



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Education of Primary Level Teacher (I-VI grades)

Ilia State University

Date of Evaluation-12 July 2018

Report Submission Date-24 July 2018

Tbilisi
2018

HEI's Information Profile

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

Higher Education Programme Information Profile

Name of the Programme	Education of Primary Level Teacher (I-VI grades)
Level of Education	II Level of higher academic education
Qualification Granted Indicating Qualification Code	Master of Education 03
Language of Instruction	Georgian
Number of Credits	300 ECTS
Programme Status (Authorized/Accredited/New)	NEW

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Petros Pashiardis, Dean Faculty of Economics and Management, Open University of Cyprus, Cyprus
Member (Name, Surname, University/organization/Country)	Univ.- Prof. Dr. Stefan Brauckmann Professor für Qualitätsentwicklung und Qualitätssicherung im Bildungsbereich Alpen-Adria-Universität Klagenfurt, Austria
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Member (Name, Surname, University/organization/Country)	Ms. Lali Berishvili (Employer Expert) (Tbilisi), Georgia
Member (Name, Surname, University/organization/Country)	Ms. Anzhela Abuladze (Student expert) Georgia

Accreditation Report Executive Summary

▪ General information on the education programme

As described in their Self-Evaluation Report, this is a primary level teacher training program (I-VI grades), whose main goal is to prepare the teachers of Georgian Language and Literature, Mathematics, Environmental and Social Studies for elementary stage (1-6 grades), and who possess the relevant theoretical knowledge, practical skills and values for a successful professional activity.

The goals of the program are aligned with the field characteristics of higher education, of a teacher's education and with the requirements set out for a senior teacher. The research results of educational program development of primary level teacher training were also taken into consideration in the development of the contents and outcomes of the learning program. In essence, a piece of research for the development of the program was conducted by the Quality Assurance Service of the Faculty of Arts and Sciences. The results and recommendations of the research are based on the results of interviews and focus groups conducted with the students and graduates, also potential employers and teachers engaged in the implementation of student practice of the previous 240 credits primary level teacher training program.

Moreover, the piloting of the presented model of school practice was implemented within the framework of the existing program for training of teachers of the Faculty of Arts and Sciences of Ilia State University. The permanence of the school practice at all stages of program implementation, which implies the cycle of practice implementation from passive until active practice, in particular, the observation and analysis of school activities, assistance of teacher and planning, implementing and evaluating of activities independently, represent a strength of the program and guarantees the training of human resources possessing theoretical and practical skills relevant to current effective teacher requirements for the profession of a teacher.

▪ Brief overview of the accreditation site-visit

The Visiting Team produced the following evaluation report after taking into account:

1. The Self-Study for the programme of Teacher's training integrated educational Bachelor's or Master's program "Education of Primary Level Teacher (I-VI grades)", which was very well written and thorough.
2. Information obtained during an on-site visit carried out on 12 July 2018 by the Team. During the visit, the Evaluation Team met with a total of 41 persons (University leadership, programme leadership, employers and internship supervisors, academic faculty, invited faculty, the self-evaluation team, students, and alumni). The Team also visited the library, classrooms, computer rooms and other facilities of the university.
3. The Evaluation Team was particularly impressed by the sense of belonging and commitment towards the university and its new programme, based on the emphasis on the branding aspect in order to create a corporate identity as well as a corporate design and pride for belonging to this university and its programmes. Such aspects help to greatly enhance the efforts for quality improvement for the university as a whole.

▪ Summary of education programme's compliance with the standards

- Educational programme objectives, learning outcomes and their compliance with the programme

- The mission is clearly and concisely expressed in the self-study report of the University.
 - Both the academic and invited staff as well as students have contributed to the development of the mission of the programme.
 - The strong emphasis on improving practice is appropriate.
 - They conducted a needs assessment study in order to find out about the specific needs for the new programme creation.
- **Teaching methodology and organization, adequate evaluation of programme mastering**
 - The programme has comprehensive content coverage.
 - The programme has a strong liberal arts component (which is a big plus), and offers perspectives on policy and practice at multiple levels.
 - There is a small imbalance in the support offered to students to develop quantitative and qualitative research methodologies, which is geared towards more action research oriented projects.
- **Student achievements and individual work with them**
 - The programme accepts 50 students per year under very competitive circumstances (as we were told, there are about 50 applicants per 1 position offered).
 - Students are enthused and excited by the teaching.
 - Students are offered a strong action research component, which is good, but more emphasis should be placed on other forms of conducting research, as per our comment above.
 - Swift and detailed feedback on their performance is provided to students.
 - Students are challenged to relate their learning to their own practice, as learning by doing is emphasized throughout the programme.
 - Students have good relations with each other and with tutors in a positive and supportive climate.
 - Communication with students is effective.
- **Providing teaching resources**
 - Quality assurance of teaching is appropriate and responsive to student feedback.
 - The balance between academic and invited staff is fine, even though more effort should be placed on hiring more doctoral degrees holders.
 - Material resources such as the library are very impressive and human resources involved work amicably with each other.
 - Students are encouraged to contact their professors even after their graduation from the programme as it stands today (and the students we met confirmed this).
- **Teaching quality enhancement opportunities**
 - The qualifications of the instructional staff are more than adequate. The team felt however, that the ratio of faculty who hold doctorate degrees should be increased, as per our previous point above.
 - The promotion, recruitment and appointment policies for full-time staff are well articulated in the Self-Evaluation report. Maybe more international involvement in all these processes would ensure that personnel are selected more objectively and based on international standards.
 - Students in the program begin the teaching practice very early on and this is an asset for the programme. Moreover, the practice is integrated in all the courses offered.
- **Summary of Recommendations**
- **Summary of Suggestions**

In order for the university and the program to enhance their international profile, more emphasis should be placed on the international publication record of some of the academic faculty (some faculty have impressive international publication and conference participation records). Therefore, encouragement for more international publications and international conference attendance would be advisable. In conjunction with this suggestion, it would be prudent to provide more support for the invited staff in order to complete their doctorates and get involved in collaborative research with the academic faculty. It is suggested to offer academic writing trainings to support academic staff in increasing the volume of **international** scientific publication.

Moreover, research design should not be mostly action research-based, but instead it should be more elaborated problem-focused research; this will enhance the ability to publish for an international and wider audience outside Georgia. Furthermore, it would be prudent to teach research methods courses earlier on in the programme (as per our previous point above), so that students are well-equipped not only for their Master's thesis, but also for writing their paper and assignments in more scientific ways in all their coursework, once they know how to conduct research early on. Connected with this, we do feel that the Master's thesis is advisable to become the equivalent of 30 ECTS in total, with an addition of a research component built into these ECTS.

Furthermore, students should be offered more internationalization experiences through exchange programmes (such as Erasmus). They should also be taught early on that what we are after (as future teachers), is really the "we" and not the "I" within the school, and then find ways to follow up whether this has been implemented in a successful way.

Finally, the programme would be well-served if they develop a teaching indicator-based understanding of quality with regards to the whole school and the quality of instruction that takes place in the classroom. More specifically, the design of the learning environments already enables individualized and self-directed learning processes. The learning process of the individual student is documented (e.g. learning documentation, portfolio, support plan, learning diary, development discussion). Actually, students are assessed on their portfolio, and this is a plus. Nevertheless, the diversity of the students and their respective needs could be even more perceived an opportunity for learning and learning.

- **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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme.

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.
Descriptive summary and analysis of compliance with standard requirements <p>The objectives formulation provides a clear statement of the purpose and scope of the new programme. The programme aims are primarily motivated by practical concerns and they illustrate what those concerns are, why they are important, and how this new programme can address those practical concerns when it comes to the professionalization of the future teaching workforce. There was also a needs assessment study which was key to the creation of the pedagogical priorities formulated within the new programme. Moreover, the curriculum within the University takes into account the social, cultural and cognitive requirements of the students and shows at least one interdisciplinary focus. Finally, there are subject-specific conversions of the agreed upon priority areas of the Programm.</p>
Evidences/indicators <ul style="list-style-type: none"> ○ Self-Evaluation Report ○ Interviews with internal and external stakeholders
Recommendations: <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

1.2. Programme Learning Outcomes

- Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

Performance requirements and assessment standards are transparent and known to students and employers. Furthermore, there are various forms of feedback systems (e.g. learning development report, observation sheet, portfolio, competence grid). Especially, for the subjects there are competence-oriented concretizations of the framework curricula and teachers exchange views on assessment criteria and the results of comparative studies, class work and examinations in specialist conferences and other sub-conferences. Then, the results of surveys on the learning outcomes, of comparative work, learning success checks and audits are taken into account in further and future revisions of the programme. They also provided a curriculum map and an assessment plan as well as rules of assessment about the implementation of the educational programs. Additionally, they provided program evaluation criteria, forms and instructions, as well as mechanisms for assessing the implementation of the program and learning outcomes developed within the framework of the primary level teacher education (I-VI grades) program.

Evidences/indicators

- Self-Evaluation Report
- Interviews with internal and external stakeholders

<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially 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

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements Educational Program admission prerequisites are transparent and comply with the legislation. A student who has passed the national exams can become a student at the university. International students can also be enrolled in the program based on the law of higher education of Georgia. The terms of admission to the program and other information relevant to the admission is annually placed on the website of the National Center of Evaluation and Examinations and directory. The terms of admission to the program mentioned above are aligned with the current legislation. Moreover, goals are clarified and information about the course of lessons is given to all concerned. Finally, Work instructions and orders are consistent and clearly formulated.
Evidences/indicators <ul style="list-style-type: none"> ○ Educational Program ○ Self - assessment report
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <p style="text-align: center;">X Complies with requirements</p>

- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

Within the framework of the accreditation, according to the program, presented by Ilia State University "Education of Primary Level Teacher (I-VI grades)" will prepare students for 1-6 grade teachers. The program is oriented towards both acquiring basic knowledge and skills necessary for a teacher, as well as fundamental knowledge based on research and development of practical skills, on the analysis of empiric data received as a result of research and improvement of professional practice on their basis. There are admission prerequisites at the courses included into the specialization component, which is considered by passing other course/courses included into the program. The existence of similar prerequisites ensures a sequential accumulation of knowledge and its gradation from general to a particular/ from simple to difficult / from base to wider. The prerequisites are known to the students in advance from the description of the program, which is published on the website of the university and, is also indicated in the syllabi of the courses, which are located in the electronic system "Argus", providing the environment of choice. System "Argus" also provides the limitation of election considering the prerequisites. Studying at the program is conducted within - 10 semesters, 300 ECTS credits.

General distribution of the ECTS credits:

- From the General Module - 42 ECTS credits;
- From the block of Education Science and Psychology - 48 ECTS credits;
- From Subject and Subject Techniques Block - 141 ECTS credits
 - Georgian Language and Literature - 45 ECTS credits;
 - Mathematics - 36 ECTS credits;
 - Environmental Studies - 30 ECTS credits;
 - Social Sciences - 30 ECTS credits;
- From the Independent School Practice - 27 ECTS credits
 - Practice (Georgian); - 6 ECTS credits
 - Practice (Mathematics); - 6 ECTS credits
 - Practice (Environmental Studies); - 6 ECTS credits
 - Practice (Social Sciences) - 6 ECTS credits
 - Pedagogical Reflection - 3 ECTS credits

From the block of Research - 42 credits.

As mentioned above, the research component contains 42 ECTS credits in the program, which is distributed as follows: (Introduction to Research Education 6 ECTS credits, Research by Qualitative methods and Quantitative Methods 12 ECTS credits, Research of Pedagogical Practice 6 ECTS credits and master thesis 18 ECTS credits). According to this credit distribution only 18 ECTS credits are allocated in the program as a research component, if we consider that a student has to work on his/her master thesis during a whole semester, it is suggested that the thesis component should have at least 30 ECTS credits.

Within the framework of the accreditation site - visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students.

Evidences/indicators <ul style="list-style-type: none"> ○ Educational program; ○ Syllabi of study courses; ○ Self - assessment report;
Recommendations:
Suggestions for programme development: <p>Based on the above description of the program, we suggest that the research study courses should be offered in earlier semesters during the course of study for the programme, as this will be beneficial for the students in all of their courses, once they know how to conduct research early on. Connected with this, we do feel that the Master's thesis should become the equivalent of 30 ECTS in total, with an addition of a research component built into these ECTS.</p>
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.3 Course
<ul style="list-style-type: none"> ➤ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes; ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The study courses envisaged by the program are designed to ensure that their purpose, learning outcomes and teaching methods meet the goals of the educational programs and learning outcomes. Main study courses are derived from each other, are consistent with content and focused on the development of skill to use field competences and theoretical knowledge in practice. Determining learning outcomes of integrated bachelor-master educational program teacher training for primary level of general education is done via field characteristics, while study courses - via learning outcomes of educational program. Moreover, the level of learning and the learning development of the students are regularly analyzed.

Syllabi of courses are well structured and students oriented, they include the following information: Name of course, course type, number of credits corresponding to contact and independent hours of instruction, course authority, course objective, course format, study results (which in turn corresponds to program study results), evaluation system and criteria, teaching / learning methods, course content, training and other resources. Interior design, furniture and indoor climate promote concentrated work and self-autonomous learning practices. Even more so, there are defined locations for teaching and learning materials.

As for the program structure, the educational program includes 3 and 6 ECTS credits, which are allocated according to the course content and learning outcomes. Contact hours are distributed on the logical bases, in some cases of allocation 32 hours and in some cases 90 hours. Those courses that require more contact hours (for example, English language, Teaching Social Sciences at the Elementary Stage, etc.). Were allocated more contact hours, as for study courses, where more time was needed for independent work for courses content and achieving learning outcomes the less contact hours were allocated.

For the implementation of program are used basic and applied manuals and methodological literature in print and electronic versions, the latest research results, which are available for students and ensures learning outcomes.

Evidences/indicators

- Educational program;
- Syllabi of study courses;
- Self - assessment report;

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

<input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
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2.4 The Development of practical, scientific/research/creative/performance and transferable skills
Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements The teachers exhibit enthusiasm for the subject and its contents and the students motivate each other (e.g. by presenting special knowledge and experience). The learning tasks are challenging and manageable. And the students are involved in the design of the different instructional settings. In short, the learning tasks are well-linked to the prior knowledge of the students, are appropriately demanding, and are integrated into meaningful contexts and promote the acquisition and development of new competencies and knowledge. Moreover, the students learn to network acquired knowledge with other areas of knowledge and to transfer it into other contexts, utilizing a variety of new technologies and media, which are systematically and well integrated throughout the various courses.
Evidences/indicators <ul style="list-style-type: none"> ○ Educational Program (Map of learning outcomes); ○ Syllabi of study courses; ○ Memoranda with schools;
Recommendations:
Suggestions for programme development:
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes

compliance with this specific component of the standard

☒ X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

Descriptive summary and analysis of compliance with standard requirements

Teaching, studying and evaluation methods provided in the program include some of the following (verbal i.e. oral methods, work on book/text, methods of illustrativeness (laboratory and demonstrative/modeling): discussions and debates, cooperative work (group and in pairs), situational tasks, accident analysis, thematic-role play and simulations, poster presentations, training, maintaining portfolios, writing as teaching method (argumentative / critical essay, open / closed test etc.). Methods and forms used are derived from the learning outcomes of the specific study course. Moreover, one of the basic principles of the program is to focus on the diversity of the students, and therefore, it creates favorable conditions for the equal and active participation of all students in all its activities. Finally, shared and individual learning opportunities are guaranteed for all students.

Evidences/indicators

- Teacher's training integrated educational Bachelor- Master program "Primary Education"
- Syllabi of study courses;

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

The contents, methods and evaluation of the lessons are described in specialist and other sub-units; this involves the results of surveys on the learning outcomes, of comparative work, learning success checks and furthermore audits are taken into account. The curriculum within the university is known to the public. Furthermore, the University has taken measures to check the competence development of students and the evaluation takes place in a performance-enhancing form. More specifically, the evaluation is multi-component and provides the evaluation of goals and learning outcomes of every course, which is achieved using particular and measurable criteria and rubrics. Student evaluation is based on four main principles of evaluation: impartiality, trust, validity, transparency.

Evaluation is performed by utilizing a 100 point system. Points are distributed and defined as follows:

- (A) Excellent – evaluation of 91 - 100 points;
- (B) Very good – maximum evaluation of 81 - 90 points;
- (C) Good – maximum evaluation of 71 - 80 points;
- (D) Satisfactory – maximum evaluation of 61 - 70 points;
- (E) Acceptable – maximum evaluation of 51 - 60 points;
- (FX) Did not pass – maximum evaluation of 41 - 50 points, meaning that a student needs to work more to pass and is given one opportunity to pass an additional exam by working independently;
- (F) Fail – maximum evaluation of 40 points and less, which means that the work carried out by the student is not sufficient and he/she has to retake the course.

The main evaluation methods, that are used within the program components/course, are determined in the evaluation part of the syllabuses. Evaluation criteria and relevant rubrics have been developed within the framework of a separate course with the purpose of measuring the learning outcomes, which ensures the evaluation of learning achievements determined by the learning outcomes and course goals both in terms of every course of the program as well as every component (profession, practice and research components). Finally, the individual learning development of the students is well documented (e.g. learning documentation, portfolio, support plan, learning diary, development discussion) and the learning situations and performance assessments are separated from each other.

Evidences/indicators

<ul style="list-style-type: none"> ○ Course syllabi; ○ Interviews during the on-site visit
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <div> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </div>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially 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

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Within the framework of ongoing educational programmes students are provided with relevant individual consulting services. Each of them receives the desired consultation and assistance. The relevant documentation is posted on the webpage of the University. In addition, college staff as well as students and alumni noted that individual consultation work is carried out and the service is fully satisfying to all of them.</p> <p>Moreover, students are aware of the purpose of the programme, curriculum, results, and employment opportunities. The students have the opportunity to get information from the faculty dean, the head of the educational program, and the academic staff implementing the programme. They inform students about the evaluation criteria. Academic staff conducts consultations and extra meetings with students. Students receive consultations and assistance in the educational process not only from the lecturers but also from all relevant services of the HEI administration. Students are also provided with extended contact time with their faculty, even after their graduation, which puts them in a unique position to change and reflect on their practices through the advice of their professors.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Interview with HEI administration ○ Interview with student and alumni ○ Interview with employers ○ Educational Program, Syllabi
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress

<ul style="list-style-type: none"> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

3.2. Master's and Doctoral Student supervision
Master's and Doctoral students have qualified thesis supervisors.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Students have qualified supervisors who have scientific –research experience relevant to the topic of the thesis. Students noted that their supervisor conducts consultations with students very frequently. During the research process, supervisors advise students on the field work and writing of the chosen topic. Most of the components of the educational program envisage an applied work format that significantly improves students' practical skills. The program envisages the student's practice, in which the student first observes the course of the study in a reflective way and then plans and conducts lessons.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> o Interview with HEI administration o Interview with student and alumni o Interview with employers o Educational Program, Syllabi
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources
<ul style="list-style-type: none">➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;➤ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
Descriptive summary and analysis of compliance with standard requirements <p>Ilia State University has 3 Professors, 7 Associate professors, 1 Assistant professors and 18 -invited lecturers who are participating in the Integrated Bachelor-Master Educational Program for Preparation of Primary School Teachers. The qualifications and experience of the personnel involved in the program implementation provide the necessary competences for achieving the goals and learning outcomes of the program. The Head of the program holds a Ph.D degree in Pedagogical Sciences, and currently is an Associate Professor at the faculty. She is an author of 37 scientific papers, as per her CV, and has participated in 18 international scientific conferences and symposia. The academic and invited staff involved in the program have relevant practical experience, theoretical knowledge, and knowledge of teaching methods and other professional skills. The scientific / research work of people involved in the program (during the last 5 years) is mainly conducted on national bases. The administrative and support staff of the program is represented by the Faculty Dean, Assistant to the Dean, Head of Quality Assurance Service, the Specialist of Quality Assurance Service, and the Coordinator of Educational Programs, which is more than adequate a number for student support. Specialists of Quality Assurance Service, Coordinators of Educational Programs and Practice consult students about the issues relating to the planning of their educational process. Staff performance evaluation is conducted and analyzed by faculty quality assurance manager which is one of the effective tools to insure the effectiveness of staff performance at the faculty and university level.</p>
Evidences/indicators <ul style="list-style-type: none">○ Interviews○ Staff personal data○ Teacher's training integrated educational Bachelor's or Master's program
Recommendations: <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
Suggestions for programme development: <p>The team felt that it would enhance the quality of the program if the ratio between academic and invited staff is improved, especially in order to increase PhD holders who teach in the program.</p>
Best Practices (if applicable): <ul style="list-style-type: none">○ Practices, which prove to be exceptionally effective and which may become a benchmark or a

model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff
<ul style="list-style-type: none"> ➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis; ➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
Descriptive summary and analysis of compliance with standard requirements <p>Academic, scientific and invited staff assessment results are regularly analyzed by the QA office and used for the design of professional improvement; Scientific Research Coordination Office and Development office which are constituted at the university foster professional development of academic and invited staff, and in addition of offering training courses and seminars, the development office offers the following: supporting services which help project proposal preparation and presentation; formation of international research consortia; assists in grant administration; strengthens relationship with research groups and donors; organizes international scientific and research meetings; promotes cooperation among research institutes and centers; disseminates information on international opportunities; which were evident during the interview too. In general, the University offers financial support to Academic and invited staff for professional development. However, encouragement and assistance is warranted in order to further establish the international standing of both academic as well as invited faculty.</p>
Evidences/indicators <ul style="list-style-type: none"> ○ CVs of the educational program implementing staff ○ Program Self-Assessment Report ○ Interviews with academic and invited staff.
Recommendations:

Suggestions for programme development:

It is suggested to offer academic writing trainings to support academic staff in increasing the volume of **international** scientific publication.

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

During the visit, we were introduced to the Ilia State University infrastructure, the dean's office, classrooms, library, computer resource center and other technical equipment, which are in line with the program objectives and ensures the achievement of program learning outcomes. Classrooms are allocated for lectures and seminars, which are equipped with all necessary equipment for teaching - a computer, a monitor, a white board, markers, etc. Appropriately equipped educational laboratories are available at the university for conduct of laboratory works determined by the program. Ilia State university has a very impressive library which besides print and electronic documents, offers seminars on how to use international academic databases, individual journals, and e-books. Library catalog is open to university students and staff. Ilia State University library users can access the following international academic databases, individual journals, e-books and libraries:

- Science Direct
- Scopus
- Clarivate Analytics
- ISI Web of Knowledge
- ProQuest Research Library
- ProQuest Dissertations & Theses Global
- Taylor & Francis
- Pivot - funding connected

<ul style="list-style-type: none"> ➤ Sage ➤ LexisNexis ➤ Ebsco Host ➤ Humanity Source ➤ Political Science Complete ➤ J Stor ➤ J Stor e-books collection ➤ BioOne ➤ Project Muse ➤ Cambridge Journals ➤ Directory of Open Access Journals ➤ IMF eLibrary ➤ Royal Society Publishing ➤ Britannica Encyclopedia ➤ The New England JOurnal of Medicine ➤ Elgaronline ➤ Project Gutenberg ➤ Journal of Autism and Development Disorders ➤ Hinary
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Visit the Ilia State University material resources ○ Visit in Ilia State University library ○ Interview with University Administration ○ Self-Assessment Report
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p>

☐ Partially complies with requirements

☐ Does not comply with requirements

4.4. Programme/faculty/school budget and programme financial sustainability

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

Descriptive summary and analysis of compliance with standard requirements

Financial resources for the program are envisaged in the university/faculty budget. Program costs are calculated in accordance with its structure. Expenses include cost of programs on an hourly load calculation so that research and teaching operate as interconnected areas, and thus, the faculty who want to conduct more research are able to do so, based on their research performance or they can opt to do more teaching. In essence, the professor can decide what combination is better – to teach more or to keep 6 hours teaching and provide more emphasis on research. Academic salaries and the cost calculation practices are based on the determination of the scope of work during the academic year. This arrangement indicated financial feasibility of the program corresponding to its needs.

Evidences/indicators

- Program budget (Excel file)
- Self-assessment form

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

<input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
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Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The university has a coordinated procedure for conflict resolution and dealing with rule violations. ○ Communication within the staff is results-oriented and carried out constructively (e.g. at conferences and staff meetings). ○ There are effective procedures in the university for designing the flow of information (e.g. information sheets, intranet).
Evidences/indicators <ul style="list-style-type: none"> ○ Self-evaluation report ○ Interview with Programme Administration;

<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Introduction of an indicator-based computerized performance system.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>5.2 External quality</p>
<p>Programme utilizes the results of external quality assurance on a regular basis.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The university community is involved in the processes of quality development which is a very inclusive process. Therefore, there are cooperation relationships with extracurricular partners with regards to quality development. The university is furthermore in exchange with the operative national supervision agencies (in terms of accountability, counselling and setting target Agreements). Moreover, systematic exchange between educational sender and receiver facilities takes place at different levels (school management, teachers, educators, etc.) on a regular basis. This systematic exchange serves the aim of improving the transitions between the different institutional settings to the benefit of the students. Finally, the demand for university places corresponds to at least the number of university places available. The work of the university receives regional public recognition.</p>

Evidences/indicators <ul style="list-style-type: none"> ○ Self-evaluation report ○ Interviews with various stakeholders, especially the head and the academic faculty of the programme;
Recommendations: <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
Suggestions for programme development: <p>Non-binding suggestions for programme development</p>
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

5.3. Programme monitoring and periodic review
<p>Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.</p>
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The career, professional and Study counselling is ongoing, systematic and in close coordination with the schools or other education related companies in order to help the students to follow an optimal educational path and to have a smooth transition into the labour market. ○ The university community is committed to the strengths and development needs of their organization.

<p>The university community is familiar with the defined development goals.</p> <ul style="list-style-type: none"> ○ The development work of the school is effective and achieves discernible further development of the instructional and organizational quality. ○ The university has put procedures and instruments for organizational and teaching development in place. ○ There are institutionalized feedback structures (e.g. after projects or events). ○ The university community is regularly informed about the evaluation processes and results. ○ Constant monitoring of university -leaving certificate data (e.g. school-leaving certificates, dropout and repetition rate). ○ Special Features for questionable distribution of Results are being analyzed in depth. ○ On the basis of this analysis, objectives and measures can be taken in order to counteract undesirable developments at an early stage if necessary and to give the students an optimal educational path.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation report ○ Interviews ○ Educational programs assessment procedure
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>It is advisable to make sure that advanced training content is not only subject oriented but flows into quality development measures of the organization as a whole.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p>

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI's Name: Ilia State University

Higher Education Programme Name: Education of Primary Level Teacher (I-VI grades)

Number of Pages of the Report: 30 pages

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially 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			

The members of the Visiting Team hereby confirm that the submitted report has their unqualified agreement. Their signatures below are testimony to that effect.

Expert Panel Chair's name and signature

Petros Pashiardis

Expert Panel Members' names and signature

Stefan Brauckmann



Goderdzi Buchashvili



Lali Berishvili



Anzhela Abuladze