Annex No. 3

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

Civil Engineering, Bachelor' Education Programme

LEPL - Batumi Shota Rustaveli State University

Evaluation Date: 12th June 2026

Report Submission Date: 30th August 2026

Tbilisi

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Information about a Higher Education Institution [1]

Name of Institution Indicating its Organisational Legal Form	Batumi Shota Rustaveli University-LEPL
Identification Code of Institution	245428158
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Philippe Bouillard, Université Libre de Bruxelles, Belgium
Member (Name, Surname, HEI/Organisation, Country)	Giorgi Tsanatskenishvili, International Black Sea University (IBSU), Georgia
Member (Name, Surname, HEI/Organisation, Country)	Bella Tinikashvili, Georgian Technical University (GTU), Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ia Natsvlishvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Gizo Uchaidze, Georgian-American University, Georgia

[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)	სამოქალაქო ინჟინერია
Name of Higher Education Programme (in English)	Civil Engineering
Level of Higher Education/programme	Bachelor's Studies
Qualification to be Awarded[2]	BSc in Civil Engineering
Name and Code of the Detailed Field	0732 – Construction and Civil Engineering
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
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)	N/A
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	N/A

[2] In case of implementing a joint higher education programme with a higher education institution recognised 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 the Educational Programme**

The programme of BSc in Civil Engineering is newly proposed in an English version. It is a 4-year (240 ECTS) programme divided into 8 academic semesters. It has been built on the existing Georgian version and designed to address the challenges and needs of the construction sector in Georgia. The programme aims to 'provide academic and modern training, equipped with knowledge of relevant research methods, possessing practical skills, oriented to the requirements of society and the state, qualified competitive specialists who will be able to easily adapt to the changing professional environment and will be a bearer of national and universal liberal values'. The programme has been developed in accordance with the legislation of Georgia and the Resolution of the Academic Council on the 'Rules for the Elaboration, Approval and Development of BSU Educational Programmes'.

- **Overview of the Accreditation Site Visit**

During the site visit, the group of Experts has conducted several interviews with:

- the Rector, Vice-Rectors and Head of Administration,
- the Self-Evaluation Team,
- BA Students and Alumni (Related Programme),
- the Head of the programme,
- the Academic and Invited Staff,
- the QA service,
- employers.

Additionally, the group of Experts could visit and review the facilities, laboratory infrastructure and equipment.

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

The programme substantially complies with Standard 1 (Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme) with clear and relevant programme objectives, programme learning outcomes and their evaluation, structure and content of the programme and the courses. The programme also substantially complies with Standard 2 (Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering) with relevant admission procedures, and development of practical, scientific and transferable skills, and adequate teaching methods and evaluation. The programme substantially complies with Standard 3 (Student Achievements and Individual Work with Them) with adequate student consulting and support services. The programme substantially complies with Standard 4 (Providing Teaching Resources) with adequate provisions for professional development, good material resources and credible financial sustainability. However, the Experts are highly concerned with Sub-Standard 4.1 (Human resources) where BSU only partially complies: although the academic is qualified to deliver the programme, there is a strong concern about their ability to deliver it in English. The programme fully complies with Standard 5 (Teaching Quality Enhancement Opportunities) with very good internal and external quality evaluation, programme monitoring and periodic review.

- **Recommendations**

1. Define a ***single*** version of the programme's aim specific to the bachelor's programme in civil engineering and highlight the distinctive features of the programme.
2. Improve the consistency between the goals and the programme, either by aligning the goals with the actual content or by improving the programme to achieve all defined objectives.
3. Ensure that the student, graduate and employer surveys collect feedback on the programme learning outcomes specifically, and not generically through a satisfaction survey.
4. Ensure adequate monitoring of the direct assessment of the programme learning outcomes table and verify whether the other courses implement similar formats.
5. Define benchmarks for each programme learning outcome, and include a comparison of such benchmarks in the evaluation procedure.
6. Since the 'aesthetic' aspect is only mentioned once for a 2h seminar, it is recommended to remove it from the programme goals or to enhance the corresponding learning activities.
7. Since the 'innovation' aspect is only partially mentioned in the capstone project, and there is no clear research training elsewhere, it is recommended to remove it from the programme goals or to introduce a clear related trajectory and related learning activities.
8. Each syllabus should articulate the course learning outcomes (CLOs) with the programme learning outcomes (PLOs).
9. Rebuild the consistency map (Annex 1.1.10) based on a deeper analysis of the consistency between the CLOs and PLOs.
10. Each course syllabus should clearly ensure the consistency between the learning outcomes, the learning methods and the learning assessment methods.
11. Clearly state in both versions of the educational programme (Georgian and English) that the language of instruction is 'English' and the prerequisite for admission is 'English language' instead of 'foreign language'.
12. It is highly recommended to move the internship from the list of elective courses to the list of compulsory courses to ensure similar development of practical and transferable skills for all students.
13. Enhance the research training by incorporating related activities (literature search and citation, framing a research project, and critically analysing the results).
14. Develop and implement active and student-centred learning activities to engage the students in their learning process.
15. Develop and includeteamwork learning activities, typically with integrative projects and refer to the research in educational sciences to determine the best way to supervise and assess such projects.
16. Train the academic and invited staff on the need to take into account international students' cultural and/or other needs while establishing teaching and learning, or assessment methods.
17. Removed.
18. Considering the international nature of the programme, it is recommended to further develop institutional mechanisms for welcoming and supporting international students and to ensure that all relevant policies, regulations, and student-related information are available in English.
19. Develop adequate policies to increase and support the staff's research portfolio.
20. Set a minimum level of English language proficiency for the teaching staff (typically C1 in the Common European Framework of Reference for Languages) and make a corresponding

recruitment plan to increase the number of academic staff with English language skills involved in the programme and ensure the sustainability of the programme's learning process.

21. Explicitly include the student consultation hours in the workload.
22. Make the international office to provide assistance to prepare competitive grant applications and improve BSU's involvement in international education and research projects, more visible and accessible to the staff.
23. Strengthen the quality culture in the institution by sharing existing mechanisms with all involved stakeholders and fully implementing existing rules, which will help identify and prevent challenges in the self-assessment process.

- **Suggestions**

1. Better refer to the HEI's mission, objectives and strategic plans in future reports to demonstrate the consistency of the programme in these regards.
2. Improve programme learning outcome nr 4 by clarifying in which context the engineering assessments and conclusions are supposed to be formulated.
3. Enhance the current direct assessment method by introducing the course learning outcome level in the verification, rather than the course.
4. Describe the degree as a Bachelor of Engineering (BEng) in English, instead of Bachelor of Science in Engineering (BSc).
5. Use inclusive language and avoid referring to the student as a 'he' only. It is preferable to use 'they' as the neutral pronoun.
6. Reconsider and simplify the list of teaching methods mentioned in the Education Programme file to reflect the actual teaching methods and be aligned with the course syllabus categories.
7. Narrow down the literature and other sources by clearly stating which parts (page numbering) are expected to be reviewed per lecture or topic.
8. Encourage the course coordinators to regularly update their references (compulsory literature and other material) to consider the latest research in the field.
9. Correct the technical discrepancy regarding the personnel implementing the programme between the table 'Personnel Participating in the Implementation of the Bachelor's Degree Programme Civil Engineering by Academic Courses' and the table 'Information about Quantitative Data of the Educational Programme'.
10. More attention could be paid to the ventilation of buildings and structures necessary for the educational process and to ensuring protection from increased humidity caused by existing climatic factors.

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

None.

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

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

The group of Experts has carefully examined BSU's response to the draft report and thanks BSU for their feedback. The group of Experts regrets that the responses were apparently made mostly on the recommendations only, without proper consideration of the corresponding arguments. Most of BSU's responses were indeed already addressed and justified in the draft accreditation report. The group of Experts wants to make clear that its recommendations do not intend to question the professional and pedagogical experience or expertise of BSU's staff. They were the results of the analysis based on the evidence provided and were designed to help BSU's staff in further improvement. Quality is a process, and the attitude to disagree with all recommendations raises concerns about the quality culture and the willingness to implement PDCA loops, as addressed by Recommendation #23. Anyway, the group of Experts is happy to consider BUS's feedback and to clarify the recommendations hereafter.

Recommendation 1: In BSU's response, there appears to be confusion between the aims and the goals. Both are analysed and commented on in the accreditation report, and BSU is invited to consider them separately. The group of Experts confirms its initial analysis regarding the aim.

Recommendation 2: Refer to Sub-standard 1.4, which elucidates some misalignment between the programme goals and content regarding goals #2 (insufficient coverage of aesthetic and innovative methods) and #3 (insufficient training to preparing life-long learning). The group of Experts confirms the recommendation.

Recommendation 3: The group of Experts confirms the recommendation since Annex 5.3.2 focuses on course consistency between syllabi and course learning outcomes. The recommendation refers to collecting feedback on the achievement of the programme learning outcomes as well.

Recommendation 4: BSU's response does not address the recommendation, which focuses on the direct assessment of the programme learning outcomes method, as described in Annex 1.1.10. The annex suggests that this assessment is made for a small sample of courses only. The group of Experts recommends this approach to be used in every course.

Recommendation 5: Defining benchmarks for each programme learning outcome is requested by NCEQE standards. This is not covered by the table on p. 25 (Annex 1.1.10) where target marks are defined, which is different from setting benchmarks for the programme learning outcomes.

Recommendation 6: The group of Experts has highlighted a current misalignment between the goals related to aesthetic training and its insufficient coverage. If, as the response suggests, BSU believe that it is an important part of civil engineering training, then the recommendation must be interpreted in the sense of enhancing the corresponding learning activities (not limited to a 2h seminar).

Recommendation 7: The group of Experts acknowledges and totally shares the response. However, as stated in the draft report, the word 'innovation' itself is never considered in the course syllabi (except briefly in the capstone project), and, if it is a learning objective, it needs to be explicitly trained and assessed, which is currently not clearly elucidated. The recommendation then holds.

Recommendation 8: Articulating the course titles with programme learning outcomes is a good summary table to illustrate how the PLOs are overall covered. It is, however, insufficient to ensure the consistency between CLOs and the PLOs, which is what is expected. The group of Experts confirms the recommendation.

Recommendation 9: As mentioned in the accreditation report, the detailed analysis of the CLOs of some courses reveals that they are not contributing to the PLOs mentioned in the proposed consistency

table. The group of Experts encourages BSU to make this detailed analysis and confirms the recommendation.

Recommendation 10: The group of Experts identified some syllabi where the consistency between the learning objectives, methods and assessment was not self-evident. The recommendation was not about providing an additional matrix, but rather about making sure that this consistency is effective, which is essential. The recommendation has been slightly rephrased.

Recommendation 11: The group of Experts is happy to hear that it was a technical error, but, based on the evidence provided, cannot remove it at this stage.

Recommendation 13: The group of Experts confirms the recommendation, as the research-related activities (literature search and citation, framing a research project, and critically analysing the results) are insufficiently covered by the programme or explicitly addressed by learning activities (beyond the communication course and the capstone project).

Recommendation 14: Although there are some positive initiatives toward student-centred learning activities, the teaching methods remain mostly traditional (lecture, tutorial, laboratories). The group of Experts confirms the recommendation and encourages BSU to further deepen student-centred approaches.

Recommendation 15: Based on the evidence provided and the interviews, it was made clear to the group of Experts that team projects are not implemented in engineering courses because it would prevent individual assessment, and there is only one project in a non-engineering course (Communication). The group of Experts confirms that this is insufficient for contemporary engineering training and the need to develop more projects, including integrative and interdisciplinary, still holds.

Recommendation 16: The group of Experts does not question the professional or pedagogical experience of the staff. Intercultural training is a challenge that cannot be underestimated, and, based on the evidence provided, it is not clear whether specific measures or initiatives have been taken to address this. The group of Experts confirms the recommendation.

Recommendation 17: The group of Experts agrees to remove it with the clarification provided.

Recommendation 18: Although it is true that BSU has experience in managing international programmes, it is still emerging, and the group of Experts recommends that BSU to continue improving the institutional mechanisms, particularly by providing all information in English, which is not yet the case (based on the evidence provided). The group of Experts confirms the recommendation.

Recommendation 19: The group of Experts noted a huge diversity in the staff portfolio. As mentioned in the responses, there are some very active researchers, but there are also situations which require further incentives. The recommendation intends to support all staff's research commitment and is confirmed.

Recommendation 20: During the interview with the staff, it was very clear that the minimal level of English language was not achieved to deliver courses in English, and it was acknowledged by them. This recommendation is essential to the programme's success and should be carefully considered by BSU.

Recommendation 21: To support staff development, it is very important that all there important tasks and duties are clearly reflected in the workload management. The group of Experts confirms this recommendation.

Recommendation 22: The group of Experts is very happy to hear that an international office is already operating. Sadly, it was not clear during the interviews, and the current level of international projects at BSU is fair. The recommendation is confirmed but has been slightly modified to better reflect this.

Recommendation 23: The quality culture goes beyond the regulations and mechanisms, and integrates the quality approach in all aspects of academic life, including the ability to implement PDCA loops. The group of Experts confirms the recommendation.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards**:

  - **Staff and Supervisors**
    - Number of staff involved in the programme (including academic, scientific, international and invited staff)- 30, including staff holding a PhD degree in the sectoral direction-18;
    - Ratio of the academic/scientific staff and invited staff- 16/14 (1,14);
    -Ratio of the affiliated and academic staff-15/16 ((0.94).

  - **Scientific/Research Indicators**
    - Scientific/research papers published in peer-reviewed journals with an international index (for the last 5 years)-101;
    - Publications in Local Journals -16;
    - Publications in International Journals -38;
    - Presentations Made at Local Conferences-12;
    - Presentations Made at International Conferences-27;
    - Other Scientific/Research Indicators-8.

  - **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.)
    - New programme, no data available yet.

  - **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes)
    - New programme, no data available yet.

  - **Analysis of other quantitative data** provided in the self-assessment and annexes.

Total Number of Academic personnel 16 (Professor 6, Associate Professor 7, Assistant Professor 3, Assistant 0).

Total Number of Affiliated Academic personnel 15 (Professor 6, Associate Professor 6, Assistant Professor 3, Assistant 0).

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 a PhD degree in the sectoral direction[6]	Among them, the affiliated staff
Total number of academic staff	**16**	**10**	**10**	**15**
- Professor	6			6
- Associate Professor	7			6
- Assistant Professor	3			3
- Assistant	-			-
Visiting Staff	14	8	3	_
Scientific Staff	-	-	-	_
Including International Staff	-	-	-	-

- **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 fulfilment of the recommendations received during the previous evaluation process.**

N/A.

[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

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

	Standard	Evaluation
1.	**1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme**	**Substantially**
1.1	Programme Objectives	**Substantially**
1.2	Programme Learning Outcomes	**Complies**
1.3	Evaluation Mechanism of the Programme Learning Outcomes	**Substantially**
1.4	Structure and Content of Educational Programme	**Substantially**
1.5	Academic Course/Subject	**Substantially**
2.	**Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering**	**Substantially**
2.1	Programme Admission Preconditions	**Substantially**
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	**Substantially**
2.3	Teaching and Learning Methods	**Substantially**
2.4	Student Evaluation	**Complies**
3.	**Student Achievements and Individual Work with Them**	**Substantially**
3.1	Student Consulting and Support Services	**Substantially**
3.2	Master's Student Supervision	**N/A**
4	**Providing Teaching Resources**	**Substantially**
4.1	Human Resources	**Partially**
4.2	Qualification of Supervisors of Master's Students	**N/A**
4.3	Professional Development of Academic, Scientific and Invited Staff	**Substantially**
4.4	Material Resources	**Complies**
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	**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 in a higher education institution's educational programme of a certified medical doctor

Assessment criteria

Definitions:

Recommendations - should be considered by the HEI for the programme to comply 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 programme aim to 'provide academic and modern training, equipped with knowledge of relevant research methods, possessing practical skills, oriented to the requirements of society and the state, qualified competitive specialists who will be able to easily adapt to the changing professional environment and will be a bearer of national and universal liberal values' (SER p. 4) is written slightly differently on page 6 (SER). Both versions are quite holistic, presenting generic academic aims applicable to many scientific fields. They are, however, aligned with the HEI's mission and strategic plan regarding internationalisation, for instance, although this is not properly analysed in the SER. Nevertheless, it is recommended to define a ***single*** version of the aim applicable specifically to the bachelor's programme in civil engineering and highlight the distinctive features of the programme.

The programme is then defined by three goals that cover: (i) the theoretical knowledge and practical skills in civil engineering-related sciences, (ii) the practical skills required by design, construction equipment and management of buildings and structures, (iii) the need for life-long learning in the field. These three goals are very well written and give a clear picture of the intended programme objectives. However, some aspects of these goals are not evidently reflected in the programme, and this will be commented on in Sub-Standard 1.4. It is recommended to improve the consistency between the goals and the programme, either by aligning the goals with the actual content or by improving the programme to achieve all defined objectives.

Together, the aim and the three goals clearly illustrate the programme's contribution to the field and society. They are well-supported by a labour market analysis showing that there is a need for civil engineers trained in English to work on international projects in the region and beyond.

Evidences/Indicators

- SER pp. 3-7.
- Site visit interview with:
  - the Rector, Vice-Rectors and Head of Administration,
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),

- the Head of the programme,
- the Academic and Invited Staff,
- the QA service,
- employers.

- Mission of Batumi Shota Rustaveli State University.
- Educational programme.
- Course syllabi.

Recommendations:

- Define a *single* version of the programme's aim specific to the bachelor's programme in civil engineering and highlight the distinctive features of the programme.
- Improve the consistency between the goals and the programme, either by aligning the goals with the actual content or by improving the programme to achieve all defined objectives.

Suggestions for the Programme Development

- Better refer to the HEI's mission, objectives and strategic plans in future reports to demonstrate the consistency of the programme in these regards.

Evaluation

Component	Evaluation
1.1 Programme Objectives	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

The proposal identifies 7 programme learning outcomes (PLOs). They are generally consistent with the programme aim and goals, well-written and instrumental in defining the learning and assessment methods. Good attention is paid to clearly defining the level of PLOs achieved at the bachelor's level, e.g. plan and conduct an experiment 'in accordance with predefined instructions'. Good attention has also been paid to incorporating ethical, labour and safety regulations to enhance the practical skills. Very good transversal competences, which are essential to an engineering education (communication, teamwork, continuous professional development), are also addressed. Although the SER gives very limited information about this, the PLOs are clearly aligned with EQF level 6 applicable to bachelor's programmes and consistent with the peculiarities of the field of study and labour market demands.

There is, however, one PLO which is a bit too vague about the context (PLO nr. 4), and it is suggested to improve it by clarifying in which context the engineering assessments and conclusions are supposed to be formulated.

The PLOs adequately describe knowledge, skills, and the level of autonomy that students gain upon completion of the programme. They will allow the graduates either to go into the market field or to apply for an international master's degree. They have been developed collaboratively with representatives of all stakeholders and with the support of ABET experts.

Evidences/Indicators

- SER pp. 7-8.
- Site visit interview with:
  - the Self-Evaluation Team,
  - the Head of the programme,
  - the employers.
- Educational programme (Annex 1.1.10).

Recommendations:

- None.

Suggestions for the Programme Development

- Improve programme learning outcome nr 4 by clarifying in which context the engineering assessments and conclusions are supposed to be formulated.

Evaluation

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 analysing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilised 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 University has established clear and relevant mechanisms to evaluate the PLOs. It includes a collection of data, including analysis of exams and assessments, student, graduate and employer surveys. This is very good. However, since the group of Experts could not consult the surveys, it is very important that they include questions to collect feedback on the PLOs specifically, and not generically through general questions about the programme. According to NCEQE standards, it is also important

to define benchmarks for each programme learning outcome, and to include a comparison of such benchmarks in the evaluation procedure.

The SER also mentions (p. 8-9) that the adequacy of the assessment methods will be determined according to the learning outcomes map, which is positive. Annex 1.1.10 gives some very clear and relevant samples of such direct assessment (p. 11). It is recommended to ensure adequate monitoring of this table and verify whether the other courses implement the same format. Ideally, this sample should be changed over time and selected randomly across all courses.

Although the direct assessment method is positive, it is currently based on the alignment between the course and the PLOs. The verification is, however, best performed at each course learning outcome (CLO) level, rather than at the course level. It is suggested to enhance the proposed assessment by introducing the CLO level.

During the interviews, it was clear that the Academic and visiting staff are familiar with the elaboration of the learning outcomes and are making valuable effort to ensure the familiarisation of the stakeholders with them. However, it is less clear that they are fully familiar with the corresponding methods of evaluation, although BSU offers opportunities for training and assistance in this regard.

Evidences/Indicators

- SER pp. 3-7.
- Site visit interview with:
  - the Self-Evaluation Team,
  - the Head of the programme,
  - the Academic and Invited Staff,
  - the QA service,
- Educational programme (Annex 1.1.10)
- Course syllabi.

Recommendations:

- Ensure that the student, graduate and employer surveys collect feedback on the programme learning outcomes specifically, and not generically through a satisfaction survey.
- Ensure adequate monitoring of the direct assessment of the programme learning outcomes table and verify whether the other courses implement similar formats.
- Define benchmarks for each programme learning outcome, and include a comparison of such benchmarks in the evaluation procedure.

Suggestions for the Programme Development

- Enhance the current direct assessment method by introducing the course learning outcome level in the verification, rather than the course.

Evaluation

Component	Evaluation

1.3 Evaluation Mechanism of the Programme Learning Outcomes	Substantially

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing 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

The programme has been designed according to the procedure for the development, approval and development of BSU educational programmes. The content, volume and complexity of the programme clearly correspond to a bachelor's in civil engineering programme. However, since it is a 4-year programme (240 ECTS), with limited research training and a small capstone project, it is probably best internationally reflected as a Bachelor in Engineering (BEng) rather than a Bachelor of Science in Engineering (BSc). It is suggested to use this denomination in English communication. The programme is designed according to Georgian legislation and is compatible with the ECTS. It is logically structured and ensures a good and coherent learning process. The scientific coverage is broad, and the programme offers some electives, which is very positive.

A detailed analysis of the course syllabi shows that PLOs #1-5 are clearly well-addressed and achieved, with diverse learning activities and assessments. However, insufficient learning activities and assessments are planned to achieve the following PLOs:

- PLO #6. '*Is involved in interdisciplinary teamwork with those members he creates a collaborative environment for the fulfilment of the set tasks.*' First, it is suggested to use inclusive language and avoid referring to the student as a 'he' only. It is preferable to use 'they' as the neutral pronoun. Secondly, and more importantly, it is remarkable that the only teamwork learning activities are explicitly included in the non-engineering general elective courses (Philosophy, Psychology, Democracy and Citizenship, and History and Culture of Georgia). During the interviews, it was made clear that the programme focuses on individual engineering tasks, which is in clear contradiction with PLO#6.
- PLO #7. '*Plans continuous professional development (CPD), identifies his/her own further learning needs and implements it with a high degree of independence*.' This is an excellent PLO, well-aligned with Goal #3, but currently, there are no clear related activities or assessments. It is suggested by the SER that learning through courses will implicitly develop such a competence, which is not realistic. On the contrary, to achieve such a PLO, the programme should explicitly require the student to learn how to identify their learning needs and design a CPD plan. This is best achieved through portfolio tools, typically associated with integrative projects. Here again, it is recommended to refer to the research in educational sciences.

Moreover, there is also some misalignment with elements of the programme goals:

- Goal #2. The students are supposed to take into account the aesthetic and innovative methods. However, the first aspect, 'aesthetic', is only mentioned once for a 2h seminar, and the second,

innovation, is mentioned in the capstone project only. From the documents provided (SER, programme) and the interviews during the site visit, it is clear that little attention has been paid to research and innovation. The capstone project itself does not have a clear research or innovation component since all the CLOs refer to 'analyse' or 'apply'. Both aspects either require better coverage or should be removed from the goals.

- Goal #3. 'adhere to the principle of 'lifelong learning' reveals the same misalignment as PLO #7.

Evidences/Indicators

- SER pp. 11-12.
- Resolution of the Academic Council on the 'Rules for the Elaboration, Approval and Development of BSU Educational Programmes' (Annex 1.4.1)
- Site visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the programme,
  - the Academic and Invited Staff,
  - the QA service,
  - employers.
- Educational programme.
- Course syllabi.

Recommendations:

- Since the 'aesthetic' aspect is only mentioned once for a 2h seminar, it is recommended to remove it from the programme goals or to enhance the corresponding learning activities.
- Since the 'innovation' aspect is only partially mentioned in the capstone project, and there is no clear research training elsewhere, it is recommended to remove it from the programme goals or to introduce a clear related trajectory and related learning activities.

Suggestions for the Programme Development

- Describe the degree as a Bachelor of Engineering (BEng) in English, instead of Bachelor of Science in Engineering (BSc).
- Use inclusive language and avoid referring to the student as a 'he' only. It is preferable to use 'they' as the neutral pronoun.

Evaluation

Component	Evaluation
1.4 Structure and Content of Educational Programme	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

The SER package contains all the course syllabi. They have been very accurately written, elucidating all expected information. This is quite unusual for a new programme, and it is highly commendable. The number of credits allocated is generally commensurate with the student's learning efforts. It is, however, suggested to develop a monitoring procedure to regularly assess the student's workload. The syllabi show an overall good consistency between the course learning outcomes and the learning activities and assessments.

The consistency map provided in p. 8 (Annex 1.1.10) is a good general overview of the consistency between the courses and the PLOs, but each syllabus should articulate the course learning outcomes (CLOs) with the PLOs. This step seems to be missing, and it is recommended to implement it. With this method, it will appear clearly that the current consistency map is sometimes misleading. It declares that some courses are contributing to the achievement of some PLOs, particularly regarding PLOs 6 and 7, but this is not confirmed by the corresponding syllabi since no clear related learning activity or assessment is included. It is recommended to rebuild the consistency map based on a deeper analysis of the consistency between the CLOs and PLOs. Each course syllabus should then clearly ensure the consistency between the learning outcomes, the learning methods and the learning assessment methods.

The syllabi also systematically include compulsory literature and other teaching or learning resources. They are generally well-aligned and relevant to the achievement of the learning outcomes. The only point of attention is that many references are a bit outdated, and it is suggested to encourage the coordinators to regularly update their references to consider the latest research in the field.

Evidences/Indicators

- SER pp. 12-13.
- Resolution of the Academic Council on the 'Rules for the Elaboration, Approval and Development of BSU Educational Programmes' (Annex 1.4.1)
- Site visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the programme,
  - the Academic and Invited Staff,
  - the QA service,
  - employers.
- Minutes of the Curriculum Committee.
- Educational programme.
- Course syllabi.

Recommendations:

- Each syllabus should articulate the course learning outcomes (CLOs) with the programme learning outcomes (PLOs).
- Rebuild the consistency map (Annex 1.1.10) based on a deeper analysis of the consistency between the CLOs and PLOs.
- Each course syllabus should clearly ensure the consistency between the learning outcomes, the learning methods and the learning assessment methods.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
1.5. Academic Course/Subject	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

The admission preconditions and procedures are consistent with the legislation of Georgia on the basis of unified national exams and the rules regulating the educational process of BSU.

The preconditions for admission to the educational programme are clearly formulated (SER p. 14). They are aligned with the programme content, learning outcomes, level of education, and the qualification to be awarded. This ensures the admission of students with relevant knowledge, skills and competences. However, the experts noticed some discrepancies between the Georgian and English versions of the educational programme presented by the HEI, e.g.:

- In the Georgian and English versions, the language of instruction is indicated as Georgian, although the programme is in English;
- In the Georgian and English versions, one of the prerequisites for admission to the programme is vaguely indicated as a foreign language, instead of specifically English.

Information about the preconditions for admission to the programme is publicly available and will be posted on the University website. Applicants are introduced to it through information booklets, during open days both at the University and during visits to schools.

Evidences/Indicators

- SER pp. 14-15
- Site visit interview with:
  - the Head of the programme.
- Educational Programme (Georgian and English versions)

Recommendations:

- Clearly state in both versions of the educational programme (Georgian and English) that the language of instruction is 'English' and the prerequisite for admission is 'English language' instead of 'foreign language'.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
2.1 Programme Admission Preconditions	Substantially

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

The 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

The components of the educational programme are generally consistent with the programme learning outcomes and develop practical and transferable skills in the student, along with theoretical knowledge. In accordance with the learning outcomes of the educational courses, the ratio of theoretical training and practical activities is taken into account in the course syllabi and appears to be relevant.

The educational programme is completed by defending a capstone design project. By completing it, the student systematises and deepens practical, scientific and transferable skills. However, as already mentioned in sub-standard 1.4, insufficient attention has been paid to developing research skills throughout the programme, particularly in the capstone design project. The group of experts recommends enhancing research training by incorporating related activities (literature search and citation, framing a research project, and critically analysing the results).

During the educational practice period, the purpose, duration and number of students are determined by mutual agreement. For the purpose of implementing the internship component, BSU has signed several agreements with relevant companies or organisations. The agreement determines that the organisation has to appoint a supervisor to conduct the internship in accordance with the internship syllabus and diary provided by BSU. It is, however, quite unusual for such a programme to propose an internship as an elective only. During the site visit, it was mentioned that this internship is indeed compulsory for the same programme delivered in Georgian. The employers confirmed that there is a clear demand from them to host trainees from this programme. It is then highly recommended to make the internship compulsory and adapt the programme accordingly.

The BSU administration encourages students to actively engage in creative activities and, to this end, organises an annual competition for named scholarships, which is positive.

Evidences/Indicators

- SER pp. 15-16
- Site visit interview with:
    - the Self-Evaluation Team,

    - the Head of the programme,
    - the Academic and Invited Staff,
    - employers.
- Educational Programme (Annex 1.1.10)
- Course syllabi
- Memoranda of Cooperation with Industry Partners
- Internship/ Practical Training Materials
- Regulation of the BSU Student Scientific Society
- Regulation on the Selection Competition for Targeted Scientific Research Projects

Recommendations:

- It is highly recommended to move the internship from the list of elective courses to the list of compulsory courses to ensure similar development of practical and transferable skills for all students.
- Enhance the research training by incorporating related activities (literature search and citation, framing a research project, and critically analysing the results).

Suggestions for the Programme Development

- None.

Evaluation

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

2.3. Teaching and Learning Methods

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

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

The teaching and learning methods are generally in accordance with the first level of academic higher education, the content of the course, and the learning outcomes. The teaching and learning methods are specified in each course syllabus, and their combination contributes to the achievement of PLOs. The teaching and learning are diversified, including work on a book/text; visual (laboratory and demonstration) methods; discussion/debate; situational task/case analysis; presentation; writing, etc. There is, however, a predominance of classical lecture classes, which prevents the students from actively engaging in their learning process and taking responsibility for it, beyond a positive

opportunity offered by the programme to choose some elective courses. It is then recommended to develop and implement more active and student-centred learning activities.

Moreover, since interdisciplinary teamwork is essential in engineering training, it is recommended to develop and include related learning activities, typically with integrative projects. To improve the assessment and reassure the teaching staff that skills and competencies are best developed in such activities, it is also recommended to refer to the research in educational sciences to determine the way to supervise and assess the process, and not only the product.

Finally, the list of proposed teaching methods (Educational Programme, pp. 3-4) is, however, not consistent with the syllabus categories and contains irrelevant entries (e.g., introducing terms, 'I know, I want to know, I have learnt'). This list could be reconsidered and simplified to reflect the actual teaching methods and be aligned with the course syllabus categories.

The programme is being delivered in English and intends to attract international students. However, the Expert Group did not find any evidence that the academic and invited staff have been trained and made aware of the need to take their cultural and/or other needs into account while establishing teaching and learning, or assessment methods. This is to be improved.

As already indicated, the course syllabi are of very good quality. The Expert Group only noticed that the references are often too broad or vague, and the student would benefit from narrowing them down by clearly stating which parts (page numbering) are expected to be reviewed per lecture or topic. Some references are also outdated, and the Expert Group suggests encouraging the coordinators to regularly update their references (compulsory literature and other material) to consider the latest research in the field.

Evidences/Indicators

- SER pp. 16-17
- Site visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the programme,
  - the Academic and Invited Staff.
- Educational programme
- Syllabi

Recommendations:

- Develop and implement active and student-centred learning activities to engage the students in their learning process.
- Develop and include teamwork learning activities, typically with integrative projects and refer to the research in educational sciences to determine the best way to supervise and assess such projects.

- Train the academic and invited staff on the need to take into account international students' cultural and/or other needs while establishing teaching and learning, or assessment methods.

Suggestions for the Programme Development

- Reconsider and simplify the list of teaching methods mentioned in the Education Programme file to reflect the actual teaching methods and be aligned with the course syllabus categories.
- Narrow down the literature and other sources by clearly stating which parts (page numbering) are expected to be reviewed per lecture or topic.
- Encourage the course coordinators to regularly update their references (compulsory literature and other material) to consider the latest research in the field.

Evaluation

Component	Evaluation
2.3. Teaching and learning methods	Substantially

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

Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent, reliable and complies with existing legislation. BSU has developed an assessment system, according to which the final assessment of the student is the sum of the intermediate and final assessments. The intermediate assessment includes: mid-term exam, ongoing assessments and other types of assessment components, which are selected considering the specifics of the field and are reflected in the syllabus of the relevant course, which ensures that the methods and criteria are transparent. The components and methods of assessment of each academic course adequately consider the specificity of the course and correspond to the course learning outcomes. The exam papers are provided to the student for feedback, and the student has the opportunity to understand their mistakes and plan measures to improve their academic achievements. Through the electronic journal, students are informed about the results achieved. Through the student portal, students also have the opportunity to establish contact with the professor of the course and receive advice on ways to improve their shortcomings.

The capstone design project is evaluated using a 100-point system, which includes: supervisor's assessment - 30 points, reviewer's assessment - 30 points, and presentation - 40 points. Academic and/or visiting staff with relevant qualifications are involved in the assessment of the project, which ensures a competent evaluation of the students' achievements. Employers are also involved in the

project assessment process during the qualification defence. . On a minor note, the SER inappropriately refer to a bachelor's thesis, although it is named the capstone design project in the programme.

Regarding integrity, BSU developed clear policies and implemented a special plagiarism detection programme, Turnitin. Relevant regulations have been issued regarding the rules of operation of the programme: in particular, the 'Rules for Protecting Academic Integrity at BSU', Self-Evaluation Report of Higher Education Programme approved by the Resolution of the Academic Council of BSU, which provides for response mechanisms in case of violation of academic integrity, categories of complaints, persons reviewing the fact of violation, and the rules of operation of the Ethics Commission.

Evidences/Indicators

- SER pp. 17-19
- Site visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the programme,
  - the Academic and Invited Staff.
- Resolution No. 111 of October 8, 2015, 'On Approval of the Regulation of the Study Process'
- Resolution No. 23 of February 20, 2018, 'On Approval of the Instructions for Conducting Examinations'
- Educational Programme
- Syllabi
- Resolution No. 06-01/71 of July 8, 2019, of the Academic Council of Batumi Shota Rustaveli State University on the Approval of the Regulation on the Protection of Academic Integrity at BSU
- Code of Ethics
- Regulation on the Administration of the Turnitin Programme at BSU
- Student Handbook

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
2.4. Student evaluation	Complies

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centred 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.

1.3 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 students receive adequate consultation and support regarding the planning of the learning process, improvement of academic performance, and career development, provided by the staff involved in the programme and/or relevant structural units of the institution. Additionally, the students have the opportunity to experience a diverse learning process and receive appropriate information and recommendations from the staff involved in the programme.

During the site visit and interviews with students, graduates, academic staff, and administrative representatives, it was confirmed that students receive continuous academic and administrative support throughout their studies. Students noted that communication with academic personnel is accessible and effective, allowing them to receive timely consultations regarding course selection, academic progress, and other issues related to the learning process. The friendly environment further facilitates close interaction between students and programme representatives.

Students demonstrated awareness of the university's support mechanisms and procedures, including the assessment appeal process. Although none of the interviewed students had personally used the appeals mechanism, they confirmed that they were informed about its existence and the procedures through which appeals may be submitted and reviewed.

The interviews also revealed that students are regularly informed about international mobility opportunities, exchange programmes, and various international projects. While none of the interviewed students had participated in mobility programmes themselves, they confirmed that information regarding such opportunities is disseminated frequently and that students from the university have successfully participated in exchange programmes. This indicates the existence of established mechanisms supporting student participation in international activities.

Students highlighted opportunities for practical learning within the programme. According to the interviews, practical activities are organised following the completion of relevant theoretical components and include visits to professional sites where students observe real-world engineering processes under the guidance of academic staff and industry representatives. Students described these activities as beneficial for linking theoretical knowledge with professional practice and developing field-specific competencies.

Particularly noteworthy were the findings related to career development support. Graduates of the analogous Georgian-language engineering programme reported that, following graduation, they were offered employment opportunities in relevant professional institutions based on recommendations and support received from the university. Interviewed graduates indicated that they had been employed in organisations such as the Municipal Inspection Service and departments of the Levan Samkharauli National Forensics Bureau in the Adjara region, demonstrating the programme's connection with potential employers and its contribution to graduate employability.

Considering that the evaluated programme is a newly introduced English-language version of an existing engineering programme, students positively assessed its international orientation. They expressed the view that studying in English would significantly enhance their competitiveness in both local and international labour markets by strengthening their professional communication skills and increasing access to global employment opportunities. However, the Expert Group noticed that the international experience of BSU is currently limited and many relevant policies, regulations, or student-related information are not yet available in English.

Overall, the evidence obtained during the accreditation process demonstrates that the programme provides students with appropriate academic, informational, practical, and career support services. Students are informed about available opportunities, receive relevant consultations, and are offered a supportive and student-centred learning environment, which is in line with the requirements of Standard 3.1.

Evidences/Indicators

- SER pp. 20-22
- Site visit interviews with:
  - BA Students and Alumni (Related Programme);
  - Head of the Programme;
  - Academic and Invited Staff;
  - Administrative Staff;
  - Employers.
- Student Portal
- Student Handbook

Recommendations:

- Considering the international nature of the programme, it is recommended to further develop institutional mechanisms for welcoming and supporting international students and to ensure that all relevant policies, regulations, and student-related information are available in English.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
3.1 Student Consulting and Support Services	Substantially

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 the proper performance of scientific supervision.

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

N/A.

4. Providing Teaching Resources

Human, material, information and financial resources of the 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 the necessary competences in order to help students to achieve the programme learning outcomes.
➢ The number and workload of programme academic/scientific and invited staff ensure 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 the 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

Personnel are selected for academic positions in accordance with the current legislation of Georgia and the internal regulations of BSU, by a competitive procedure, by a commission approved by the rector. Invited staff are also selected by a competitive procedure. The qualifications of the academic (five Professors, eight Associate Professors, and three Assistant Professors) and invited personnel involved in the educational programme correspond to the requirements set for its implementation. They have the appropriate qualifications, experience and competence to ensure the achievement of the results considered by the 'Civil Engineering' educational programme, which is somewhat confirmed by the reports and published papers presented by them at local and international conferences. The detailed examination of the CVs reveals, however, a fair level of scientific publications on average, and it is recommended to develop adequate policies to increase and support the staff's research portfolio.

However, the expert group is concerned about the actual number of staff able to deliver the programme in English. During the site visit, it was revealed that the number of invited lecturers with sufficient English language skills significantly exceeds the number of university academic staff who are fluent in English. Given the reality that the vast majority of invited lecturers live in Tbilisi, the expert group believes that potential disruptions associated with regular travel from the capital to Batumi pose a major threat to the sustainability of the programme's implementation. The current situation (internal staff+invited lecturers) is not sufficient to properly deliver the programme. Should the programme be accredited, BSU is recommended to set a minimum level of English language proficiency for the teaching staff (typically C1 in the Common European Framework of Reference for Languages) and urgently make a corresponding recruitment plan.

There is also a discrepancy between the personnel implementing the programme indicated in the table 'Personnel Participating in the Implementation of the Bachelor's Degree Programme Civil Engineering by Academic Courses' and the table 'Information about Quantitative Data of the Educational Programme' in the section on the numbers of professors and associate professors.

The decision of the BSU Council establishes the academic/hourly workload of academic and invited personnel, the maximum number of students in groups, on the basis of which the mandatory annual workload of academic personnel is determined by categories. It is, however, not clear whether the student consultation hours are included in this workload or not. BSU has a clear system of performance based on quantitative indicators.

The Head of the Programme has the necessary knowledge and experience for the development of the programme and is directly involved in the implementation of the programme.

The implementation of the programme is facilitated by the faculty administration (dean of the faculty, deputy dean, head of the quality assurance service) and support staff (specialists of the dean's office and field departments, librarian).

The following table presents the staff involved in the programme delivery. It has been reconstructed based on the fragmented information available (missing CVs or information) and, therefore, may not be fully accurate regarding the sectoral expertise and PhD holders.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	**Number of Programme Staff**	**Including the staff with sectoral expertise[7]**	**Including the staff holding a PhD degree in the sectoral direction[8]**	**Among them, the affiliated staff**
Total number of academic staff	**16**	**10**	**10**	**15**
- Professor	6			6
- Associate Professor	7			6
- Assistant Professor	3			3
- Assistant	-			-
Visiting Staff	14	8	3	_
Scientific Staff	-	-	-	_
Including International Staff	-	-	-	-

Evidences/Indicators

- SER pp. 24-25
- Site visit interview with:
  - the Rector, Vice-Rectors and Head of Administration,
  - the Self-Evaluation Team,
  - the Head of the programme,
  - the Academic and Invited Staff,
  - the QA service.

[7] Staff implementing the relevant components of the main field of study

[8] Staff with relevant doctoral degrees implementing the components of the main field of study

- BSU Rule on the Recruitment of Academic Staff
- Statute of the Faculty of Technology - Functions of Academic Staff
- Educational Programme
- Scientific Activities of Academic Staff
- List of Programme Implementing Staff, Including Courses Taught, Academic Status, Scientific Degree, and Field of Expertise
- CV of the Programme Coordinator
- CVs of the Programme Implementing Staff

Recommendations:

- Develop adequate policies to increase and support the staff's research portfolio.
- Set a minimum level of English language proficiency for the teaching staff (typically C1 in the Common European Framework of Reference for Languages) and make a corresponding recruitment plan to increase the number of academic staff with English language skills involved in the programme and ensure the sustainability of the programme's learning process.
- Explicitly include the student consultation hours in the workload.

Suggestions for the Programme Development

- Correct the technical discrepancy regarding the personnel implementing the programme between the table 'Personnel Participating in the Implementation of the Bachelor's Degree Programme Civil Engineering by Academic Courses' and the table 'Information about Quantitative Data of the Educational Programme'.

Evaluation

Component	Evaluation
4.1 Human Resources	Partially

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

N/A.

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 internal quality assurance mechanisms operating at BSU are focused on the assessment and support of academic staff. The strategic development plan envisages the improvement of the assessment of the activities of academic, invited and scientific staff. The 'Quality Assurance Policy' promotes staff evaluation and professional advancement, improving the quality of educational resources and services and the internationalisation of teaching and research, which is positive. Subsequent procedures have been developed. The current 'Rules for Evaluating the Activities of Academic and Invited Staff of BSU' determine the evaluation of the participation of personnel in pedagogical, scientific and other university activities. The results of academic staff evaluation are taken into account in the rules for selecting academic staff, which increases the responsibility of professors and teachers and contributes to improving the quality of the educational process.

BSU also supports its employees in improving their qualifications; for this purpose, it ensures their participation in training and events conducted by relevant state institutions or non-governmental educational organisations, taking special courses, etc.

Out of the staff involved in the implementation of the Bachelor's degree programme in 'Civil Engineering', 15 are academic officials affiliated with BSU, who publish papers in local and international publications, actively participate in international conferences, symposiums, seminars, training, and projects. The academic staff of the faculty is sometimes involved in international projects, mostly educational, rarely research-based. In recent years (2023-2026), these have been quite limited (Green Engine; Digital Challenge-Driven Energy Learning Collaboration Between Europe and AGM, and LISS24, all EU-EDU-CBHE projects). It is recommended to develop an international office able to provide assistance to the academic staff to prepare competitive grant applications and improve BSU involvement in international education and research projects.

For the development of academic/scientific staff, the university allocates funds according to faculties, which are used to finance participation in conferences, seminars, congresses, forums and other similar events.

Evidences/Indicators

- SER pp. 26-28
- Site visit interview with:
    - the Self-Evaluation Team,
    - the Head of the programme,
    - the Academic and Invited Staff,
    - the QA service.
- On the Approval of the Rules for Evaluating the Scientific-Research Activities of BSU's Research Staff
- Rules for the Evaluation of the Activities of BSU Academic and Invited Staff
- Regulations of the Competition for Targeted Research Projects at BSU
- Rule for Funding Staff Professional Development and Incentivising Article Publication

- Incentives for Academic and Research Staff for Published Articles
- Support for Language Competence Development of Academic Staff - Certified English Language Courses
- Rule for Conducting Summer/Winter Schools at BSU
- BSU Rules for Academic Staff Recruitment
- Scientific Activity Assessment Portal for Academic and Invited Staff
- Training Courses for Professors
- Incentive Orders for Academic Staff
- BSU System for Evaluating the Pedagogical Activity of Academic and Invited Staff
- Professional Development of BSU Academic and Visiting Staff and the Promotion of Training Delivery

Recommendations:

- Make the international office to provide assistance to prepare competitive grant applications and improve BSU's involvement in international education and research projects, more visible and accessible to the staff.

Suggestions for the Programme Development

Evaluation

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Substantially

4.4. Material Resources

The programme is provided with the 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

BSU students and professors are served by a well-equipped library with appropriate inventory, book fund, scientific periodicals, and electronic library resources, including EBSCO Publishing, Cambridge University Press, Royal Society Journals Collection and BioOne.

The programme is implemented in the departments of Engineering and Construction and Technology and Engineering Management. For practical training, there are several laboratories, such as the Laboratory of Building Materials and Construction Structures, the Laboratory of Materials Durability, Soil Mechanics, Foundations, Electrical Engineering Laboratory, the Research Institute of Agrarian and Membrane Technologies of the BSU, and also computer classes. The Faculty of Technology operates a FABLAB equipped for modelling, mock-up and detailing of engineering structures and structures using equipment such as 3D printers and plotters. For laboratory and experimental work,

the faculty actively uses the experimental workshop of the Institute of Membrane Technologies of BSU, which is equipped with milling, turning, grinding machines and welding equipment.

The Faculty has an Innovation Centre, which is an auxiliary educational structural unit of the Faculty. It was established within the framework of the Erasmus+ grant project 'InnoCENS Project' - Enhancing Innovation Competences and Entrepreneurial Skills in Engineering Education.

During the visit to BSU, the Expert Group got acquainted with the material and technical base, library, and classrooms necessary for the implementation of the programme. The university is generally ready to implement the new bachelor's programme. However, the Expert Group members noted that more attention could be paid to the ventilation of buildings and structures necessary for the educational process and to ensuring protection from increased humidity caused by existing climatic factors.

Evidences/Indicators

- SER pp. 29-30
- Site visit interview with:
  - the Head of the programme,
  - the librarian and other technical staff.
- Memoranda
- FABLAB Web Page
- 'On Approval of the Statute of the Faculty of Technologies at Batumi Shota Rustaveli State University, a Legal Entity of Public Law'
- BSU Library
- Electronic Books

Recommendations:

- None.

Suggestions for the Programme Development

- More attention could be paid to the ventilation of buildings and structures necessary for the educational process and to ensuring protection from increased humidity caused by existing climatic factors.

Evaluation

Component	Evaluation
4.4 Material Resources	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 financial sustainability of the English-language Bachelor's programme in 'Civil Engineering' is ensured through the university's unified budgeting system. Since the programme is not accredited yet and the tuition fees have not been confirmed, the financial projections of the programme are grounded in relevant principles: Prioritisation of expenditures, Revenue forecasting, and University subsidy mechanisms. During the site interviews, it was immediately confirmed that the programme is fully supported by the leadership and that its funding is secured.

Evidences/Indicators

- SER pp. 30-31
- Site visit interview with:
  - the Rector, Vice-Rectors and Head of Administration,
  - the Head of the programme,
- Educational Programme Budget
- BSU's 2026 Budget
- BSU, Financial and Economic Department Regulations

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	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 utilised for informed decision-making and programme development.

5.1 Internal Quality Evaluation

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

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

Processes and mechanisms for quality assurance at Batumi Shota Rustaveli State University (BSU) are coordinated by the quality assurance service of the university. The work of the University Quality Assurance Service is based on the regulations of the Quality Assurance Service at BSU and on the Quality Assurance Policy of BSU. In addition, the university has developed a number of regulations and frameworks related to the elaboration and development of educational programmes (https://bsu.edu.ge/sub-27/laws/2/index.html?lang=ge).

At BSU, the planning, development, effective implementation, and enhancement of educational programmes, along with programme monitoring, is coordinated by both university-level and faculty-level quality assurance offices, as well as coordinators at the departments. The mechanisms for programme development, evaluation, and improvement are regulated by the university's Rule on the Development, Approval, and Improvement of Educational Programmes. The development and evaluation of the "Civil Engineering" educational programme is the responsibility of the programme coordinators, the staff involved, as well as the Dean of the Faculty, the Head of the Subject Department, the Faculty Quality Assurance Office, and the Quality Coordinator of the Subject Department.

To ensure the effectiveness, reliability, and transparency of the internal quality assurance system, the Quality Assurance Office operates based on the Statute of the Quality Assurance Office of Batumi Shota Rustaveli State University. The Quality Assurance Policy of the university is based on the following main principles: a) ensuring high quality of student-oriented teaching and research; b) involvement of interested parties in the process of elaboration and development of study programmes; c) promotion of personnel evaluation and professional advancement; d) improving the quality of study resources and services; e) promotion of internationalisation of teaching and research; f) improvement of periodic and effective monitoring, assessment and response system.

In line with the aforementioned policy, the Quality Assurance Service has developed a set of guidelines for evaluating the activities of academic and invited personnel. The educational programme utilises internal quality assessment mechanisms, which are carried out in accordance with the quality assurance policy. The internal quality assurance mechanisms include the development, assessment, and continuous improvement of educational programmes, the procedure for assessing the activities of

research staff, and the monitoring of students' academic performance, graduate employment, employer feedback, and labour market trends.

The quality assurance system of the BSU operates with internal and external evaluation tools and uses a cyclical process that includes four main interrelated elements: planning, implementation, evaluation and improvement (PDCA cycle). The PDCA cycle approaches used in quality management have been implemented at the level of the main structural units of the university - faculties. The quality assurance service annually develops action plans. The head of the faculty quality assurance service submits a report on the implementation of the different activities specified in the action plan to the Rector of the University. The Rector's report is developed annually.

The programme was developed with the engagement of implementing staff and other stakeholders. By decision of the Academic Council of Batumi Shota Rustaveli State University (BSU) (Resolution No. 06-01/19, February 14, 2024), a working group was created for the development of the bachelor's educational programme 'Civil Engineering' at the Faculty of Technologies of BSU. The self-evaluation group of the educational programme consisted of the head of the programme, academic and invited personnel, students, graduates, employers, and representatives of the university/faculty administration/quality assurance office. The programme leader and the self-evaluation group collaborated with a group of international (ABET) experts. The working group developed a work plan for the internal expertise of the educational programme.

The self-evaluation team periodically held meetings and discussed activities regarding the standard requirements and recommendations made by the quality assurance office, external evaluators and ABET experts. Internal and external assessment recommendations were introduced and discussed. The working group prepared the educational programme, corresponding syllabi, and all materials necessary for accreditation, including the self-assessment report. All prepared materials were submitted to the Curriculum Committee for evaluation, which reviewed the presented materials. The work of the working group and the Curriculum Committee was coordinated by the faculty's Quality Assurance Service. The working group took into consideration the received recommendations and comments, processed the received information, and reflected it in the self-assessment report.

In general, the quality assurance service is engaged in consulting activities for the faculty in order to implement educational activities in accordance with the standards established by the legislation. The Quality Assurance department collaborates closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture. Consultations were held for programme leaders and their implementing staff. The staff is also involved in the process of compiling and modifying the educational programme. To identify the needs for staff development and training, the University conducts a survey of staff.

The Quality Assurance Service and the Programme Self-Assessment Group/Working Group/Curriculum Committee have joint responsibility for the structure and content of the educational programme, and for assessing the resources required for programme implementation. There is cooperation between representatives of the quality service and representatives of the self-assessment group/working group/curriculum committee, as well as a multi-component and multi-level

quality assurance system. Nevertheless, as a result of the self-assessment process, certain shortcomings of the educational programme remained a challenge (see details in the description of standards 1-4). It is recommended to strengthen the quality culture in the institution by sharing existing mechanisms with all involved stakeholders and fully implementing existing rules, which will help identify and prevent challenges in the self-assessment process.

In October 2021, during the COVID-19 pandemic, for the monitoring and evaluation of the electronic/distance teaching process, the university adopted regulations to administer the electronic/distance teaching and to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. Furthermore, for monitoring and evaluation of the electronic/distance teaching process, BSU ensures the adaptation of internal quality assurance mechanisms by integrating questionnaires about the quality of distance teaching in the satisfaction surveys.

Evidences/Indicators

- SER pp. 32-35
- Site visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the programme,
  - the Academic and Invited Staff,
  - the QA service,
  - employers.
- Website of the Quality Assurance Service at Batumi Shota Rustaveli State University https://www.bsu.edu.ge/sub-27/news/index.html?lang=ge
- The Quality Assurance Policy of the University
- The Methodology of Planning, Elaboration and Development of Educational Programmes
- Mechanisms for evaluating the learning outcomes of the programme
- Educational Process Regulatory Rules
- Procedure for using quality assessment results
- Order on the Establishment of a Self-Assessment Group
- Analysis of Internal and External Quality Assurance Assessment Results
- External evaluations of two local experts/ professionals
- Documents on the programme review with employers
- Results of the surveys of graduates and employers
- Results of the survey of students and personnel
- Annual report on the implementation of educational programme (similar programmes)
- Administrative staff Individual evaluation rule
- Mechanisms for evaluating the learning outcomes of the programme
- Comparative analysis with analogous programmes/benchmarking
- Labour market research
- Electronic Distance Learning teaching regulation
- Educational programme

- Syllabi

Recommendations:

- Strengthen the quality culture in the institution by sharing existing mechanisms with all involved stakeholders and fully implementing existing rules, which will help identify and prevent challenges in the self-assessment process.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
5.1 Internal quality evaluation	Complies

5.2 External Quality Evaluation

The 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

The external mechanisms for the evaluation of the quality of the educational process are authorisation and accreditation processes according to Georgian Legislation: the external mechanisms for evaluating the implementation of the educational programme are based on the 'Regulation on the Accreditation of Educational Programmes of Educational Institutions' and the 'Regulation on the Authorisation of Educational Institutions'.

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

The educational programme 'Civil Engineering' is a new programme. The educational programme incorporates external quality evaluation results. External collegial evaluations from two local experts (Academician of the Georgian National Scientific Academy, Professor of Georgian Technical University) were utilised.

In the process of external evaluation of the programme, international experts from the US ABET organisation were involved. Before the programme was developed, the programme leader and the

administration of the university consulted with them several times in 2024 and 2025 via Zoom meetings.

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

Evidences/Indicators

- SER pp. 35-36
- Site visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the programme,
  - the Academic and Invited Staff,
  - the QA service,
  - employers.
- Educational programme
- Syllabi
- Quality Assurance Policy
- External evaluations by two local experts/professionals
- Documents on the programme review with employers
- Results of the surveys of graduates and employers

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation are 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 to the programme improvement.

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

At BSU, the planning, development, effective implementation, continuous improvement, and monitoring of educational programmes are coordinated by both the university-level and faculty-level Quality Assurance Offices, as well as by coordinators within the subject departments. Informational and software support for the research activities conducted by the Quality Assurance Office is provided by BSU's Information Technology Service. As the programme is new, not all monitoring instruments have been applied yet. In General, in the continuous monitoring process of the programme, the Quality Assurance Service of the Faculty of Technologies, different structural units of the University and the programme leader are involved. The process is coordinated by the University Quality Assurance Office according to the regulations of the University and existing quality assurance mechanisms. The Quality Assurance Service of the Faculty of Technologies closely monitors the educational process. Several methods, such as class observation, assessment of educational and exam materials, oversight of exams, and analysis of survey results, are used in the monitoring process.

The monitoring mechanism of the study process is systematic, complex and focused on learning outcomes of the study courses. The University analyses the academic achievement/performance of the students. For the assessment of the study courses, the University conducts a student satisfaction survey in the electronic system - 'Student Portal - portal.bsu.edu.ge' every semester, which includes a detailed assessment of each study course and provides the results for professors/teachers in order to improve the course. It should be noted that the student portal has been improved and has become more multifunctional, enabling the Quality Assurance Service of the University to monitor the educational processes and systematically collect the necessary data.

Monitoring process is implemented on the basis of Quality Assurance Policy of the University which defines the mechanisms for realizing the principles of quality assurance policy a) procedures for monitoring, evaluating and improving the study process; b) procedures for developing, evaluating and elaboration study programmes; c) procedures for evaluation and development of BSU personnel; d) procedures for evaluation and improvement of study resources, services; e) procedures promoting the internationalisation of learning, teaching and research; g) conducting periodic studies and developing recommendations. Evaluation of the educational programme is regulated by the Methodology of Planning, Elaboration and Development of Educational Programmes of Batumi State University.

Periodic evaluation of the educational programmes involves assessment based on direct and indirect evidence. The University analyses the results of the academic/invited/research staff and students surveys, graduate surveys, employer surveys/focus group results. Subsequently, the University uses the feedback received from stakeholders in the process of revising and improving the curriculum and individual components included in the educational programme. Quality Assurance Service develops recommendations after the study process evaluation. The results of such evaluation are discussed and adopted at the Academic Council of the University. Recommendations are sent to the structural units of the University for implementation.

As part of the monitoring and evaluation of the programme, the University also evaluates the achievement of the learning outcomes of the study courses and the programme. The Quality Assurance Service of BSU has developed the document titled "Mechanisms for Assessing Programme Learning Outcomes". Using this mechanism, the programme coordinators, in collaboration with the Faculty

Quality Assurance Service, analyse and apply assessment methods that demonstrate the extent to which students achieve the specified learning outcomes.

According to BSU regulations, analysis and evaluation of employer and graduate feedback, statistical data on graduate employment rates, and comparisons with similar programmes in Georgia and abroad are conducted and documented in a report. This report is published within the educational programme portfolio. The programme coordinator prepares an annual report on the implementation and progress of the educational programme. The University presents an annual report of the Quality Assurance Service of the Faculty of Technologies that also includes an analysis of the students' academic performance.

The university uses an electronic system to process student surveys and track academic performance. This electronic platform serves as a key tool for evaluating both educational programmes and academic staff. Graduate and employer surveys are also conducted using this electronic system. Additionally, surveys planned by the Quality Assurance Service are conducted by the BSU Student Career Development, Culture, and Sports Department through the student portal.

The University has in place academic staff assessment procedures that assess their involvement in pedagogical, scientific, and other university activities. The results of these assessment*s* are considered in the selection process for academic staff. Internal quality assessment is conducted through the electronic platform. The staff assessment process places particular emphasis on the indexing of scientific works in international databases. The university also conducts the assessment of administrative personnel performance.

Subject-level evaluation of the teaching process involves the assessment of individual courses and instructors. Programme staff have access to the survey results and, when necessary, can revise course components that received lower student ratings.

The faculty periodically organises presentations of educational programmes with employers, students, and all interested parties, during which their opinions are taken into consideration. During meetings, based on the requirements of oil and gas industry enterprises, industrial practice is planned with their direct participation.

An analysis of similar educational programmes in Georgian and foreign higher education institutions was conducted. Local universities' experience and analogous programmes were considered during the process of modification/development of the educational programme. Accordingly, a benchmarking document was developed.

The evaluation of administrative and support staff is carried out based on monitoring of key performance indicators (KPIs), 360-degree feedback, and process efficiency analysis, in accordance with the 'Rules for Hiring Support Staff of the BSU' and the 'Rules for Monitoring the Effectiveness of BSU Management'. Specific indicators are defined for each structural unit, reflecting unique aspects of their activities. The Office of Administrative and Human Resources Management coordinates the monitoring of these indicators and ensures the consolidation of data into a single analytical system.

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

Evidences/Indicators

- SER pp. 36-39
- Site visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the programme,
  - the Academic and Invited Staff,
  - the QA service,
  - employers.
- Website of the Quality Assurance Service at Batumi Shota Rustaveli State University https://www.bsu.edu.ge/sub-27/news/index.html?lang=ge
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- Mechanisms for evaluating the learning outcomes of the programme
- Comparative analysis with analogous programmes/benchmarking
- Labour market research
- Electronic Distance Learning teaching regulation
- Educational programme
- Syllabi
- Student portal

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable): N/A.

Signatures:

Chair of the Accreditation Expert Panel



Philippe Bouillard

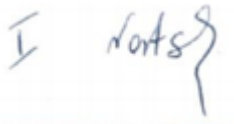
Accreditation Expert Panel Members



Giorgi Tsanatskenishvili



Bella Tinikashvili



Ia Natsvlishvili



Gizo Uchaidze