



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Accreditation Expert Group Report on Higher Education Programme**  
**SUSTAINABLE URBAN STUDIES**  
**GTU**

Date(s) of Evaluation: September 5, 2017  
Report Submission Date: November 21, 2017

Tbilisi  
2017

## HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	GEORGIAN TECHNICAL UNIVERSITY LEPL
HEI's Identification Code	211349192
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	Sustainable Urban Studies
Level of Education	PhD
Qualification Granted Indicating Qualification Code	PhD in Urban Studies 1122
Language of Instruction	English
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	New

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	NEUCKERMANS Herman KU Leuven, Belgium
Member (Name, Surname, University/organization/Country)	KADAR Balint Budapest University of Technology and Economics, Hungary
Member (Name, Surname, University/organization/Country)	IASHVILI Nana Tbilisi State Academy of Arts, Georgia
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## Accreditation Report Executive Summary

### ▪ General information on the education programme

The history of the Georgian Technical University starts from 1922, when it was founded as the Polytechnic Faculty of Tbilisi State University. Later, in 1928 the departments of this Polytechnic Faculty merged into an independent Institute and named Georgian Polytechnic Institute (GPI). It was granted the University status in 1990. In 1995, due to reforms and restructuring of curriculum, GTU gradually began the implementation of new training standards by introducing the Credit System. Today the University comprises 12 faculties offering 86 Bachelor's, 58 Master's and 49 Ph.D.

programmes, covering fields of Engineering, Technology, Architecture, Design, Humanities, Law, Business and Social Sciences. GTU is one of the Largest educational and scientific institutions in the Southern Caucasian region with a total of more than 20,000 students.

GTU is proposing to start an English PhD programme in sustainable urban studies within the faculty of Architecture, Urban Planning and Design. The mission statement of the new programme can be read in the programme objectives: "The goal of the Doctoral Educational Program in Sustainable Urban Studies is to prepare highly competent specialists and scientific personnel able to set modern ecological, public and technical objectives and make decisions; to develop their ability to synthesize the appropriate knowledge in the field of the formation of the physical environment of the city and (architecture, landscape architecture and planning structure)" (Self-Evaluation Report - SER, 1.1). It is a 180 credits programme in line with the Bologna process. Maybe due to translation problems of 'urbanistica', the programme is called as "sustainable urbanism" in some documents and as "urban studies" in the SER.

According to the description of the objectives, the programme aims at building a multidisciplinary approach to urban planning/urbanism with a strong emphasis on sustainability. Sustainable urban studies is internationally acknowledged as the study of spatial, ecological, health and environmental issues like seismic risks investigation, CO<sub>2</sub> pollution, NO<sub>x</sub> dust pollution, mobility/urban transportation, urban economics, preservation and conservation, energy. In short, it involves almost the whole panoply of urban layers that have to be addressed for creating sustainable cities for the future. According to GTU, electives up to 20 ECTS must make full realization of this approach feasible. The programme was developed in the frame of the TEMPUS RETHINK e project. There is the ambition to offer this programme as a double PhD degree with the University of Lisbon in the future.

#### ▪ Brief overview of the accreditation site-visit

The panel visited GTU on Tuesday, September 5, 2017. Before the visit, the review panel received a Self-Evaluation Report (SER), the Programme Description document accompanied by detailed syllabi of all programme elements, a copy of the University Regulations, CVs of academic staff, data on mobility of staff and students and data on students' enrolments and employment. However, not all documents were presented in Georgian and in English.

During the visit, the panel had the chance to meet and interview representatives of the University administration and leadership, the programme management team, the SER working group, teaching staff (both faculty members and invited teachers), students, graduates of other programmes, and representatives of employers.

Because of the timing of the visit during summer holidays, the team had a chance to see limited number of students; three of the interviewed student were from the design programme of the International Design School (IDS); none of the interviewed alumni were from IDS; they were graduates of a programme taught in Georgian at the faculty of architecture, urban planning and design. The review panel had the opportunity to discuss issues related to teaching and learning process, as well as support and student services with the students and alumni from other GTU programmes. However, under the circumstances, the report cannot reflect on perceptions of students and graduates of the specific programme.

Issues of how GTU understands sustainable urbanism, urban studies, collaboration with Lisbon University, Polimi and the Swiss Bern school of Applied Sciences were discussed. The focus of this international PhD programme appeared to be on post-Soviet cities and other cities in Georgia, at the crossroad of free market and directed economy. The interview with PhD-students in architecture learned that there is a scientific board involved in PhD programme. Most of the students work in practice while doing the PhD. Alumni from the architecture PhD programme asked for more teaching training and input about new technologies.

The tour of the institution started with a visit of the GTU library, a computer class, a lecture room. Subsequently, the panel visited the premises of the International Design School where the new English taught Bachelor of Architecture will be hosted. After a short time for reflection the key findings were communicated to the leadership of GTU.

### **Panel's Response to Feedback from GTU**

On November 18, 2017, the Expert's panel received feedback from GTU on Final Report Draft submitted on November 1, 2017. According to the assessment procedure, institutions have the right to point out factual errors in the report. The panel thus, only reacts to factual errors in the feedback document on final report draft, made by GTU.

GTU objects to the non-compliance of component no 4.1 in the "component 4, Providing teaching resources,"

GTU argues that it has available the personal spaces for the PhD students in "The scientific methodological Center of Urban Ecology studies" as required/recommended by the panel in the report. GTU includes pictures of these furnished spaces. According to the feedback, professors have their rooms in the respective departments too and have a consultation room adjacent to the Department room. These spaces were not mentioned in the SER and were not shown to the panel during the visit on site. They are not even in the area of the building that was visited. Secondly, these spaces do not seem to provide necessary privacy for individual PhD students like that would be in carrels for example. Thirdly, it is not clear what happens to the staff meetings in that room if PhD students also need to work there.

The objection by GTU raises a question of the principle. The panel cannot accept evidence which is provided way after the deadline for submitting documents for accreditation, and after the site visit, given the fact that this evidence cannot be double checked on site anymore. Pictures of spaces presented are somehow weak to be considered as an evidence. In absence of evidence, according to the official review procedure, the panel refutes this objection by GTU and thus does not change its judgment.

## Summary of education programme's compliance with the standards

The programme was evaluated according the five Accreditation Standards for Higher Education Programmes established by the National Centre for Educational Quality Enhancement (NCEQE).

### 1. Educational programme objectives, learning outcomes and their compliance with the programme.

The mismatch in the translation of the programme title "mdgradi urbanistica" in Georgian to "Sustainable Urbanism" in English version of the Programme Description (done by GTU), instead of "Urban Studies" created a lot of confusion. A painful copy - paste error in the SER, 1.3 (as explained resulted from the translation service undertaken by the agency contracted by the NCEQE), increased that confusion even more. Sustainability also appeared to be misunderstood by the authors of the programme. A course on critique of science and scientific research is would be more than welcome in order to underpin this PhD programme.

*Partially complies with requirements*

### 2. Teaching methodology and organization, adequate evaluation of programme mastering.

A holder of 'a' master's degree, that means any master's degree, can apply for this programme. That creates serious restrictions in the areas of sustainability and design, that can be studied in the PhD programme and it limits the width of multidisciplinary approach to some aspects of sustainable urban studies.

*Partially complies with requirements*

### 3. Student achievements and individual work with them.

Multidisciplinary inputs are not evidenced. Students have a roadmap with milestones of the PhD trajectory.

*Complies with requirements*

### 4. Providing teaching resources.

Library of GTU ensures access to e-journals and is probably equipped sufficiently, although the panel does not know how many resources are devoted to urban studies in that library.

*Does not comply with requirements*

### 5. Teaching quality enhancement opportunities

Quality assurance system is a university wide system in GTU, on university level as well as on Faculty level.

*Complies with the requirements.*

#### ▪ Summary of Recommendations

- A certified C1 level of English proficiency must be required from students to be admitted to this PhD programme in English.

- The Master's degree diplomas with which students can be admitted to the PhD programme, must be restricted in order to have an appropriate input for this specialization.
- Update technical conditions of faculty spaces.
- Ensure spaces for PhD students to work and conduct their research: the minimum space to be provided for the students are carrels in the library, where they have privacy and can work and leave their belongings.
- Provide spaces/offices for professors for individual meetings with PhD students
- Make sure that there is an English catalogue and English-speaking staff in the library
- Justify the number of credits in relation to the expected workload for the course 'Research methods in urban areas', for the colloquiums, for the final dissertation. Therefore, Doctoral Standards of GTU must be translated in English, so that the assessment and workload become clear to English speaking students. Syllabi should include place in the curricula and admission preconditions. Describe clearly the teaching duties of PhD students in the Program Description.
- Written form of assessment criteria for the admission interviews have to be provided for students. Therefore, the admission interviews must be clearly documented.
- SER and PD must be re-written in order to be in correlation with each other, and most of all in order to explain clearly the objectives of the PhD programme in relation to: Urban Studies, Urban Development and Planning, Sustainable Urban Development and other Sustainability issues.
- **Summary of Suggestions**
  - Focus the elective courses „City transport problems” and „Sustainable Architecture and Urban Design” more towards sustainability issues.
  - If 'Seismic risk design' is an issue in this programme, then it would be better to teach it separately from "Sustainable design".
  - Adapt the timing of lectures in the schedule so that the students who have a part-time job can attend lectures easily.
  - Provide spaces/offices for professors for individual meetings with PhD students. Also, PhD students will take profit from private work spaces, where they have a permanent workplace and can work as a group.
  - Enrich the library with literature referring to the fields of proposed program and issues of sustainability and urban studies.
  - Create a grant from the faculty for PhD student(s).
- **Summary of best practices (If Applicable)**
- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**



## Compliance of the Programme with Accreditation Standards

### 1. Educational programme objectives, learning outcomes and their compliance with the programme

1.1 Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands

#### **Descriptive summary and analysis of compliance with standard requirements**

This programme has the title "Sustainable Urbanism". The mismatch in the translation of the Georgian "urbanistica" to "urbanism" (in Programme Description), instead of to "urban studies" created a lot of confusion in the panel. There is a general problem with the term "urbanism", as it does not refer to a scientific discipline or to a planning and design area in international literature; still many non-English speaking countries use it also in academic programmes. The panel translated this specific PhD programme to "Sustainable Urban Studies and Urban Development". These terms often are used in the SER and Programme Description (PD) of the programme, giving an understanding that this PhD is specialized not only in Urban Studies or in Urban Development, but also focusses on "the specific aspects of sustainability to be researched and implemented in issues of the urban realm",

Apart from terminology, the main problem revealed is that the programme objectives are not clearly defined, therefore their achievability cannot be evaluated sharply. The programme objectives are described in different ways with different emphasis and focus in the Self Evaluation Report (SER) and in the Programme Description (PD). These two descriptions are partly in conflict.

The SER (p. 3) describes firstly the objectives of a general Urban Studies programme, then goes more deeply in the objectives and defines sustainability, but apart from general questions of world-wide urbanisation it only arrives to the question of air pollution and the problem of dust particles, which is a very limited part of the problematic to be studied; and the greatest problem is that the „City transport problems" course of the programme treats issues that further contributes to these problems by treating only car traffic design instead of alternative forms of mobility. The rest of the description in SER is not integrated or consistent.

In PD (p.1,2) a new focus on urban development and planning comes in, which is understandable in a PhD programme of a technical university. Still, the description remains general, and does not explain sustainability criteria for the study programme.

In the Programme Description (PD p. 2) there is referring to the Sustainable Development Strategy of the government of Georgia, but it does not connect the programme neither here nor in other documents to this strategy, which is a huge miss. The curriculum was based on "the academic and methodological literature of the University of Lisbon, based on close cooperation and consultation with Prof. Antonio Castelbranco and Oksana Turchiani", as part of the TEMPUS RETHINKE project,

aiming a future double degree. Still, there is no evidence in the documents – not even a web-site – on how Lisbon University programme treats sustainability, and how the cooperation will be achieved.

The panel states that the programme objectives described in their present form **only partially** comply with standards in Urban Studies and Development, and cover partially the Sustainability issues.

**Evidences/indicators**

- Self-Evaluation Report (SER)
- Programme Description (PD)
- On-site interviews with teaching staff, programme responsible, university representatives, employers
- Doctoral Standards of GTU (only in Georgian! received late)
- Agreement with Lisbon University (received late)
- Syllabi of courses
- CVs

**Recommendations:**

SER and PD must be re-written in order to be in correlation with each other, and most of all in order to explain clearly the objectives of the PhD programme in relation to Urban Studies, Urban Development and Planning, Sustainable Urban Development and other Sustainability issues.

**Suggestions for programme development:**

**Best Practices (if applicable):**

**In case of accredited programme, significant accomplishments and/or progress**

not applicable

**Evaluation**

☒ Partially complies with requirements

1.2 The content of a programme component (a course, a module, etc.) ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized



## Descriptive summary and analysis of compliance with standard requirements

Generally, syllabi of the compulsory and elective courses give clear information on the programme component, and these verify that most courses ensure the achievement of their learning outcomes. The CVs of professors, teaching methods and the literature given as mandatory for all courses ensure the high quality of their academic content, while the proper distribution of workload and the evaluation criteria ensure that students will be able to achieve all goals defined in these courses. The syllabi formats follow the standards for such documents, but the information on the placement of the course in the curricula (in which semester it will be offered) and information on course status (whether the course is elective or mandatory) is missing in the syllabi but information on this was given either in the Programme Description or were revealed during the interviews.

The objectives of the dissertation and doctoral colloquiums are clearly defined in the Doctoral Standards documents of GTU.

It must be noted, that the Doctoral Standards are not translated into English from Georgian, which is not acceptable, as students cannot get to know the workloads and methods needed to accomplish their studies.

It also must be noted, that the workload in the colloquiums are not defined, and the interviews with alumni students of GTU revealed that it is often possible to accomplish the 30 ECTS colloquiums having a parallel full-time job outside the university. This raises the suspicion that PhD colloquiums at GTU can be achieved with less than the workload associated with a 30 ECTS component.

Some courses raise doubts whether their content is consistent and ensure achievement of learning outcomes. This relates to the following mandatory courses:

- "Research methods in urban areas" is a 5-credit course having 2 weekly hours of lectures, and the rest is independent work. Teaching methods described in syllabus: "brain storming" and "discussion/debate" has no place in the described course.
- "Teaching methods and education management" is a 6-credit course with 2-hour weekly lecture and 2 practical class, the rest is independent work, this seems in order, although the description of weekly practical classes seems very theoretical, and there is no much clue given on what happens in the practical sense during the classes.

Elective courses are 10 credit courses having generally 2 weekly hours of lectures and 6 of practical classes, which seems in order. Description of practical classes and lectures are detailed in the syllabi.

Generally, there are mid-term exams and final exams used as means of assessments, the evaluation criteria are well described.

### Evidences/indicators

- Syllabi of courses
- Programme Description
- On-site interviews with teaching staff and students

<ul style="list-style-type: none"> <li>○ Doctoral Standards of GTU (only in Georgian! received late)</li> </ul>
<p><b>Recommendations:</b></p> <p>Mandatory classes should have a more clearly defined workload to assure that knowledge of the amount of credits are transferred to students. This is especially problematic in the course: "Research methods in urban areas".</p> <p>The evaluation criteria and workload of the colloquiums should be made clear, avoiding the suspicion that PhD students at GTU can finish their studies with much less workload than required – therefore making lower than standard PhD researches. Therefore, Doctoral Standards of GTU must be translated in English, so the assessment and workload for colloquiums and the final dissertation become clear to English speaking students. Syllabi should include place in the curricula and admission preconditions.</p>
<p><b>Suggestions for programme development:</b></p>
<p><b>Best Practices (if applicable):</b></p> <p>-</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>not applicable</p>
<p><b>Evaluation</b></p> <p><b>X Partially complies with requirements</b></p>

<p>1.3 Programme components ensure the achievement of programme objectives and student learning outcomes of the appropriate level of qualification in the National Qualifications Framework</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>This 180 ECTS programme span over 3 years of study. It comprises compulsory research components with 2 colloquia of 60 credits and 60 credits learning component, including 20 ECTS electives to be chosen related to the thesis subject.</p> <p>The panel faced serious problems evaluating this criterion, as SER was totally erratic as it referred to biomedical engineering (SER 1.3) instead of to this programme. The panel understood that this was a problem not originating from the authors of the programme, and it was not erratic in the Georgian version, still GTU also had the responsibility to check if their English translations are ready for programme evaluation. The panel evaluated this criterion from other evidences than the SER.</p>

Programme components are well organized according to a clear roadmap provided in the Programme Description (PD p. 8-10). Syllabi of courses are clear (even though information on semester and status of courses (elective or compulsory) are missing in the syllabi!). Topics covered by the courses like "Scientific Communication Technology", "Research methods in urban areas", "Teaching methods and education management" give a compulsory base that gives sufficient basic knowledge to PhD students.

The elective components are grouped in two clusters, taught in the first and second semesters. In the first semester students can select between the following courses:

- "Urban development theory and practice", which gives a good basic knowledge on urban development,
- "Socio-cultural upheavals of urban development", which gives a good basic knowledge on the socio-cultural aspects of urban development
- "City transport problems", which gives a technocratic and car-based planning perspective, which might largely go against the main goals of the programme"
- "Sustainable architecture and urban design", which after a few introductory courses turns away from sustainability issues and focuses on seismic risk management and design.

The first cluster of electives therefore, focuses either on well needed general knowledge in urban development, or on specialized engineering knowledge, that is not part of the sustainability discourse in Urban Studies.

In the second semester students can choose from the following courses:

- "Urban ecology", giving a good base knowledge on real sustainability issues regarding a good variety of urban infrastructures, design and management issues.
- "Urban economy", giving a good base knowledge on a wide range of economy related development and management issues regarding urban areas.
- "Geoinformation systems (GIS) in urban areas", giving a good specialized knowledge in the usage of GIS systems in urban studies and development.

The second cluster therefore assures knowledge useful in studying sustainability issues, or complex economic and development issues, or using GIS systems in urban fields.

The other components of the programme are the thematic seminars and colloquiums, these are standard components of a PhD programme, and are based on the knowledge of the PhD supervisor and the specialists involved. According to the CVs and to the standard regulations, these components can ensure the required level of specialization.

Programme objectives of the Sustainable Urbanism PhD programme are not clear because of the issues described in 1.3, therefore it is hard to evaluate if these components ensure their achievement. The title and main objective of the programme suggests a strong specialization in Sustainability issues inside a general urban studies and urban development PhD.

<p>Programme components fulfil maximally the requirements towards the PhD training of an Urban Scholar and Urban Development Specialist according to the qualification in the NQF.</p> <p>Programme components partially ensure the student learning outcomes if the objective is a strong specialisation in Sustainable Urban Development and Studies. Only if the student selects elective courses that focus more on sustainability, the outcomes will comply with the internationally acknowledged specialization requirements in sustainable urban development.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Programme Description (PD)</li> <li>○ Self-Evaluation Report (SER)</li> <li>○ On-site interviews with teaching staff, programme responsible</li> <li>○ Syllabi of courses</li> <li>○ CVs</li> </ul>
<p><b>Recommendations:</b></p> <p>To rethink the content of elective courses „City transport problems” and „Sustainable Architecture and Urban Design” in their relation to sustainability issues.</p> <p>The students should select elective courses that focus more on sustainability, only then the outcomes will comply with the internationally acknowledged specialization requirements in sustainable urban development.</p>
<p><b>Suggestions for programme development:</b></p>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>not applicable</p>
<p><b>Evaluation</b></p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p>

1.4 Programme learning outcomes ensure the competitiveness of its graduates on educational (at the next level of education) and labour markets

#### **Descriptive summary and analysis of compliance with standard requirements**

The panel understood that there is a great need to establish an academic programme in Urban Studies in Georgia, and that professionals in urban development trained in English language would be much needed in the labour market, especially at the municipal level. Urban planners, economists and geographers holding English language Master's Degree could partly resolve the needs of the local labour market, but to train these professionals PhD doctors are needed in the field, therefore the objectives of the programme are justified.

The learning outcomes of the programme ensure a high level of competitiveness in fields related to urban studies, like transport planning (syllabus of Urban Transport Program) or seismic risk design (syllabus of Sustainable Architecture and Urban Design), and a good general level of competitiveness in the economic, complex cultural and ecological aspects of urban development. Beside these specialized courses students get advanced knowledge on general and urban research methods, learning also some specialized methods like GIS. The main research component of the programme is well based, and gives a good chance to students to conduct and publish a research internationally.

Learning outcomes to be criticised are the ones related to the main objectives of the programme, as the learning outcomes do not guarantee students to become internationally acknowledged specialists in the field more closely connected to sustainable urban design. This is because the content in some courses illustrates features more belonging to the engineering realm and thus are less connected to contemporary trends (syllabus of Urban Transport Program). Adding to that, the course that has in its name a promise to focus on sustainability, shifts towards seismic risk design instead (syllabus of Sustainable Architecture and Urban Design). Since these are elective courses, they do not affect negatively the whole programme, but give specializations well needed in the employment market, even if these are far from the sustainability issues of the main objectives.

Also, PhD graduates should have a reasonable experience in teaching. The documents presented did not show evidence that students will have the possibility to teach, although the interviews assured the panel that teaching makes integral part of the programme.

#### **Evidences/Indicators**

- Self-Evaluation Report (SER)
- Programme Description (PD)
- On-site interviews with programme responsible, employers
- Syllabi of courses

#### **Recommendations:**

Courses on transport and sustainable architecture and urban design should be more focused on the sustainability aspects of the fields in their titles. If seismic risk design is an interesting option in this program, the course title should reflect this, and this course should be separated into two different electives, Seismic risk design and Sustainable design.
<p><b>Suggestions for programme development:</b></p> <p>Teaching activities of students, during which they develop teaching skills by practicing teaching should be clearly described in PD.</p>
<p><b>Best Practices (if applicable):</b></p> <p>-</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>not applicable</p>
<p><b>Evaluation</b></p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p>

1.5. The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of programme learning outcomes and programme development; is established and implemented
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>SER (p. 11) states that stakeholders have been involved in the process of the creation of this PhD programme, PD (p. 6) names two well-known employers who have been involved in the process. According to the written data received, this programme has been created with regards to the needs and suggestions of stakeholders, and the interviews assured us, that the need for the programme is real from the sides of academia, employers and students as well.</p> <p>However, interviews also raised doubts in the panel, and documents miss some important evidence on the involvement of stakeholders as well. There is no description or regulation on how stakeholders will participate in the future development of the programme, how their observations will be considered to correct possible problems that will come up during the course of it. Mechanisms describing stakeholders' participation should be written and accepted by the programme coordinators and university administration.</p> <p>Interviews showed a great interest towards the programme, but delivered no evidence that interviewees were involved at all in the process of the programme development. This could be a result of the fact that those showing up on the interviews were not the same persons involved in the</p>



process. The panel has no evidence other than the SER, that a sufficient number of stakeholders are involved in this programme.
<b>Evidences/Indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report (SER) and Programme Description (PD)</li> <li>○ On-site interviews with employers and students/alumni</li> <li>○ Programme Description (PD)</li> </ul>
<b>Recommendations;</b> A well-documented and precise description of how and to what extend stakeholders participate in the creation of this new programme should be accepted by GTU and implemented in the programme.
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b> -
<b>In case of accredited programme, significant accomplishments and/or progress</b>  not applicable
<b>Evaluation</b>  X Partially complies with requirements

#### Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme		X	

## 2. Teaching methodology and organization, adequate evaluation of programme mastering

2.1. Programme admission preconditions are transparent and ensure the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes
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### **Descriptive summary and analysis of compliance with standard requirements**

The panel learned from the documents (PD, p.3 and SER, p.11) that the admission preconditions of the programme are very low compared to international standards, because primo all Master's degrees ('A' Master) are accepted regardless of their specialization, and secundo, even the English language proficiency of level B2 is accepted, which according to interviews does not guarantee knowledge at PhD level. Because nevertheless some candidates will have the right master's diploma, the panel is rating this substandard as partially compliant with the requirements.

The interviews clarified the admission procedure described in the PD and SER as "Decision of Faculty Temporary Commission on the recommendation of the candidate in the PhD program", stating that there is an admission interview where applicants can be rejected, if their qualifications do not comply. This is a good standard procedure for such PhD programmes, still, written and clear assessment criteria for the interviews would be required. The SER (p. 11) refers to future information sources for the enrollment, like the web page of the faculty, but these are not available and not documented up to date, which means that admission preconditions are not fully transparent and cannot guarantee the proper selection of students with appropriate skills.

#### **Evidences/indicators**

- Programme Description (PD)
- Self-Evaluation Report (SER)
- On-site interviews with programme responsible, students and alumni
- website of the programme (<https://sites.google.com/gtu.ge/tempus-rethinke/about-program>)

#### **Recommendations:**

The Master's degree diplomas with which students can be admitted to the PhD programme must be restricted in order to have an appropriate input for this specialization.

Written form of assessment criteria for the admission interviews have to be provided for students. Therefore, the admission interviews must be clearly documented.

A certified C1 level of English proficiency must be required from students to be admitted to this PhD programme in English.

#### **Suggestions for programme development:**

#### **Best Practices (if applicable):**

#### **In case of accredited programme, significant accomplishments and/or progress**

not applicable

**Evaluation**

X Partially complies with requirements

2.2 Teaching methods utilized in various components of the programme ensure the achievement of programme learning outcomes

**Descriptive summary and analysis of compliance with standard requirements**

The Programme Description (PD, p.10) and the syllabi of mandatory and elective courses of the programme give a precise understanding of how these components are taught and assessed. The teaching methods utilized comply with standard requirements. The "Teaching/Learning Methods" sections of all syllabi are well written, and "contents" of each course gives a good week-to-week overview of the courses. There is a little bit of overkill in listing all possible teaching methods at the university (PD, p. 5) and subsequently, only mentioning lectures, seminars and independent work in the program curriculum (PD, p.10). All subjects are evaluated via an interim assessment and a final assessment (PD, p.10). One could expect to read more about the variation and individualized methods within these assessments.

**Evidences/indicators**

- Self-Evaluation Report (SER)
- Programme Description (PD)
- Syllabi

**Recommendations:**

Describe more in detail the particularities of teaching and assessment per subject i.e. for the different programme components, not just the 'generic' type of evaluation (interim or final assessment).

**Suggestions for programme development:****Best Practices (if applicable):****In case of accredited programme, significant accomplishments and/or progress**

not applicable

**Evaluation**

X Partially complies with requirements

2.3 The sequence and admission preconditions of programme components are logical

**Descriptive summary and analysis of compliance with standard requirements**

The SER (p.12) and the tables in PD (p.8,10) give a good overview of the sequence of the programme components. Also, the syllabi have the necessary information. Given that this is a PhD programme, the preconditions for the different study components are easy to define in general, and the programme complies in this component, as mandatory and elective courses have no specific admission preconditions and colloquiums come after these components. The dissertation is the logic end of the studies. All documents are clear in this respect and comply with the standard.

**Evidences/indicators**

- Self-Evaluation Report (SER)
- Programme Description (PD)
- Syllabi

**Recommendations:**

**Suggestions for programme development:**

**Best Practices (if applicable):**

**In case of accredited programme, significant accomplishments and/or progress**

not applicable

**Evaluation**

X Complies with requirements

2.4 The evaluation methods of each programme component ensure the achievement of student learning outcomes of this component, which is proved by evaluation results

**Descriptive summary and analysis of compliance with standard requirements**

SER (p. 13) and PD (p. 5-6) give a sufficient general description of the Student's Knowledge Assessment System and the Syllabi of courses gave more information on the evaluation in courses. The evaluation methods of each course are in compliance with standards. The system can be improved by introducing more diverse teaching and assessment methods along all the subjects.

The written provisions for doctoral degrees in GTU referred to in SER (p 14.) is only in Georgian language; out of this Georgian document more details on the evaluation methods of the dissertation became clear, but this document should be translated in English.

**Evidences/indicators**

- Self-Evaluation Report (SER)
- Programme Description (PD)
- Syllabi
- provisions for doctoral degrees and doctoral standards of GTU (in Georgian)

**Recommendations:**

The written provisions for doctoral degrees in GTU referred to in SER (p 14.) should be translated in English.

**Suggestions for programme development:**

-

**Best Practices (if applicable):****In case of accredited programme, significant accomplishments and/or progress**

not applicable

**Evaluation**

X Partially complies with requirements

2.5 Student evaluation criteria are transparent; students are informed about the achievement of learning outcomes, their gaps and ways for improvement

### **Descriptive summary and analysis of compliance with standard requirements**

SER (p. 13) and PD (p. 5-6) give a sufficient general description of the Student's Knowledge Assessment System and the Syllabi of courses gave more information on the evaluation in courses. The evaluation methods of each course are in compliance with standards, and clear and transparent for students.

The written provisions for doctoral degrees at GTU referred to in SER (p 14.) is only in Georgian language; out of this Georgian document the evaluation criteria of the dissertation became clear, but this document should be translated in English, as English-speaking students will not have enough information on the criteria of finishing a doctoral degree at GTU, as the publication requirements and assessment criteria of the thesis are written only in Georgian language. The university also has electronic information services for students, "Georgian Technical University students academic performance monitoring system": ([https://leqtori.gtu.ge/2016\\_2017/II/B/info](https://leqtori.gtu.ge/2016_2017/II/B/info)), only in Georgian (I), which allows students to get acquainted with results of different assessments on time, and to get information about ongoing processes and news (Administrative issues, social assistance, and vacation services) (SER, 3.1).

### **Evidences/indicators**

- Self-Evaluation Report (SER)
- Programme Description (PD)
- Syllabi
- provisions for doctoral degrees and doctoral standards of GTU (in Georgian)

### **Recommendations:**

Provisions for doctoral degrees and doctoral standards of GTU should be translated in English.

### **Suggestions for programme development:**

Doctoral and study programmes of different universities must have English documentations if they teach in English. For an example see TU Delft Doctoral Regulations and Implementation Decree in English:

[https://d1rkab7tlqy5f1.cloudfront.net/BK/Onderzoek/Graduate School A BE/Doctoral Regulations\\_TUD.pdf](https://d1rkab7tlqy5f1.cloudfront.net/BK/Onderzoek/Graduate School A BE/Doctoral Regulations_TUD.pdf)

[https://d1rkab7tlqy5f1.cloudfront.net/BK/Onderzoek/Graduate School A BE/Implementation Decree\\_TUD.pdf](https://d1rkab7tlqy5f1.cloudfront.net/BK/Onderzoek/Graduate School A BE/Implementation Decree_TUD.pdf)

### **Best Practices (if applicable):**

### **In case of accredited programme, significant accomplishments and/or progress**



not applicable
<b>Evaluation</b>  <p style="text-align: center;">X     Partially complies with requirements</p>

### Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		X	

### 3. Student achievements and individual work with them

3.1 Students receive appropriate consultations and support regarding the determination of their profile, planning of learning process and improvement of their academic achievement
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ It is important to outline that students interviewed during the expert commission's visit, were not the target group to be assessed by the panel of experts. This is mainly due to the fact that the program under assessment is entirely new. There are thus neither students nor alumni from this program yet. The students interviewed by the expert's panel were mainly from the Georgian language PhD program - the Department of Architecture, GTU. Current evidence is mainly collected through interviews with students, alumni, staff and professors of the university.</li> <li>○ During the interviews students pointed out that they have a clear roadmap to follow, which has well balanced workload spread for three years of studies. However, a document of a clear roadmap of this program with milestones is missing in the material provided by the university.</li> <li>○ As a result of the interviews with students, it could be a suggestion to the staff of the program to plan the schedule of lectures so that the students working part-time can attend lectures easily. This argument is strongly contradicted by University, claiming that they cannot adjust the program to fit every student individually, although they have some lectures scheduled on Saturday and others in the afternoon and on the weekdays.</li> <li>○ Students have access to research information and data carried out by their professors.</li> <li>○ The employers' representatives, in the course of interviews, also confirmed their interest in having graduates from this new international program and talked about its benefits.</li> </ul>

<ul style="list-style-type: none"> <li>○ The interview was done with students from the programmes of interior design, 3D-visualisation, and photography, and the deputy dean of interior design school.</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Interviews with students and/or Alumni</li> <li>○ Interview with Academic Staff</li> <li>○ Interview with possible employers</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Adapt the timing of lectures in the schedule so that the students who have a part-time job can attend lectures easily.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p style="text-align: center;">X Complies with requirements</p>

3.2 Academic staff workload scheme includes individual work with students
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ As other students from parallel PhD program state, they are responsible to make presentations regularly to the scientific board of the university. Members of the scientific board are the professors also responsible for a new program. They are closely working with their professors both individually, as well as through group consultations. The time and place for these consultations is agreed with the professors in advance.</li> <li>○ Students in this University can and are encouraged to publish their work in a trilingual international Journal.</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Interviews with students and/or Alumni</li> <li>○ Interview with Academic Staff</li> </ul>

○ SER – Self Evaluation Report
<b>Recommendations:</b>
<b>Suggestions for programme development:</b> Students will be able to make better use of the GTU library resources if they are formally introduced in what the library can offer them.
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  X    Complies with requirements

3.3 The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <ul style="list-style-type: none"> <li>○ Students talked positively about their personal experience and how they relate to the PhD program. They attend the Georgian PhD program. Some of the students lacked fluency in English however, as they noted during interviews they could read and research in English. Few students, - who spoke English fluently had an international experience. They talked about benefits of funding from the Georgian Rustaveli National Foundation, that assists them in many possible ways, mainly in conducting international research and/or helping them to attend international conferences. But the PhD students lack funding from the university itself. It can be a suggestion for the University, to have a grant or grants from the faculty to benefit students.</li> <li>○ The university offers the possibility to PhD students to publish their work in Moambe (a collection of books published by GTU) and in other local journals. Students also can take part in various research projects or curriculum initiatives as well as in international scientific conferences, competitions, forums, seminars and symposia (SER, paragraph 3.3). The panel understands these initiatives as belonging to the faculty of architecture and urban design. Interdisciplinary inputs are not structurally organized, but the students have the opportunity to 'shop' in the university by themselves.</li> </ul>
<b>Recommendations:</b>

<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Create a grant or more grants from the faculty for PhD students on competitive basis.</li> </ul>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>
<p><b>Evaluation</b></p> <p><b>X Complies with requirements</b></p>

3.4 The institution aims to internationalise its teaching and scientific work as well as the employability of its graduates

**Descriptive summary and analysis of compliance with standard requirements**

- Internationalization of the program is one of the priorities. GTU aims at developing international and academic co-operation with foreign Universities. This also involves a possibility to help students with employability.
- According to the SER, the PhD program is set up within the scope of the TEMPUS RETHINKe project (which has already ended) and was focused on the internationalization of studies, scientific research and employability of graduates. Students enrolled in project like this, usually benefit from funding. However, because RETHINKe project has ended and since GTU has not submitted signed documents on further collaboration with the Lisbon University in this RETHINKe project in future, these documents cannot be considered as an official evidence of cooperation with the Lisbon University. Notwithstanding this formal issue, these documents are not in line with what is written in the PD, where it is not mentioned that students should have 2 supervisors and make mandatory mobility. The panel understands that it is the firm ambition of GTU to internationalize teaching and research, as can be read in the memoranda of agreement with Czech Technical University (Prague), State University of Architecture and Construction (Voronezh – Russian Federation), Azerbaijan Architecture and Construction University (Baku), Vilnius University (Lithuania), Polytecnico di Milano.

**Evidences/indicators**

- Interviews with students and/or Alumni
- Interview with Academic Staff
- SER – Self Evaluation Report
- Memorandum Rethink-GTU (not signed)
- Other memoranda mentioned in SER, 3.4 (not submitted to the panel)

<b>Recommendations:</b>  Look for more international agreements with partners in the western world.
<b>Suggestions for programme development:</b>  Stimulate multidisciplinary learning.
<b>Best Practices (if applicable):</b>  
<b>In case of accredited programme, significant accomplishments and/or progress</b>  
<b>Evaluation</b>  <div style="text-align: center;">X Partially complies with requirements</div>

#### Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	X		

#### 4. Providing teaching resources

4.1 The infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes
<b>Descriptive summary and analysis of compliance with standard requirements</b>  Georgian Technical University has a significant infrastructure comprised of several buildings which are located on a walking distance from each other in the same area of the city. The university's main library is located in the administrative building. The library is spacious and has a collection of printed books, educational and scientific literature and is equipped with computers having access to digital and online materials. It uses "opac" online catalogue system. ( <a href="http://opac.gtu.ge/cgi-bin/koha/opac-search.pl?q=urban+design">http://opac.gtu.ge/cgi-bin/koha/opac-search.pl?q=urban+design</a> ) But it must be noted that computers are put in a long line next to each

other on relatively narrow desks, which is not the best design to study and research for longer hours. It is rather designed for short periods of time to stay in front of the computer<sup>1</sup>.

Students talked about having free access to library with vast number of books available as a hardcopy or in e-format. It was hard for the Expert's panel to establish only from interviews whether these books and e-documents would be sufficient for an International program in urbanism. However, following the on-site visit, the University has shown sufficient amount of resources. The panel has had an impression that the University doesn't communicate sufficiently with the students on the means and material available.

The Faculty of Architecture, Urban Planning and Design is located in another building and has a relatively small room as a library. It has a small collection of books with recent professional literature as well, but the amount of scientific literature to pursue PhD level studies in the field of urban studies is not sufficient. Also, the faculty premises have limited equipment and comfortable space for PhD students to conduct their research. The technical conditions of the spaces that the faculty occupies need refurbishment and update.

Professors and members involved in the program do not have individual offices to meet and consult PhD students. Since there was no mention of plans to remedy this situation by refurbishment and expansion, the substandard is rated as not compliant with the requirements. Carrels in the library would be the minimum to house these PhD students. PhD students need their place in the school because otherwise they will be absent in the school and will not start to create a group leading one day to become part of a doctoral school.

#### **Recommendations:**

- Update technical conditions of faculty spaces.
- Ensure spaces for PhD students to work and conduct their research: the minimum space to be provided for the students are carrels in the library, where they can work and leave their belongings. PhD students merit/need a place in the school. The public reading room is not appropriate for this.
- Provide spaces/offices for professors for individual meetings with PhD students
- Make sure that there is an English catalogue and English-speaking staff in the library

#### **Suggestions for programme development:**

#### **Best Practices (if applicable):**

<sup>1</sup> In response to the final report draft GTU submitted supplementary information that the faculty library is integrated to the central library of GTU, which has reading rooms separated from the long narrow computer room and has full Wi-Fi coverage.



In case of accredited programme, significant accomplishments and/or progress
<b>Evaluation</b>  X Does not comply with requirements

4.2 Programme staff has necessary competences required for the achievement of intended learning outcomes of the component they teach, which is proved by-in case of academic staff- scientific papers written during the past 10 years (in arts field- creative projects) proving staff's competence in the relevant field; in case of invited staff -may be certified by practical experience
<b>Descriptive summary and analysis of compliance with standard requirements</b>  The program provided CVs of faculty members. They are qualified and have competences to teach their program components. Academic staff has long experience of teaching and providing education in fields of architecture and urban planning. It must be noted that there are so far, no requirements or mechanism for professors to ensure that their proficiency in English language is sufficient to teach and supervise PhD,
<b>Evidences/indicators</b>  <ul style="list-style-type: none"> <li>○ Review of submitted materials – diploma's, CV's.</li> <li>○ Interviews with administration, faculty members, teachers.</li> </ul>
<b>Recommendations:</b>  <ul style="list-style-type: none"> <li>• It is recommended to check, and if necessary, improve level of English proficiency of teachers</li> </ul>
<b>Suggestions for programme development:</b>  Enabling mechanisms to ensure proficiency in English language for academic staff,
<b>Best Practices (if applicable):</b>  
In case of accredited programme, significant accomplishments and/or progress
<b>Evaluation</b>  x Partially complies with requirements

4.3 Programme implementation is ensured by the administrative and support staff of an appropriate competence
<b>Descriptive summary and analysis of compliance with standard requirements</b> Georgian Technical University has a long history and tradition of providing education mainly in technical, but not exclusively in technical, disciplines. The administration of the university encourages the implementation of the program. Administrative staff is interested in the program and assures the evaluation panel of their commitment. Administrative staff and Quality Assurance Service are highly motivated to run the program.
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Interviews</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p style="text-align: center;">X    Complies with requirements</p>

4.4 Teaching materials are based on the core achievements in the field and ensure the achievement of intended learning outcomes
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ Teaching activities are supported with literature and reading materials. Literature is listed in provided syllabi. The university has well equipped main library. But the library within the faculty needs more scientific literature in the program field.</li> <li>○ Most of the syllabi list one to very few mandatory literature, although they provide sufficient number of additional sources. For example, for the course of Research Methods in Urban Development there is only one mandatory literature and even the mentioned book Architectural Theory does not directly refer to the subject.</li> </ul>
<b>Evidences/indicators</b>

<ul style="list-style-type: none"> <li>○ Visits to libraries in the main administrative building and in the building of the Faculty of Architecture, Urban Planning and Design.</li> <li>○ Syllabi for the provided courses and listed literature</li> </ul>
<b>Recommendations:</b> Enrich the library with literature referring to the fields of proposed program and issues of sustainability and urban studies.  Enrich mandatory literature for proposed subjects.
<b>Suggestions for programme development</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  x Partially complies with requirements

4.5 Programme is financially sustainable
<b>Descriptive summary and analysis of compliance with standard requirements</b>  No detailed information about finances for the program has been provided. According to the SER, the financial resources are sustainable: "The faculty allocates financial resources for programs existing at the faculty that are approved by the Senate" is the only sentence in the SER, 4.5 related to the financial resources for the programme. There is by means of evidence a reference to the "University budget" without further explanation. Thus, for the panel the finances remain a black box. During the interviews with administration and faculty members, it was stated that five students would be sufficient to run the programme.
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Interview with the University Administration</li> <li>○ Self-Evaluation Report</li> </ul>
<b>Recommendations:</b>

Describe in detail how the financial resources are allocated within the university. Which part of the university's budget goes to this programme and how it is computed and decided. Explain how 5 students make the programme financially sustainable.

**Suggestions for programme development:**

**Best Practices (if applicable):**

**In case of accredited programme, significant accomplishments and/or progress**

**Evaluation**

x Partially complies with requirements

#### Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources			X

#### 5. Teaching quality enhancement opportunities

5.1 There is a publicly available quality assurance system which is based on the "Plan-Do-Check-Act" cycle

**Descriptive summary and analysis of compliance with standard requirements**

GTU has a double well-established quality assurance system: one on the level of the whole university and one on the faculty level. They support the mission of the university and therefore monitor and evaluate teaching processes, scientific research and creative academic activities. It operates via a cyclic sequence of planning – implementing – testing – improving. For educational programmes that cycle takes 3 to 4 years. The elements of the teaching and learning process are evaluated by the student community every semester, graduates assess their satisfaction regarding the studies and suggest areas to be improved, lecturers evaluate their courses regarding workload and conformance with the NQF, etc.

The QA office is planning, organizing, motivating and controlling these inquiries and processes the results and forwards them to faculties and programme directors. Teachers are informed about their performance, all aspects (e.g. publications, conferences, teaching) taken into consideration, in an effort to assess and improve their qualifications and work. This feedback is given by the dean of the

faculty and the programme director. The panel does not know if the university is organizing teaching courses for teachers, introducing them with new learning and teaching resources, trainings, examples of best practice.

Relevant regulation and guidelines are included in public documents such as University Regulations, Internal Regulations, and specific regulations regarding the Academic process, Academic positions etc. The Quality Assurance Service Regulation specifies the process for monitoring quality.

#### Evidences/Indicators

- Interview with University Administration
- Interview with the SER team
- Interview with the Programme management team
- Component evidences/indicators including relevant documents and interview results
- Review of University Regulation documents, recommendations and Forms from QAS of GTU,
- Review of QA reports
- SER, 5.1 description

#### Recommendations:

GTU should, via its Quality Assurance Department, organize teaching courses for (beginning and other) teachers, introducing them with new learning and teaching resources, offering training sessions, exposing them to examples of best practices; eventually offer individual consultancy to teachers about how to remedy weaknesses in teaching.

#### Suggestions for programme development:

#### Best Practices (if applicable):

#### In case of accredited programme, significant accomplishments and/or progress

#### Evaluation

**X** Partially complies with requirements

5.2 Internal and external quality assurance results are utilized to improve the achievement of programme learning outcomes

### **Descriptive summary and analysis of compliance with standard requirements**

The Program Supervisor and Head of the Faculty Quality Assurance Service check the content of various components of the program and the compliance of the existing resources with the objectives.

On the other hand, the University Quality Assurance Service examines the compliance with the accreditation standards and reports to the dean of the Faculty. Authors of the program and representatives of the University Quality Assurance Service propose remedies to the problems reported and implement the appropriate changes in the program. In cases of disagreement, the Rector of GTU is the ultimate Judge.

GTU has the practice to regularly consult experts, field specialists, faculty academic personnel, and students in internal and external assessments for the purpose of improving the quality of teaching and learning.

Faculty quality assurance services thus evaluate regularly via student inquiry educational programmes, their contents, the quality of teaching (clarity of speech, understandability, highlighting key issues, competences of teachers, teaching materials) for improving education. Improvements follow the PDCA cycle. (SER, 5.1, p. 21)

#### **Evidences/Indicators**

SER, 5.1

#### **Recommendations:**

#### **Suggestions for programme development:**

#### **Best Practices (if applicable):**

#### **In case of accredited programme, significant accomplishments and/or progress**

#### **Evaluation**

X Complies with requirements

Programme's Compliance with Standard



Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	X		

Enclosed Documentation (If Applicable)

HEI's Name:

GEORGIAN TECHNICAL UNIVERSITY

Higher Education Programme Name: Sustainable Urban Studies

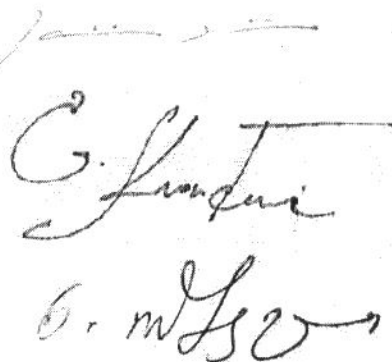
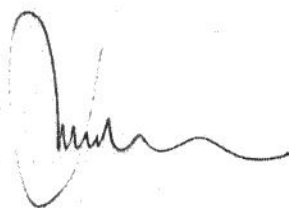
Number of Pages of the Report:

33

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		X	
2. Teaching methodology and organization, adequate evaluation of programme mastering		X	
3. Student achievements and individual work with them	X		
4. Providing teaching resources			X
5. Teaching quality enhancement opportunities	X		
Final Evaluation			X

Expert Panel Chair's Signature:



G. Lomidze

