



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Computer Engineering

Ilia State University

Date(s) of Evaluation

October 3, 2017

Report Submission Date

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LEPL - Ilia State University
HEI's Identification Code	204861970
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Computer Engineering (Major)
Level of Education	Bachelor's Degree
Qualification Granted Indicating Qualification Code	Bachelor's Degree in Computer Engineering (0418 Computer Engineering)
Language of Instruction	English
Number of Credits	240
Programme Status (Authorized/ Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	George A. Papadopoulos, University of Cyprus, Cyprus
Member (Name, Surname, University/organization/Country)	Azir Aliu, South East European University, FYROM
Member (Name, Surname, University/organization/Country)	Manana Khachidze, I. Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, University/organization/Country)	Irma Makharadze, I. Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, University/organization/Country)	

Accreditation Report Executive Summary

- **General information on the education programme** The programme in question is a 4year 8-semester 240 ECTS Bachelor's programme in Computer Engineering. The programme consists of 60 ECTS in general topics, 120 ECTS in core topics related to Computer Engineering and a further 60 ECTS which can be used by a student to pursue one of the minors offered in English by the University or to take various other courses offered by other Departments.
- **Brief overview of the accreditation site-visit**

The site visit took place on the 3rd of October. The expert panel first met with the administration of the University, followed by a meeting with the self-evaluation team as well as with a number of the academic staff who will be involved in the programme. The expert panel visited a number of University premises' relevant to the programme, including laboratories, classrooms, offices and the University Library. The expert panel had meetings also with students, alumni and employers interested in the programme.

- **Summary of education programme's compliance with the standards**

The programme complies with the general requirements for a Bachelor's degree in the Georgian educational system, comprising 240 ECTS. As it is appropriate, the workload is split into 8 semesters with 30 ECTS per semester. The entry requirements are consistent with those defined by the Ministry of Education and Science for both Georgian nationals as well as foreigners (for the latter, the requirements for the English language are sufficient for them to attend the courses). Learning outcomes and competencies are overall aligned with those that are expected in a Bachelor's degree. However, a number of topics that need to be additionally covered have been identified, and this issue is addressed later on in this report at the appropriate places. Overall, the proposed programme is consistent with international practices, while a number of shortcomings such as the sustainability of the offered infrastructure and the list of course offered to the students need to be further addressed.

- **Summary of Recommendations**

1. Introduce two courses in "Operating Systems" and "Embedded Systems" as mandatory.
2. Either remove "Information Theory" from the programme's objectives or introduce a suitable course that will cover the related topics.
3. The programme should be presented per semester (with all available options in each semester) rather than as a pool of courses.
4. Create procedures that will allow the infrastructure and technical equipment that are required to support the programme to remain up to date.
5. Populate the library with more books in Computer Engineering.
6. Where applicable, improve the titles of some courses to demonstrate relevance to the field of Computer Engineering. For instance, "Physics 2" could be renamed "Physics for Engineers".
7. Within a time frame of 2-3 years, the curriculum should be enhanced with advanced (4th year) courses in topics such as "Virtual Reality", "Artificial Intelligence and Machine Learning", "Real-time Operating Systems", "Deep Learning" and "Wireless Systems".

- **Summary of Suggestions**

1. Increase cooperation with industry through the organisation of guest lectures, applied research collaborations and joint projects for internship in order for students to develop soft skills.
2. Create clear strategy for close collaboration with industry (internal and external) in order to create joint projects and consortiums for EU and other funds.
3. Where possible, include students in research projects pursued by the academic staff.
4. It is advisable that the University establishes a more formalized way of involving employers, students and the programme's graduates in the programme's creation and further development.
5. Assign a personal tutor to each student, especially to first year students.
6. A significant number of electives is in the general area of business (management, economics, marketing, etc.). It would be good if the students had electives in other disciplines.
7. Consider the possibilities to enlarge subscription to scientific electronic resources (Digital Libraries) especially the IEEE, ACM and Springer ones (possibly in cooperation with other relevant institutions).
8. Every effort should be made so that the staff does not have workload that is high enough to prevent them from undertaking research. More publications should be produced per year, in topics directly related to Computer Engineering.
9. Special financial support should be made available for Academic staff for participation on international scientific conferences.
10. Every effort should be made to attract a high percentage of foreign students, as this will provide a more robust financial model.

- **Summary of best practices (If Applicable)**

The FABLABs is a good example of a best practice to be followed also by other institutions.

- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

N/A

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

<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>.</p> <ul style="list-style-type: none"> ○ The programme objectives are to prepare highly qualified specialists of computer engineering, who will be equipped with extensive knowledge in design, developing and operation of computer hardware, as well as the development of computer software. She/he will know the structure of computer hardware, technical characteristics and ongoing physical processes in it, ways and methods for their improvement; also will have developed professional skills, which will give him/her opportunity to get involved effectively in the production process of computer hardware. Due to the general formulation of the university mission ("Ilia State University Mission is the creation, transmission and use of knowledge for advancement of science and community development at both local and international levels") it can be said that the programme overall complies with the mission of the institution as this is presented on the University's web site. The programme takes into consideration market needs, although the involvement of industry in the programme needs to be straightened. <p>While defining the purpose of the program, one of the knowledge area that is stated is "Information Theory"; however, a relevant subject (or issue) is not included in the programme.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ The expert panel has examined the stature of the institution, its mission statement and also the courses to be offered. Relevant questions were asked during the on-site meetings with the administration and the faculty.
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Either remove "Information Theory" from the programme's objectives or introduce a suitable course that will cover the related topics. ○ The programme should be presented per semester (with all available options in each semester) rather than as a pool of courses.
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Increase cooperation with industry through the organisation of guest lectures, applied research collaborations and the students developing soft skills (e.g. entrepreneurship). ○ Create clear strategy for close collaboration with industry (internal and external) in order to create joint projects and consortiums for EU and other funds.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ N/A
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ N/A
<p>Evaluation</p> <p style="text-align: right;"><input type="checkbox"/> Partially complies with requirements</p>

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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

- The courses are overall consistent with the aims of the programme. The description of the courses are consistent with the intended learning objectives per course, as well as the number of ECTS that each course carries. Teaching methods include homework and exams as well as lab based exercises.

Evidences/indicators

- The expert panel has examined the courses to be offered. Relevant questions were asked during the on-site meetings with the administration and the faculty.

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

- N/A

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

- N/A

Evaluation

- ☐ Complies with requirements

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>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ The programme adheres to the basic structure of the Georgian NQF, with the course comprising 240 ECTS of taught courses over a period of 4 years. Overall, the programme reflects its intended aims and scope, as this is described in the available documentation. The courses are described in sufficient detail. Prerequisites are appropriate. There is a sufficient number of lab based teaching and coursework. The internship demonstrates that the students will get significant experience from the industry. The expert panel requested the programme to be presented on a per semester basis, and the institution provided this by email, showing which Computer Engineering courses will be offered every semester, plus a list of free electives. However, a number of topics should be further included in the programme. These topics will further enhance the competitiveness of the programme compared to other similar programmes abroad and will better prepare the programme's graduates for further studies or employment.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ The description of the syllabus, the interviews with the academic staff and industry representatives and the general documentation on the Georgian NQF.
<p>Recommendations:</p> <p>Introduce two courses in “Operating Systems” and “Embedded Systems” as mandatory.</p> <p>Within a time frame of 2-3 years, the syllabus should be enhanced with advanced (4th year) courses in topics such as “Virtual Reality”, “Artificial Intelligence and Machine Learning”, “Real-time Operating Systems”, “Deep Learning” and “Wireless Systems”.</p> <p>Where applicable, improve the titles of some courses to demonstrate relevance to the field of Computer Engineering. For instance, “Physics 2” could be renamed “Physics for Engineers.”</p>
<p>Suggestions for programme development:</p> <p>A significant number of electives is in the general area of business (management, economics, marketing, etc.). It would be good if the students had electives in other disciplines.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ N/A
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ N/A
<p>Evaluation</p> <p><input 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 programme has some positive aspects, regarding the successful absorption of its graduates by the local labour market. Aside from the theoretical foundations, the student is also involved in practical courses as well as internship. Interviews with the faculty members and representatives of the local industry suggest that the programme took into consideration the needs of the local market. However, there is a need to further strengthen the cooperation with the industry. Regarding the continuation of the students' studies at graduate level, it is noted that the course is missing a number of advanced topics from the final year, that would give its students further leverage in competing for graduate courses. Nevertheless, it is noted that the institution has agreements with Universities abroad (notably in USA) to encourage the application of the programme's graduates for graduate studies in these Universities.

Evidences/indicators

- The syllabus, interviews with the faculty members and the representatives of the industry, examining memorandums of cooperation.

Recommendations:

Suggestions for programme development:

Increase cooperation with industry through the organisation of guest lectures, applied research collaborations and the students developing soft skills (e.g. entrepreneurship).

Best Practices (if applicable):

- N/A

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

N/A

Evaluation

- ☐ Complies with requirements

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

Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ From the self-evaluation report and the interviews with the academic staff, it appears that the latter were involved in the design and establishment of the programme. There is little evidence that the students were also involved, although they have provided a number of positive points for the Faculty's offered programmes. There is some evidence that the employers were involved in the design of the programme, but they have commented positively for its design. 	
Evidences/indicators ○ Based on the self-assessment report, interviews with faculty staff, students and employers.	
Recommendations:	
Suggestions for programme development: <p>It is advisable that the University establishes a more formalized way of involving employers, students and the programme's graduates in the programme's creation and further development.</p>	
Best Practices (if applicable): <ul style="list-style-type: none"> ○ N/A 	
In case of accredited programme, significant accomplishments and/or progress <p>N/A</p>	
Evaluation <p><input type="checkbox"/> Complies with requirements</p>	

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	
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> From the self-evaluation report and relevant documentation, it is evident that the institution follows the generally accepted rules for admission. The Georgian citizens must pass the unified national exams and the foreign citizens must comply with the rules set by the Ministry of Education and Science and the English language requirements. 	
Evidences/indicators	<ul style="list-style-type: none"> The self-evaluation report, interviews with stakeholders and studying relevant documentation.
Recommendations:	
Suggestions for programme development:	
Best Practices (if applicable): <ul style="list-style-type: none"> N/A 	
In case of accredited programme, significant accomplishments and/or progress <p>N/A</p>	
Evaluation <p><input type="checkbox"/> Complies with requirements</p>	

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 <ul style="list-style-type: none"> The teaching methods involve the delivery of lectures, interaction between the teachers and the students by means of Q&A sessions, splitting of the students into groups that are engaged in teamwork, and individual presentations. These methods are consistent with the intended learning outcomes and sufficient for achieving them. 	

Evidences/indicators <ul style="list-style-type: none"> ○ The description of the programme, the interview with the staff and the additional material that the institution has provided the expert panel with by email.
Recommendations:
Suggestions for programme development:
Best Practices (if applicable): <ul style="list-style-type: none"> ○ N/A
In case of accredited programme, significant accomplishments and/or progress <p>N/A</p>
Evaluation <p><input type="checkbox"/> Complies with requirements</p>

2.3 The sequence and admission preconditions of programme components are logical
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The distribution of courses per semester satisfies the recommended workload of 30 ECTS per semester. The sequence of prerequisites is appropriate with the syllabus of each course. The placement of advanced courses and the internship/project in the final year is consistent with international practices.
Evidences/indicators <ul style="list-style-type: none"> ○ The description of the programme, the interview with the staff and the additional material that the institution has provided the expert panel with by email.
Recommendations:
Suggestions for programme development:
Best Practices (if applicable): <ul style="list-style-type: none"> ○ N/A
In case of accredited programme, significant accomplishments and/or progress <p>N/A</p>

Evaluation

☐ Complies with requirements

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

Descriptive summary and analysis of compliance with standard requirements

- The students are evaluated for every course they attend in a number of ways, including intermediate and final assessments. The description of its course provides a student with the necessary information he needs in order to know how he will be assessed. The evaluation of the internship is done by means of a similar assessment procedure by the student's supervisor at the place of internship, plus a presentation of the student at the institution upon completion of the training.

Evidences/indicators

- The description of the courses and the interviews with staff, students and industry representatives.

Recommendations:**Suggestions for programme development:****Best Practices (if applicable):**

- N/A

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

N/A

Evaluation

☐ 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 <ul style="list-style-type: none"> Overall, there is sufficient transparency in how the students' effort is assessed. They are aware from the beginning of what sort of exams they will be having. The results of the evaluation are available electronically on the Argus system. Students have sometimes the opportunity to discuss their progress with their teachers but there is no tutor assigned to each student.
Evidences/indicators <ul style="list-style-type: none"> From the description of the programme, the self-assessment exercise and interviews with staff and students.
Recommendations:
Suggestions for programme development: Assign a personal tutor to each student, especially to first year students.
Best Practices (if applicable): <ul style="list-style-type: none"> N/A
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> N/A
Evaluation <input type="checkbox"/> Complies with requirements

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

Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ Upon entering the University, students are given the description of the programme and the requirements for successfully completing each step. They are given individual accounts and email addresses in the institution's electronic management system. Through this system (Argus), a student can have access to useful information regarding his studies. There is a coordinator for all students. There are orientation meetings as well as training sessions by the University Library.
Evidences/indicators <ul style="list-style-type: none"> ○ Examining relevant documentation, on site visit of the institution's central facilities, interviews with students and staff.
Recommendations:
Suggestions for programme development: Assign a personal tutor to each student, especially to first year students.
Best Practices (if applicable): <ul style="list-style-type: none"> ○ N/A
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation <input type="checkbox"/> Complies with requirements

3.2 Academic staff workload scheme includes individual work with students
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The students have the opportunity to interact more directly with the academic staff through pursuing work at individual and group communication with the latter. Furthermore, students interact directly with their supervisors that are assigned to them when they choose their undergraduate theses. There is also direct e-communication through the Argus system.
Evidences/indicators ○ Self study report, interviews with staff and students, description of courses.
Recommendations:

Suggestions for programme development:
Best Practices (if applicable):
<ul style="list-style-type: none"> ○ N/A
In case of accredited programme, significant accomplishments and/or progress
N/A
Evaluation
<input type="checkbox"/> 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

Descriptive summary and analysis of compliance with standard requirements
<ul style="list-style-type: none"> ○ The University has developed FABLABs which allow students to be involved in practical and applied research that will further enhance their skills (practical and research oriented). There is a basic student management structure that caters for the establishment of student clubs, as well as a Science Café. The University organises public lectures of general interest.
Evidences/indicators ○ Self study report, interviews with staff and students, information on the institution's web site.
Recommendations:
Suggestions for programme development:
Where possible, involvement of students in research projects pursued by the academic staff.
Best Practices (if applicable):
<ul style="list-style-type: none"> ○ The FABLABs is a good example of a best practice to be followed also by other institutions.
In case of accredited programme, significant accomplishments and/or progress
N/A
Evaluation
<input type="checkbox"/> Complies with requirements

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

- The academic staff has overall a good command of the English language. The same can be said about a number of the students. The institution's library has some materials in English. The institution has a good collaboration with a number of foreign institutions in the USA and elsewhere. The staff and students are aware of the opportunities offered by EU funded programmes such as Erasmus+. The programmes that are already offered in English, have attracted a number of foreign students.

Evidences/indicators

- The self-study report, interviews with staff and students, on-site visit of the institution's facilities, memorandums of cooperation with foreign institutions.

Recommendations:

Staff should aim to publish more in international conferences.

Suggestions for programme development:

Subscribing to more Digital Libraries from abroad.

Best Practices (if applicable):

- N/A

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

N/A

Evaluation

- ☐ Partially complies with requirements

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
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The on-site visit of all the relevant to the programme's facilities has shown that the institution has the necessary infrastructure in terms of equipment, lab space, library facilities and student areas to support the needs of the programme. However, it is unclear how the maintenance of equipment is achieved without a clear budget line for this purpose.
Evidences/indicators ○ On-site visit to the institution's facilities.
Recommendations: <p>Create procedures that will allow the infrastructure and technical equipment that are required to support the programme to remain up to date</p>
Suggestions for programme development:
Best Practices (if applicable): <ul style="list-style-type: none"> ○ N/A
In case of accredited programme, significant accomplishments and/or progress <p>N/A</p>
Evaluation <p><input type="checkbox"/> Partially complies with requirements</p>

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
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Descriptive summary and analysis of compliance with standard requirements

- The examination of the staff's submitted CVs shows that overall they have the required competency to teach the courses that will be assigned to them. For the purposes of the programme, they have hired extra staff that was working abroad. The staff's workload is overall satisfactory but there are cases that indicate that some of the staff may end up having more than 9 hours of teaching per week, something that could create a problem to their research activities. The publication throughput of the faculty appears to be a paper per academic year. There is no clear Action Plan and not enough resources for conducting research.

Evidences/indicators ○ Interviews with staff and examination of their CVs

Recommendations:**Suggestions for programme development:**

Every effort should be made so that the staff does not have workload that is high enough to prevent them from undertaking research. More publications should be produced per year, in topics directly related to Computer Engineering.

Special financial support should be made available for Academic staff for participation on international scientific conferences.

Best Practices (if applicable):

- N/A

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

- N/A

Evaluation

☐ Complies with requirements

4.3 Programme implementation is ensured by the administrative and support staff of an appropriate competence

Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The institution has a sufficient number of administrative and support staff for the needs of the programme. Most of this staff speak English and are well aware of what is required of them.
Evidences/indicators ○ On-site visit and interviews with staff and personell.
Recommendations:
Suggestions for programme development:
Best Practices (if applicable): <ul style="list-style-type: none"> ○ N/A
In case of accredited programme, significant accomplishments and/or progress <p>N/A</p>
Evaluation <p><input type="checkbox"/> 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

Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The syllabus and description of courses indicate that the programme is overall based on contemporary textbooks. Furthermore, the library has a sufficient number of books in the subject. There is need for the programme to take into consideration any relevant recommendations by IEEE and ACM. The library would benefit from access to the Digital Libraries of IEEE and ACM.
Evidences/indicators ○ Description of courses, on-site visit to central facilities, interview with staff.
Recommendations: <p>Populate the library with more books in Computer Engineering</p>

Suggestions for programme development:
Best Practices (if applicable):
○ N/A
In case of accredited programme, significant accomplishments and/or progress
N/A
Evaluation
<input type="checkbox"/> Partially complies with requirements

4.5 Programme is financially sustainable
Descriptive summary and analysis of compliance with standard requirements
○ The expert panel has requested a financial viability analysis of the programme. This was submitted after the on-site visit. From this budget analysis it is evident that the programme is financially viable with an intake of 20 students.
Evidences/indicators ○ The financial analysis submitted after the on-site visit.
Recommendations:
Suggestions for programme development:
Every effort should be made to attract a high percentage of foreign students, as this will provide a more robust financial model.
Best Practices (if applicable):
○ N/A
In case of accredited programme, significant accomplishments and/or progress
N/A
Evaluation
<input type="checkbox"/> 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-DoCheck-Act" cycle
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> There is a quality assurance administrative unit within the organisation that is responsible for the quality of the offered programmes. They have developed a set of methods and procedures that they follow in order to assess and improve the quality of teaching. The students are expected to participate in this process but how they influence the process is not apparent. There are no clear procedures and mechanisms for evaluating the effectiveness of the academic programme.
Evidences/indicators <ul style="list-style-type: none"> The self-study, the interviews with staff and students, relevant material provided by the institution.
Recommendations:
Suggestions for programme development:
<p>It should be more apparent to students how their feedback is taken into consideration.</p> <p>Improve monitoring mechanisms and procedures to evaluate the effectiveness of academic programmes</p>
Best Practices (if applicable): <ul style="list-style-type: none"> N/A
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> N/A

Evaluation <input type="checkbox"/> Complies with requirements
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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 <ul style="list-style-type: none"> Internal evaluation is done through established procedures. External evaluation should involve alumni but it does not appear to be the case. However, the employability of past graduates is taken into consideration. Generated reports on quality of teaching should be available (in edited form without personal data) to the staff for improvement of their teaching methods.
Evidences/indicators <ul style="list-style-type: none"> Self-study report, interviews with staff, documentation provided by the institution.
Recommendations:
Suggestions for programme development: More active involvement of alumni and industry.
Best Practices (if applicable): <ul style="list-style-type: none"> N/A
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation <input type="checkbox"/> Complies with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
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Teaching quality enhancement opportunities	X		
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Enclosed Documentation (If Applicable)

HEI's Name:

Higher Education Programme Name:

Number of Pages of the Report:

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		✓	
2. Teaching methodology and organization, adequate evaluation of programme mastering	✓		
3. Student achievements and individual work with them	✓		
4. Providing teaching resources		✓	
5. Teaching quality enhancement opportunities	✓		
Final Evaluation		✓	

Expert Panel Chair's Signature:

HEI's Name:

Higher Education Programme Name:

Number of Pages of the Report:

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			
2. Teaching methodology and organization, adequate evaluation of programme mastering			
3. Student achievements and individual work with them			
4. Providing teaching resources			
5. Teaching quality enhancement opportunities			
Final Evaluation			

Expert Panel Member's Signature:

George Angelos Papadopoulos




Irma Makhachadze

Aziz Aliu 