism and syllabi;
- The methodology of the academic program planning, design and development; The confirming documents of meeting with the concerned people (employers) involved in development of the program learning outcomes;
- The assessment mechanism of learning outcomes;
- The analysis of the labor market and employer's demands;
- Quality assurance mechanism;
- SJSU web-site www.sjuni.edu.ge;
- Interview with management.

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
1.2 Programme Learning Outcomes	Complies

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

The Bachelor's Educational Program in Tourism has established a structured mechanism for the assessment of program learning outcomes in accordance with the University's Quality Assurance Mechanism and internal regulations. The evaluation cycle includes the key stages of defining learning outcomes, collecting relevant evidence, analyzing assessment results, and using the findings to support quality enhancement. The combination of direct and indirect assessment methods provides a comprehensive approach to evaluating the extent to which students achieve the intended learning outcomes.

The direct assessment method is based on the analysis of students' academic performance through a variety of assessment tools, including examinations, projects, presentations, practical assignments, and case studies. The program also defines performance indicators and evaluation thresholds that help identify cases where learning outcomes may be either too easily achieved or insufficiently attained. The use of three performance levels supports systematic measurement of learning outcome achievement.

The indirect assessment method incorporates feedback from key stakeholders, particularly graduates and employers, allowing the University to evaluate the relevance of graduates' competencies to labor market expectations. Analysis of documents and interviews indicates that staff and other stakeholders are familiar with the assessment process and receive feedback on the analysis of learning outcomes assessment. The establishment of quantitative thresholds (e.g., 30% negative stakeholder feedback) provides objective criteria for identifying areas requiring further analysis and potential revision.

The assessment framework demonstrates that the University has defined a complete evaluation cycle. The program has an appropriate and well-structured mechanism for evaluating learning outcomes. The assessment methods are comprehensive and aligned with institutional quality assurance procedures.

However, as a result of studying the learning outcomes map of the program, it was found that the logic of achieving the results - introduction - deepening - mastering - is not coherent and logically connected.. In particular, in outcome 1, the mastering level is followed by achieving the level of introduction of the result in other subjects, in the 2nd outcome - deepening is followed by introduction and in outcomes 3, 5, 6 and 7 - the mastering level is followed by the level of achieving the level of deepening, which is illogical. Also, the fourth outcome starts directly with the deepening level and the introduction level is not there. Accordingly, the map of achieving the results of the program needs to be revised in accordance with the principle of familiarization - deepening - reinforcement logic.

Evidences/Indicators

- Self evaluation report;
- Bachelor education program in Tourism and syllabi;
- The methodology of academic program planning, design and development; The confirming documents of the meetings with the stakeholders involved in elaboration of the program learning outcomes;
- The mechanism of learning outcome assessment;
- Labor market and employers' demand analysis;
- Quality assurance mechanism;
- SJSU web-site www.sjuni.edu.ge;
- Interviews with management and QA responsible.

Recommendations:

- The map of achieving the results of the program needs to be revised in accordance with the principle of familiarization - deepening - reinforcement logic.

Suggestions for the Programme Development

- None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Substantially 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

Based on the self-evaluation report, supporting documentation, and the results of the off-site visit it is concluded that the BA Program in Tourism complies with the requirements of the standard regarding program structure and content. The program has been developed in accordance with the University's established methodology for program planning, design, implementation, and continuous improvement. The prerequisites are well-organized and aligned with the intended learning pathway, facilitating the gradual development of competencies. The program structure is coherent and logically organised, ensuring progressive development of students' knowledge, skills, and competences in line with the program learning outcomes. The curriculum is aligned with the University's mission, strategic objectives, internal quality assurance mechanisms, the National Qualifications Framework, and the needs of the tourism industry labour market. Program development and periodic review involve relevant stakeholders, including academic and invited staff, students, alumni, employers, and representatives of the tourism sector, supporting the program's relevance and continuous enhancement. The allocation of 180 ECTS credits, the balance between general education and field-specific components, and the sequencing of courses appropriately support the intended learning outcomes. The curriculum comprises 21 ECTS credits of compulsory free-component courses, 5 ECTS credits of elective free-component courses, 144 ECTS credits of compulsory field-specific courses, and 10 ECTS credits of elective field-specific courses. The

qualification awarded upon successful completion of the BA program in Tourism is fully consistent with its content, objectives, and learning outcomes.

Evidences/Indicators

- BA Program in Tourism;
- Program Curriculum;
- Program self-evaluation document;
- 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
1.4 Structure and Content of Educational Programme	Complies

[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

The content, structure, and credit allocation of the academic courses within the Bachelor's Educational Program in Tourism are appropriate and support the achievement of the intended course and program learning outcomes. The program demonstrates a clear alignment between course learning outcomes and overall program learning outcomes, ensuring that each course

makes a defined contribution to the development of graduates' knowledge, skills, and competencies.

The course syllabi are developed in accordance with the University's institutional requirements, the National Qualifications Framework, and the Higher Education Sectoral Benchmark for Tourism. The mapping matrix between course learning outcomes and program learning outcomes provides clear evidence of constructive alignment. Each course identifies its level of contribution to the program learning outcomes (introduction, development, or consolidation), ensuring progressive development of student competencies throughout the curriculum. Similarly, every program learning outcome is supported by one or more courses, demonstrating comprehensive curriculum coverage.

The number of credits assigned to each course appears appropriate for the scope of the course content, learning activities, and expected student workload. The balance between contact hours and independent learning supports the achievement of the defined learning outcomes and is consistent with the principles of the European Credit Transfer and Accumulation System (ECTS).

The study materials specified in the syllabi are relevant to the course content and intended learning outcomes. The availability of Georgian-language learning resources prepared by academic staff, together with access to the university library and international electronic library databases, provides students with adequate academic support for achieving the expected learning outcomes. The collaborative development of many courses by several academic staff members further contributes to curriculum coherence and consistency.

The proposed program demonstrates strong constructive alignment between course content, credit allocation, learning outcomes, and teaching resources. The curriculum is well designed to ensure the progressive achievement of both course-level and program-level learning outcomes.

Evidences/Indicators

- Self evaluation report;
- Bachelor educational program in Tourism and syllabi;
- The methodology of the academic program planning, design and development; The confirming documents of meeting with the concerned people (employers) involved in development of the program learning outcomes;
- The mechanisms of learning outcome assessment;
- The proof of the qualification of academic/guest personnel;

- Quality assurance mechanism;
- SJSU web-site www.sjuni.edu.ge.

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
1.5. Academic Course/Subject	Complies

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

The right to study on the program is granted to the holder of a state document confirming complete general education or an equivalent person (citizen of Georgia), who has passed the Unified National Exams and, based on the ranking of the obtained score coefficients, has the right to study on the Bachelor's Program in Tourism of the LEPL Samtskhe-Javakheti State University. To enroll in the program, applicants pass Mathematics/History/Geography as an elective subject on the Unified National Exams and English from foreign languages (20%+1).

After successfully passing the Unified National Exams, it is a necessary prerequisite for the applicant to undergo administrative registration within the deadlines set by the university.

A person wishing to enroll in the program without passing the Unified National Exams must confirm their proficiency in the language of instruction (Georgian) of the educational program at least at the B1 level, in accordance with the Order of the Minister of Education and Science of December 29, 2011 #224/n “On Approval of the Rules for Submission and Review of Documents by Entrants/Master's Candidates/Students Having the Right to Study in a Higher Educational Institution without Passing the Unified National Exams/Common Master's Exams”.

Students of higher educational institutions of Georgia and foreign countries and students of other specialties of LEPL - Samtskhe-Javakheti State University also have the opportunity to continue their studies in the program. Enrollment of students from other higher education institutions through mobility is carried out in accordance with the rules established by the legislation of Georgia, within the framework of internal mobility - in accordance with the rules existing at the university.

The prerequisites for admission to the program largely take into account the specifics of the program, ensuring the inclusion of individuals with the knowledge, skills and competences necessary to overcome the program.

The prerequisites and procedures for admission to the program comply with the current legislation. The prerequisites for admission to the program are logically related to the program outcomes, content of study, level, qualification and language of instruction.

The methodology for determining the student contingent for the program was not presented in the evaluated program package. During the interview process with the self-assessment group, a question was asked regarding the aforementioned methodology, to which the group representatives did not have a specific answer on the issue. Subsequently, the expert group requested the aforementioned document. As a result of the study, it was determined that the HEI determines the methodology for planning the number of students for the educational program, which takes into account the specifics of the program, the resources of the institution, and the implementation of the educational process. At this stage, the number of students admitted to the program was determined at 20 students. It is noteworthy that the total number of students is determined by the aforementioned methodology using the following methodology (p. 4):

„7.2. Formula for calculating the student contingent (total number):

a. Educational area (sq.m)/ per 2;

b. Number of academic staff x per 30 (number of students);

c. Material and technical base - number of computers and other technical means x per 15 students;

d. Number of administrative and support staff x per 30 (number of students): – which does not give a clear information for comparative analysis. It is advisable to have a clear record in the methodology for planning the student contingent with an indication of quantitative indicators of target marks and the completion of the total formula for calculating the contingent.

The university will unconditionally accept students to the program in accordance with the methodology for planning the number of students.

In case of program accreditation, the prerequisites for admission to the program will be posted on the university website, accordingly, the procedures will be public and accessible to all interested parties.

Evidences/Indicators

- Self-assessment report
- Program
- Methodology for planning the number of students per program
- University website: www.sjuni.edu.ge
- Interview results

Recommendations:

- None

Suggestions for the Programme Development

- It is advisable to rework the record in the methodology for planning the student contingent with an indication of quantitative indicators of target marks and the perfection of the total formula for calculating the contingent.
- It is desirable to better inform the program development team and relevant stakeholders about the student contingent planning methodology.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Complies

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

In accordance with the learning outcomes and level of the program presented for assessment, students are provided with the development of practical and research skills, and involvement in research projects. The optional components of the program are focused on the development and development of transferable skills.

The Bachelor of Tourism educational program offers such mandatory courses in the main field of study as Project Management in Tourism (5 ECTS credits), Practice (10 ECTS credits), as well as such courses focused on the development of practical skills as: Excursion Management and Guiding Art (6 ECTS credits), Tour Operating (5 ECTS credits), Destination Management (5 ECTS credits), Geoinformation Technologies in Tourism (5 ECTS credits).

The goal of the internship is to “develop and strengthen the skills of applying the acquired knowledge about the features of managing a tourism organization/tourism business in practice; to acquire practical skills in collecting and systematizing the necessary data in the process of practical work, critically analyzing and synthesizing incomplete information, and finding ways to solve the problems that arise. Through observation of the tourism business and involvement in the process, to deepen knowledge and acquire practical skills about the goals of the tourism company’s activities, tourism market analysis, and the formation of a tourism product; to contribute to the rapid adaptation of the tourism business to the changing environment; to help the student independently, taking into account ethical values and responsibly carry out professional activities based on the information and experience gained in the real work environment.

In the internship component, 90 hours and 154 hours of independent work are allocated for practical work, which means that there are 6 contact hours per week for 15 study weeks. The expert group believes that it is impossible to achieve the goals and outcomes defined by the training course, as well as to ensure the third (reinforcement) level of the program. This point of view was discussed during the interview process by the program director, drawing a parallel with the German-language three-year program, which is focused on strengthening practical skills. It is necessary to increase the weekly workload of contact work at the internship site and reflect it in the relevant memoranda/agreements. Employers expressed their willingness to this issue.

During the interview process with employers, a question was asked regarding the implementation of the internship component, how the mentioned component will be implemented, although the information provided by the employers was general. It is

recommended to actively work with representatives of practice facilities on the issues of planning, implementation and evaluation of the practice component.

The expert group requested documentation of practice in the related specialty – diaries and reports. A practice diary framework – a format was presented, which includes information about the student, duration of practice, facility, diary filling procedure and weekly tasks.

The university, along with the self-assessment report, submitted memoranda/agreements (11 items), which were developed in compliance with the requirements of accreditation standards. The memoranda/agreements explain the purpose, obligations, duration of the internship (6 hours per week) and the number of students to be accepted at the internship site (minimum 5, maximum 30).

It is noteworthy that students and graduates of the adjacent program spoke about the implementation of extracurricular practical, research activities and events promoting the development of transferable skills, such as student conferences, university sports events, public lectures, information meetings, training, etc. Information about the events is posted on the university website.

Evidences/Indicators

- Self-assessment report
- Programs and syllabi
- Memorandums with employers and internship facilities
- Internship diaries, reports, defense reports
- University website: www.sjuni.edu.ge
- Interview results

Recommendations:

- It is necessary to increase the weekly workload of contact work at the internship site and be reflected in the relevant memorandums/agreements. In addition, it is recommended to actively work with the representatives of the internship facilities on the issues of planning, implementation and evaluation of the internship component.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/per forming and transferable skills	Substantially 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

According to the program presented for evaluation, the following methods are used in the teaching process: group (collaborative) work; verbal; book work; written work; practical; discussion/debate; case study; problem-based learning (PBL); brainstorming; demonstration; induction, deduction, analysis, synthesis; explanation; action-oriented learning; e-learning, etc.

Activities used for teaching-learning in the program include:

- Independent processing/explanation/interpretation of books/textbooks;
- Practical examples;
- Writing a professional report;
- Preparing answers to questions;
- Performing written assignments;
- Case analysis;
- Participation in discussions and debates;
- Independent preparation of a project based on the instructions of the supervisor;
- and others.

The program is accompanied by a map of the correspondence of learning methods to the program outcomes. The teaching methods of each course/subject of the program correspond to the level of education, the content of the course/subject, the learning outcomes, the requirements of the field characteristics and ensure their achievement. Teaching-learning methods ensure the active involvement of students in the learning process, the interaction between staff and students, thus taking into account the student's participation in the learning

process with due autonomy and responsibility and aimed at the development of various skills by the student, including critical and analytical skills.

Teaching-learning methods take into account the individual needs of students. During a conversation with representatives of the Quality Assurance Service, it was noted that in the case of students received as a result of mobility, an individual program is used, drawn up in accordance with the student's interests and level of academic preparation. During the Covid pandemic the higher education institution provided electronic/distance learning with teaching methods relevant to the field of study of the program that did not lead to changes in the goals and learning outcomes of the program.

Evidences/Indicators

- Self-assessment report
- Curriculum and syllabi
- Practice diaries
- Interview results

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	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

The rule for student evaluation is defined in Article 16 of the Rule Regulating the Educational Process of LEPL – Samtskhe-Javakheti State University. This rule is transparent, reliable, and compliant with current legislation, and is applied fairly to all students.

The assessment methods, forms, and criteria specified in the syllabi take into account the specificity of the course, align with the intended learning outcomes of the subject, and ensure the evaluation of the achievement of said outcomes.

Course syllabi are accessible to students from the very first week of studies via the Moodle online platform. Interviews conducted with students revealed that each lecturer discusses the course syllabus in detail with students during the initial lecture, ensuring they are well-informed regarding the assessment methods and criteria for each specific educational component. Students noted that there has been no instance where the evaluation criteria for any subject were previously unknown or vague.

Students stated that they occasionally receive feedback from lecturers. According to them, feedback is primarily shared through two methods:

1. When a lecturer shares written feedback regarding the student's strengths and areas for improvement in the comment section on the Moodle online platform;
2. When a lecturer provides oral feedback during seminar sessions when assessing oral components (e.g., presentations, oral examinations, etc.).

Interviews revealed that the provision of feedback is not deeply ingrained in the academic culture of the HEI. Some lecturers provide both oral and written feedback; however, this practice is not systematic and, crucially, does not occur across all educational components. The expert panel requested additional documentary evidence confirming feedback provided by lecturers to students, which was not presented by the HEI. Therefore, it is suggested to facilitate developing and institutionalizing a mandatory practice of providing formative assessment and feedback across all courses.

A mechanism for appealing received grades exists at the HEI, which was confirmed by lecturers and students during the interviews. This rule is explained in detail in Article 17, Paragraph 12 of the Rule Regulating the Educational Process of LEPL – Samtskhe-Javakheti State University. Lecturers and students present at the meeting had no practical experience with appeals. The expert panel requested documentation confirming the practical application of the grade appeal mechanism. The HEI presented several records of the Appeals Board meetings, confirming that the grade appeal mechanism is practically implemented within the institution.

The HEI operates under the Regulation on Plagiarism Prevention, Detection, and Response of LEPL – Samtskhe-Javakheti State University (SJSU). Additionally, the HEI utilizes the *Turnitin* software. Students are aware of the definition of plagiarism and the sanctions applied in the

event of its detection. Interviewees could not recall an instance where a student's work was annulled due to plagiarism. At this stage, the HEI lacks regulations for the ethical use of Generative Artificial Intelligence (AI) tools. It is recommended that the HEI implement a formal policy and guidelines for the ethical use of Generative Artificial Intelligence tools.

The HEI conducts analyses of student assessment results and issues relevant recommendations for programme improvement. Lecturers receive and review student feedback via electronic mail. Notably, one lecturer mentioned that based on student feedback, a specific educational component was made more practical (by incorporating numerous practical activities).

To ensure the objectivity and reliability of assessments, examinations are conducted centrally by the Examination Centre. Online examinations are neither planned nor conducted at the HEI.

Considering that the programme submitted for accreditation has not yet been implemented at the university, the expert panel formulated its position on certain issues based on information shared by students of other related programmes. Furthermore, to illustrate and confirm that the university complies with the requirements stipulated by the accreditation standards, numerous documents regarding the educational process of other related programmes were presented.

Evidences/Indicators:

- Rule Regulating the Educational Process of LEPL – Samtskhe-Javakheti State University;
- Bachelor's Programme in Tourism and respective syllabi;
- Regulation on Plagiarism Prevention, Detection, and Response of LEPL – Samtskhe-Javakheti State University;
- Records of the Appeals Board meetings;
- Interviews conducted during the visit to the HEI;
- Self-Evaluation Report.

Recommendations:

- It is recommended that the HEI develop and implement a formal policy and guidelines for the ethical use of Generative Artificial Intelligence tools.

Suggestions for the Programme Development

- It is suggested to facilitate developing and institutionalizing a mandatory practice of providing formative assessment and feedback across all courses.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Substantially 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 students.

3.1 Student Consulting and Support Services

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

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

The first week for students is used for orientation. Orientation meetings are held with the Rector, Faculty Dean, and other administrative staff, who familiarize students with the university's academic and administrative specifics.

The primary contact and support person to whom students turn first to resolve problem-related issues (obtaining certificates, course registration, exam rescheduling, assignment submission difficulties, etc.) is the Faculty Secretary. Furthermore, the HEI operates the Student Consulting Service Mechanism of LEPL – Samtskhe-Javakheti State University, which comprehensively outlines the responsibilities of HEI staff and relevant departments regarding student counseling and support.

As revealed during the interviews, lecturers indicate consultation hours in their syllabi, and when necessary, additional lectures/consultations are scheduled by mutual agreement with the students. Students have the opportunity to communicate with lecturers beyond the designated hours via electronic mail and mobile phone. Students actively utilize these additional consulting opportunities.

The HEI features a Student Support and Career Development Department, the activities of which are governed by the Regulation of the Student Support and Career Development Department of LEPL – Samtskhe-Javakheti State University. This department and the programme head are actively involved in sourcing internships and employment opportunities

for students, utilizing personal and international networks. During the interviews, alumni confirmed that they are employed in their profession with active involvement from the HEI, noting that the knowledge and skills acquired during their studies have been highly beneficial in practice. Students also noted that it would be preferable for the HEI to collaborate with a broader range of companies and organizations to expand employment scope. Accordingly, it is suggested that the HEI execute memoranda of mutual understanding and cooperation with an increased number of companies and organizations to expand the prospective employment scope for students.

As revealed during the interviews, the Internationalization Office implements short-term and long-term exchange programmes and study visits. This office assists students with visa-related procedures, executing Learning Agreements, finding accommodation, and related logistical matters. Interviews confirmed that students actively participate in mobility programmes at European universities and receive offers directly from the Internationalization Office.

Students noted that at the local level, they participate in numerous conferences, and the HEI frequently hosts public lectures and training sessions on topics of current interest to them.

Numerous surveys are conducted to evaluate the effectiveness of student support services. The HEI analyzes student feedback and issues recommendations to continuously improve administrative and support services.

Evidences/Indicators:

- Student Consulting Service Mechanism of LEPL – Samtskhe-Javakheti State University;
- Regulation of the Student Support and Career Development Department of LEPL – Samtskhe-Javakheti State University;
- Interviews conducted during the visit to the HEI;
- Self-Evaluation Report.

Recommendations:

- N/A

Suggestions for the Programme Development

- It is suggested that the HEI facilitates more memoranda of understanding and enhances cooperation with companies and organizations with the aim of expanding the prospective employment opportunities for students.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.1 Student Consulting and Support Services	Complies

3.2. Master's Student Supervision

- A scientific supervisor provides proper support to master's students to perform the scientific-research component successfully.
- Within master's programmes, the ratio of students and supervisors enables them 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	N / A

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

Based on the self-evaluation report, supporting documentation, and the results of the off-site visit, it is confirmed that the BA Program in Tourism substantially complies with the requirements of Standard 4.1. The program is definitely delivered by a qualified and experienced team of academic, invited, administrative, and support staff who possess the competencies necessary to support the achievement of the program learning outcomes. The academic team consists of 19 affiliated academic staff members (8 professors and 11 associate professors) and 13 invited specialists, providing sufficient human resources to ensure the sustainable implementation of the program.

Academic workload is planned and reviewed in accordance with the University's internal regulations, supporting an appropriate balance between teaching, research, and other academic responsibilities. In the statistical table below the section „Including the staff holding PhD degree in the sectoral direction” is represented by 8 academic personnel holding PhD degrees in relevant fields like: geography, history, economics, business administration, ecology, agriculture and the the program demonstrates strong quantitative indicators regarding academic staff and research capacity, though further strengthening the proportion of permanent academic staff with qualifications and expertise specifically in tourism would

enhance the program's disciplinary profile, support closer alignment with international practices in tourism education, and further reinforce the achievement of program learning outcomes.

Hereby it would be noted the Head of the Program possesses the academic qualification, professional expertise, leadership and administrative experience required for effective program management and is actively involved in curriculum development. Administrative and support staff provide adequate academic, technical, and organisational assistance, contributing to the efficient delivery of the educational process.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁵	Including the staff holding PhD degree in the sectoral direction ⁶	Among them, the affiliated staff
Total number of academic staff	19	5	8	19
- Professor	8	2	3	8
- Associate Professor	11	3	5	11
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Visiting Staff	13	0	0	0
Scientific Staff	0	0	0	0
Including International Staff	0	0	0	0

Evidences/Indicators

- Program self-evaluation document;
- CVs of academic and invited personnel;
- Interview results.

Recommendations:

- Increasing the number of academic and invited staff whose academic qualifications, teaching experience, and research activities are directly related to the field of tourism (Field-specific).

Suggestions for the Programme Development

- Non-binding suggestions for programme development

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

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Substantially 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

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.

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

Based on the information collected through the Self-Evaluation Report (SER), the supporting documentation, and the results of the off-site visit, it is concluded that the program mostly demonstrates compliance with the requirements related to the professional development of academic, scientific, and invited staff. The Institution has established a systematic mechanism for evaluating program staff through annual self-evaluation reports, research productivity assessments, and regular analyses conducted by the Quality Assurance Service. The evaluation results are communicated to the Rector, Academic Council, Human Resources Office, and other relevant institutional bodies and are used to support evidence-based decision-making and continuous quality enhancement.

The Institution actively promotes the professional and scientific development of academic and invited staff through a framework integrating teaching, research, and continuous professional learning. Academic staff are expected to engage in research activities as part of their workload, including regular publication of research outputs. The University supports these activities by providing institutional research grants, financial assistance for participation in international conferences, academic mobility, collaborative research projects, and professional development activities related to research ethics, academic integrity, and student-centred teaching and assessment. Participation in Erasmus+ and other international initiatives further contributes to strengthening academic competencies and the internationalisation of teaching and research.

Although these mechanisms are in place and institutional support is available, the evidence/interview results indicate that participation in international research collaborations and externally funded research projects involving tourism academic staff remains limited. Strengthening staff engagement in international research partnerships and capacity-building initiatives would further enhance research productivity, increase international visibility, and better support the internationalisation objectives of the programme.

Evidences/Indicators

- Self-evaluation report;
- Academic and Scientific Achievements' report;
- CVs of the personnel;
- Interview Results.

Recommendations:

- It is recommended to expand opportunities for international research collaboration and capacity-building initiatives, particularly for tourism academic staff, to enhance research productivity, teaching quality, and to ensure the internationalisation of the program.

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>4.3 Professional development of academic, scientific and invited staff</u>	Substantially 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

Based on the information collected through the self-evaluation report (SER), the enclosed documents and off-site visit interview results with HEI personnel it is confirmed that the University has the necessary teaching facilities and support to deliver the BA program in Tourism, with outcomes achieved. Teaching is processed in modern classrooms equipped with multimedia technology, projectors, computer labs, and reliable internet access. The Moodle learning management system integrates Turnitin for learning, assessment, and academic integrity.

The University's Scientific Library offers a full range of print and electronic collections in Georgian and foreign languages, which closely complement the program's syllabi. The literature and other materials, contemporary reading rooms, study spaces, and access to internationally recognized electronic databases (Cambridge Journals Online, SAGE Journals, and other scholarly resources) are available in the library. The University's physical infrastructure, library services, and digital learning environment all provide the necessary support to deliver the program.

Evidences/Indicators

- Self-assessment report;
- 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
4.4 <u>Material Resources</u>	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 consolidated budget of the LEPL Samtskhe-Javakheti State University reflects the costs required for both the implementation and development of the Bachelor's Degree Program in Tourism.

When compiling the financial budget of the program, the following are taken into account:

1. Remuneration of academic personnel involved in the program
2. Remuneration of the faculty administration;
3. Remuneration of the supervisor of the undergraduate research project and internship
4. Co-financing of academic/invited personnel for the publication of scientific papers in journals registered in impact factor or other international refereed/reviewed databases;
5. Travel expenses for participation of academic/invited personnel sent to conferences, forums, trainings and other events;
6. Costs of organizing student and staff conferences and co-financing the publication of scientific works, textbooks, monographs;
7. Funds required for improving the material and technical base (from the consolidated budget);
8. Costs required for program development
9. Other unforeseen costs.

The program's annual income will amount to 45,000 GEL (3-year calculation: 135,000 GEL), and expenses are 108,574 GEL. The balance is active. Allocating the financial resources provided for in the budget for the program is economically feasible, however, it is impossible to develop the program when 2,000 GEL is allocated for internal scientific research grants, or 2,000 GEL for a business trip, and 2,500 GEL for co-financing the publication of a paper in an impact factor journal.

The university rector was asked how the administration will manage to cope with such challenges as the recruitment of academic personnel based on a competition, international mobility of students and personnel, implementation of the Bachelor's degree program in tourism in geographically remote locations, etc., which requires expenses. It was noted that it is planned to introduce certificate courses after the program is launched, since Samtskhe-Javakheti is a tourist region and there will be great interest in these courses; to develop and engage in grant projects together with local private and public organizations; to develop and launch a master's program in the field of tourism.

Evidences/Indicators

- Self-assessment report
- Program budget
- Interview results

Recommendations:

- It is recommended to accelerate the search for other alternative sources of financing for the program budget in order to ensure the sustainability and development of the program (including the purchase of various platforms, the creation of simulation laboratories, etc.).

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	Substantially Complies

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, the 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 internal quality assurance processes on the programme level at Samtskhe–Javakheti State University are organized in accordance with the Quality Assurance Mechanisms and Methodology of planning, elaboration and development of higher educational programs. The quality assurance statute centralizes principles of continuous improvement, transparency, accountability and cooperation in the quality assurance processes. Therefore, internal quality assurance includes systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on semester and annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring and identify development tendencies. In accordance with the evaluation of the submitted documents and accreditation site visit findings, programme evaluation is conducted regularly and assessment results are generally utilized for programme improvement.

Programme quality assurance is based on the PDCA, “plan – do – check – act” principle. Programme evaluation ensures inclusiveness of programme staff that collaborate with the internal QA and share the principles and mechanisms to ensure proper internal quality evaluation of the programme. The working group for developing Tourism Bachelor’s programme has been developed ensuring engagement of academic and administrative staff, industry representatives and programme leaders. The programme benefitted from field expert evaluations and the internal evaluation of the quality assurance office.

The institution generally ensures students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. Besides, assessment surveys are used by internal quality evaluation processes for purposely identifying the issues and areas for further improvement. Thus, these surveys are targeted at identifying the needs, and wants of the students and staff, as well as general satisfaction for assessing the administration of the programme and availability of services.

The QA Office promotes collaboration and encourages the active involvement of all relevant stakeholders to ensure a constructive programme evaluation process. Accordingly, the programme self-evaluation report was prepared jointly with the active participation of both academic and administrative staff. Although students and alumni were not directly involved in the programme development process, their feedback, collected through established QA mechanisms and feedback loops, was systematically considered and incorporated into the programme's development and improvement.

Although information sessions, open–access regulations, and the student's portal contribute to the dissemination of relevant information, these practices seem to function as supportive tools rather than as part of a structured orientation framework. It would be helpful for the institution to formalize an onboarding and orientation process related to quality assurance for students and staff. Establishing a structured introductory mechanism – supported by regular training

sessions or digital guidance materials – would help to strengthen a common understanding of quality culture, support stakeholder’s greater awareness of their role in evaluation processes, and support more systematic participation in continuous quality improvement.

The University does not offer a distance learning component within the Tourism programme. Consequently, it has not established specific mechanisms for monitoring and evaluating electronic or distance learning.

Evidences/Indicators

- Self-evaluation report;
- Methodology of planning, elaboration and development of higher educational programs;
- Self-assessment group meeting minutes;
- Internal and external evaluation results;
- Survey results and forms;
- 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

- It is suggested to the institution to formalize an onboarding and orientation process related to quality assurance for students and staff through establishing a structured introductory mechanism that will further facilitate understanding of quality culture, strengthen stakeholder awareness of their role in evaluation processes, and support more systematic participation in continuous quality improvement.

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

External quality assurance at the Samtskhe-Javakheti State University is carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The institution generally reviews the recommendations and suggestions, and the findings are introduced to the programme staff. The QA and senior management ensure compliance of the developments with the received recommendations. The Tourism Bachelor's Programme is new; however, the programme team expresses readiness for continuous improvement and considering recommendations concerning the further development perspectives.

The educational programmes of the institution are periodically evaluated by external experts. The Tourism programme was developed with the active consideration of the local and international experts' experiences and positions, therefore ensuring compliance with the subject benchmark requirements. Field expert from Shota Rustaveli State University and Internationales Institut für Hospitality (IIFH), Germany have positively evaluated the programme, as well as underlined its strengths and importance for preparing qualified professionals, structure and content of the programme, a balance within theory and practice.

Evidences/Indicators

- Self-evaluation report;
- Methodology of planning, elaboration and development of higher educational programs;
- Self-assessment group meeting minutes;
- Internal and external evaluation results;
- Survey results and forms;
- Interview result.

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
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

For the programme development and service improvement, the QA Office at the Samtskhe-Javakheti State University coordinates monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools for programme monitoring and periodic review. At the end of every compulsory course, students evaluate the course by completing a course evaluation form.

Assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. The labour market analysis is the integral part of the programme planning and monitoring. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements. The Quality Assurance Department regularly reviews students' academic performance on a semester basis, which provides a general mechanism for monitoring educational effectiveness. However, the learning outcomes assessment document indicates that the assessment cycle is conducted every three years. It would be suggested to introduce an interim evaluation between the scheduled assessment cycles to enable more timely monitoring of student achievement and facilitate continuous programme improvement.

The institution has a practice of periodic academic and invited staff evaluation through pre-determined classroom observation practice. The classroom observation is conducted by the Faculty Quality Assurance Office, however volunteer peer attendance and observation is also introduced for academic and invited staff from the same and/or related programmes. The aim of the formal and informal evaluation is to provide a platform for sharing experiences, observe the quality of the delivered lectures, compliance with the syllabi, predefined teaching and learning methods and to articulate development tendencies and provide relevant activities.

The institution ensures benchmarking for the local and international practices. The programme development group has benchmarked a number of similar programmes provided at Georgian and international universities – Ivane Javakhishvili Tbilisi State University, Batumi Shota

Rustaveli State University, Central University of Europe, University of Innsbruck, Austria. The review identified several common features as well as multiple development opportunities that have positively influenced the further elaboration of the programme. The programme incorporates both international and local requirements and practices in tourism, and the benchmarking analysis demonstrates that comparable programs show high compatibility in terms of structure, content, and relevance, despite the major differences in terms of the length of international programs.

Evidences/Indicators

- Self-evaluation report;
- Methodology of planning, elaboration and development of higher educational programs;
- Analysis of analogue programmes;
- Internal and external evaluation results;
- Survey results and forms;
- Interview result.

Recommendations:

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

Suggestions for the Programme Development

- It would be suggested to introduce an interim evaluation between the scheduled assessment cycles to enable more timely monitoring of student achievement and facilitate continuous programme improvement.

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

Armand Fagane 1

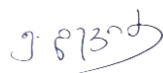


Accreditation Expert Panel Members

Eka Lekashvili



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