



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## **Accreditation Expert Group Report on Higher Education Programme**

The Integrated BA and MA Educational Program for Preparation of Primary School Teachers

Ivane Javakhishvili Tbilisi State University

Date of Evaluation-11 July 2018

Report Submission Date-24 July 2018

Tbilisi  
2018

## HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Ivane Javakhishvili Tbilisi State University
HEI's Identification Code	204864548
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	The Integrated BA and MA Educational Program for Preparation of Primary School Teachers
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
Member (Name, Surname, University/organization/Country)	Assoc.Prof.Dr. Goderdzi Buchashvili Vice -Rector For External Relations International Black Sea University
Member (Name, Surname, University/organization/Country)	Ms. Ekaterine Kvirikashvili (Employer Expert) (Tbilisi), Georgia
Member (Name, Surname, University/organization/Country)	Ms. Marika Garsevanishvili (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 the training of primary school teachers in order to provide students with respective knowledge of the pedagogical discipline and the disciplines of the subject-methodical cycle in accordance with current research and practice. The program, which is housed in the Faculty of Psychology and Educational Sciences (Department of Educational Sciences) includes the contents of all subjects which comply with the professional and subject-related standards of a teacher presented by the Ministry of Education and Science as well as the sectoral indicator of higher education (teacher's education). Furthermore, the educational program aims to prepare teachers of the subject/subject group of primary education who hold the subject competencies in Georgian, Mathematics and Natural Sciences for classes I-IV and in addition, in one, two or all of the following subjects- Georgia, mathematics and natural sciences for classes V-VI. The program further ensures that a student:

- obtains knowledge about basic regularities of the primary level teaching-educational process, taking into consideration the teachers' professional standards and requirements of the sectoral document;
- obtains knowledge of the subjects detailed in the national curriculum for primary education, taking into account the requirements of teachers' professional standards;
- is able to conduct successful pedagogic practice through effective integration of pedagogic theoretical knowledge with the knowledge of respective subject.

Finally, the program ensures the formation of the worldview of a future teacher, establishment of national and universal values, intellectual, moral and cultural development. In general, the structure of the program seems to be adequate in order to fulfill its mission.

Overall, the Evaluation Team felt that the university has good student services which are well institutionalized and structured within a creative learning environment. The atmosphere conveyed to the Team was that the university and the programme itself are very much student-oriented and the student support services operate well. Moreover, there is a well-functioning professional learning community which was created especially amongst academic and invited staff, who are well-versed into their own subject areas and well-suited as professionals in the field. More so was the feeling of the Team that the faculty are offered good professional opportunities and encouragement for publications. However, more internationalization is needed, as can be seen below in our suggestions.

The material resources are adequate for the implementation of the university's and the programme's mission, however, the library needs some more care with regards to its resources, as can be seen in our suggestions below. Finally, there seems to be quite a good support from the stakeholders, both internal and external and other interested parties.

### ▪ 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 Integrated BA and MA Educational Program for Preparation of Primary School Teachers", which was well written, but not as detailed as we would wish.
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 42 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.

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

- **Educational programme objectives, learning outcomes and their compliance with the programme**
  - Both the academic and invited staff as well as students have contributed to the development of the objectives of the programme.
  - The strong emphasis on improving practice is at a good level and should be enhanced.
- **Teaching methodology and organization, adequate evaluation of programme mastering**
  - The programme has comprehensive content coverage.
  - There is a small imbalance in the programme for the research courses offered to students to develop quantitative and qualitative research methodologies.
- **Student achievements and individual work with them**
  - Students are offered an action research component, which is good, but more emphasis should be placed on other forms of conducting research, as per our comment above.
  - Students have good relations with each other and with tutors in a positive and supportive climate, which is very much student-centered.
  - Communication with students is effective and operates in a multi-level way.
- **Providing teaching resources**
  - Quality assurance of teaching is appropriate and responsive to student feedback, but some care should be taken in the construction of the feedback questionnaire, as per our suggestions below.
  - The balance between academic and invited staff is at an OK stage, but more effort should be placed on hiring more doctoral degrees holders.
  - Material resources such as the library are at a good level, however, there is room for improvement, as per our suggestions below.
  - Feedback mechanisms between students and faculty and amongst students themselves seem to be working well. Swift and detailed feedback on their performance is provided to students.
- **Teaching quality enhancement opportunities**
  - The qualifications of the instructional staff are 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.

▪ **Summary of Recommendations**

- It is recommended to offer academic writing trainings both verbal and in writing research in English for faculty (both academic as well as invited), so as to support academic staff in increasing the volume of **international** scientific publication and participation in truly international conferences, where a peer- review system is applied. It would be prudent for the programme to follow up on this recommendation in order for the university and the program to enhance their international profile. Thus, more emphasis should be placed on the

international publication record of the academic faculty. At the same time, the effort should have also focused on invited staff and encourage them to gain and/or complete doctorates so that the ratio between academic and invited staff is improved.

- It is also recommended that all of the main data bases and library resources are renewed for longer periods of time and increase the variety to include the major publishing houses which publish scientific journals in the general area of Education, such as Taylor and Francis, Routledge, etc. The whole effort of more international, peer-reviewed publications amongst the faculty of the programme would be enhanced by the necessary infrastructure and library resources and support required for achieving this goal.

#### ▪ **Summary of Suggestions**

Overall, the students seem to receive appropriate consultations and support regarding the planning of their learning process and professional development. However, it was felt that the students had limited English proficiency, and this could be a drawback for the implementation of international educational experiences for them, as well as for the enhancement of their educational experiences through lectures of international academics. Therefore, we suggest that more support is provided to students in order to improve on their English language ability, both verbal and writing.

Moreover, it is suggested that the introduction of an indicator-based computerized performance system, such as a KPI system, will make it much easier for the university and the program to keep track about the productivity of the faculty in the sense of science to science, science to professionals or science to public. In this regard, programme staff should collaborate with internal quality assurance services available at the institution when planning the process of programme quality assurance.

Moreover, research methods would benefit from more strengthening. Thus, it would be prudent to teach research methods courses earlier on in the programme 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.

Also, it would be good if seminars and lectures were scheduled during the study weeks in the syllabi, and indeed make them more students' oriented.

Furthermore, the programme should ensure that the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, are in accordance with the programme learning outcomes. Therefore, more strengthening and support of the pedagogical practice would be desirable. This could be achieved, for instance with an effort to invite directors / teachers as speakers from the first semester of the programme. And then, in a more substantial way, the University should clearly specify out the effective teacher principles, based on which the schools should choose the leading teacher for the practice component.

Additionally, as was mentioned, in all programs groups have social network pages and systematically share information with each other. It would be wise for the program to check on the appropriateness of using social network pages as a mean of communication/information exchange (copyright issues, etc.).

Finally, and in order to maintain and increase the quality of the program, it would be better if the frequency of the survey on student satisfaction will increase. It is also good to determine the mandatory minimum number of the respondents of the survey. Moreover, based on the changing need of students, it is desirable to change the questions on the survey periodically, so that they are in accordance with the development of the programme, especially, as it is a new one.

- 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.

<b>1.1 Programme Objectives</b>
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.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>There is a needs assessment study which is key to the pedagogical priorities formulated in the school programme. Moreover, the performance requirements and assessment standards are transparent and known to students, teaching staff and administrative staff. Further, performance expectations and the results of performance reviews are regularly discussed with students and employers. Finally, the curriculum within the University takes into account the social, cultural and cognitive requirements of the students and shows at least one interdisciplinary focus, and there are frequent subject-specific conversions of the agreed upon priority areas of the Programm.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report</li> <li>○ Interviews with internal and external stakeholders</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

## Evaluation

o 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

## 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

The university's internal curriculum describes the development of professional and interdisciplinary competences. Moreover, for the specific subjects there are competence-oriented concretizations of the framework curricula. Teachers exchange views on assessment criteria and the results of comparative studies, class work and examinations in specialist conferences. The contents and methods of the lessons are coordinated in subject areas. 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. The programme has a curriculum map and an assessment plan where they describe how they are going to assess program learning outcomes.

### Evidences/indicators

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



<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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.

<b>2.1. Programme Admission Preconditions</b>
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  Educational Program admission prerequisites are transparent and comply with the legislation at Ivane Javakhishvili Tbilisi State University. A student of the integrated Bachelor-Master educational program "Elementary Education" can become an individual who has full general, or equivalent education with relevant confirming documentation who has passed the national exams. International students can be enrolled to 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 Assessment & Examinations Center. The terms of admission to the program mentioned above are aligned with the existing legislation. Moreover, the teaching planning of the teachers refers to the university's internal curriculum, and the curriculum within the university is open to the public and known.
<b>Evidences/indicators</b>  <ul style="list-style-type: none"> <li>○ Educational Program</li> <li>○ Self - assessment report</li> </ul>
<b>Recommendations:</b>  Proposal(s), which should be considered by the institution to comply with requirements of the standards
<b>Suggestions for programme development:</b>  Non-binding suggestions for programme development
<b>Best Practices (if applicable):</b>  <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>  <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b>  <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> </ul> X Complies with requirements

- ☐ 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 monitoring, according to the program, presented by Ivane Javakhishvili Tbilisi State University "The Integrated BA and MA Educational Program for Preparation of Primary School Teachers", includes the contents of all subjects which comply with the professional and subject-related standards of a teacher presented by the Ministry of Education and Science as well as the sectoral benchmark of higher education (teacher's education).

The program is scheduled over 10 semesters and represented in the following modules:

Faculty/mandatory disciplines of the direction- 25 credits,  
 Mandatory module of pedagogical disciplines- 60 credits,  
 Mandatory/option module of Georgian Language and Literature - 60/10 credits,  
 Mandatory/option module of disciplines of Mathematics- 35/10 credits,  
 Mandatory/option module of disciplines of Natural Sciences - 10/10 credits,  
 Mandatory module of Public Sciences- 20 credits,  
 Mandatory pedagogical practice - 30 credits - 5(VI), 10(VII), 10(VIII), 5(X),  
 Master's thesis- 30 credits - 5(IX), 25(X);  
 Optional disciplines - 20 credits - 10(VIII), 10(IX)

The program provides an opportunity to a student to undertake intensive courses in the following one (mandatory, based on his/her choice), two or three subjects (at his/her choice) (with 10 credits for each): Georgian Language, Mathematics and Natural Sciences for classes I-IV and V-VI which are represented at all three disciplines in VIII-IX semesters. Respectively, the graduate will have the competencies of teaching three subjects for classes I-IV and mandatorily, minimum one subject (Georgian, Mathematics, Natural Sciences) for classes V-VI.

A research component of the educational program includes the Master's thesis, for which a student is required to prepare theoretical material, applied research and to reach the appropriate conclusions. Master's thesis defense is carried out before the commission.

Finally, during the interview process with the various stakeholders, it was evident that the teachers know the competences to be acquired in their subject(s) and align their teaching accordingly, with the individual competence levels of the students taken into account. The students are supported in this, their learning to be self-determined and self-responsible for their learning outcomes.

### Evidences/indicators

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

<b>Recommendations:</b>
<b>Suggestions for programme development:</b>  Research methods would benefit from more strengthening. Thus, it would be prudent to teach research methods courses earlier on in the programme 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.
<b>Best Practices (if applicable):</b>  <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>  <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b>  <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> </ul> <div style="margin-left: 40px;"> <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>

<b>2.3 Course</b>
<ul style="list-style-type: none"> <li>➤ 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;</li> <li>➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b>  The study courses envisaged by the programme 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 skills to use field competences and theoretical knowledge in an applied setting. 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, learning and Practice materials are usually self-explanatory, differentiated and allow self-control.

Syllabi of courses 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, seminars and other resources. Furthermore, the exercise times are in accordance with the tasks, and counselling sessions are held between teachers and students, which are based on transparent criteria. Learning outcomes and analyses of what has been achieved so far are used in the further refinement of the learning process.

As for the programme structure, the educational program includes 2, 3 and 5 ECTS credits, which are allocated according to the course content and learning outcomes. Contact hours are distributed on a logical basis, in some cases of allocation 32 hours and in some cases 60 hours. Those courses that require more contact hours (for example, Code of Education System legal fundamentals, Pedagogics 1 and Pedagogics 2, etc.) were allocated more contact hours, as for study courses, where more time was needed for independent work for course content and achieving learning outcomes fewer contact hours were allocated.

For the implementation of program basic and applied manuals and methodological literature in print and electronic versions are used and the latest research results, which are available for students. The literature that were indicated in the syllabi was also found in the library. In the classroom, creative thinking processes of the students are stimulated and different approaches to solutions are used and discussed.

#### **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:**

It would be good if seminars and lectures were scheduled during the study weeks in the syllabi, and indeed make them more students' oriented.

#### **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

X Complies with requirements

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

## 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

Within the framework of the monitoring, according to the program, presented by Ivane Javakhishvili Tbilisi State University "300-credit Bachelor Master integrated program for primary level teacher training", in 6th-10th semesters of teaching, the students will study the academic disciplines - "Professional Ethics of a Pedagogue and Pedagogic Practice", as well as will be involved in pedagogic practice, which is outlined for 4 semesters. 30 ECTS credits calculated for school pedagogic practice are distributed as follows: Mandatory: 5 ECTS credits - mathematics, 5 ECTS credits - natural sciences, 10 ECTS credits - Georgian language and literature. Mandatory-elective: 10 ECTS credits, within the framework of which, the student can optionally enhance practical skills in the most necessary direction for him/her.

Significant attention is paid to the process of selection, methodology elaboration and execution of the master thesis, which is given 30 ECTS in accordance with the program structure. The staff involved in the program elaborate the list of possible topics for a Master's thesis.

The formation of scientific/research/creative skills will also be conducted through participation in scientific student conferences, grant projects.

For the purpose of communication with students, the department of culture and sports actively uses social network, its Facebook page, where all the information regarding planned projects is systematically posted. The information is also available on the official website of the university.

The development of practical skills outlined in the program learning outcomes is executed both during the practice process as well as by lecture courses, in which the student is required to conduct a lesson in the form of the micro-teaching practice. Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

### Evidences/indicators

- Educational Program (Map of learning outcomes);
- Syllabi of study courses;
- 300-credit Bachelor-Master integrated program for primary level teacher training;
- List of suggested master thesis topics.

### Recommendations:

### Suggestions for programme development:

<ol style="list-style-type: none"> <li>1. In order to strengthen and support the pedagogical practice, the Evaluation Team feels that it would be desirable to invite directors / teachers as speakers from the first semester of the programme.</li> <li>2. The University should clearly specify out the effective teacher principles, based on which the schools should choose the leading teacher for the practice component.</li> </ol>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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"/> X 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>

<b>2.5 Teaching and learning methods</b>
<p>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.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Within the framework of the monitoring, according to the program, presented by Ivane Javakhishvili Tbilisi State University "The Integrated BA and MA Educational Program for Preparation of Primary School Teachers", learning methods outlined in the academic course correspond to the level of teaching, specifically, learning outcomes of the program courses, during 6 semesters are outlined for the first level of higher education, and learning outcomes of 7-10 semesters are calculated for the second level of higher education and requires the development of high thinking skills, program is completed with the Master's thesis, which, together with other subjects ensure the achievement of master level learning outcomes.</p> <p>Taking into consideration the picture revealed as a result of the survey, during the elaboration of 300-credit Bachelor-Master integrated program for primary level teacher training. Based on the documents and interviews, it can be said that, the experience of the program supervisor and staff in the process of creation and implementation of the program structure, is one of the strengths of the program. Moreover, the basic principle of the programme 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 programmes.</p>

<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Teacher's training integrated educational Bachelor- Master program "Primary Education"</li> <li>○ Syllabi of study courses;</li> <li>○ Map of Learning Outcomes of the program.</li> </ul>
<b>Recommendations:</b> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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"/> X 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>

<b>2.6. Student Evaluation</b>
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**

Within the framework of the monitoring, according to the program, presented by Ivane Javakhishvili Tbilisi State University "The Integrated BA and MA Educational Program for Preparation of Primary School Teachers", during the implementation of the educational program, the level of achievement of learning outcomes by the student is assessed in accordance with the assessment system approved by the order N3 of the minister of education and science of Georgia of January 5, 2007 "on the rule of calculation of higher education programs with credits.

In the learning component of the educational program, the evaluation of the level of achievement of learning outcomes by the student includes the following assessment forms: Midterm (one-off or multiple) and final examination, the sum of which is the final mark (100 points). Midterm and final assessments (assessment forms) include assessment component/components, which determine the assessment tools of student's knowledge or/and skills or/and competences (oral/written examination, oral/written testing, homework, practical/theoretical work and etc.). Assessment components combine uniform methods of assessment (test, essay, demonstration, presentation, discussion, execution of practical/theoretical assignments, working in groups, participation in discussions and etc.). Assessment method/methods are measured by the assessment criteria, in other words, by the measurement unit of the assessment method, which determines the level of achievement of learning outcomes. Each form and component of assessment has its share in the final mark (100 points), which is reflected in the syllabus and informed to the student at the beginning of the academic semester.

As it is in the rules, it is impermissible to assign a credit by using only one form of assessment (midterm or final examination). Student is awarded a credit only in case of a positive assessment. During the implementation of the educational program, the share of the minimum competence threshold of the student midterm and final examinations are reflected in the specific syllabus and the information is provided to the student at the beginning of each academic semester. In the learning component of the educational program, in case of getting the FX, an additional exam will be appointed no later than 5 calendar days after announcing the final exam results. The amount of points in the final evaluation is not added to the evaluation, received by a student at the additional exam. The final exam evaluation is a conclusive one and will be reflected in the final evaluation of the educational program component. Considering the additional exam evaluation, if a student gets 0-50 points in educational component's final evaluation, a student will have F-0 point. Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

**Evidences/indicators**

- Course syllabi;
- Interviews during the on-site visit
- Map of Learning Outcomes of the program
- Description of 300-credit Bachelor-Master integrated program for primary level teacher training;

**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

<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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
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.

<p><b>3.1. Student support services</b></p> <p>Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.</p> <p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Students receive individual consultations from academic and administrative personnel. Besides oral consultations students receive information from lecturers and administrative personnel through emails. Furthermore, in all programs groups have social network pages and systematically share information with each other. Moreover, program supervisor/tutors systematically work with students and help them in the planning of their learning process</p>
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step by step. Finally, at the TSU university they operate a career development center, which helps students to prepare for future work. They systematically conduct trainings in different fields based on students' needs. According to the students' satisfaction survey the majority is satisfied with career development center services. One observation that the Evaluation Team made is that most of the students had limited English proficiency, and this could be a drawback for the implementation of international educational experiences for the students, as well as the enhancement of their educational experiences through lectures of international lecturers.

#### **Evidences/indicators**

- Workload, functions and duties, job descriptions of the persons involved in consultation services;
- Decree N153/2017 of the academic council of TSU of December 8, 2017 "on the approval of the instruction and procedure of planning, elaboration and development of the bachelor, master's and certified medic/dentists program of LEPL - Ivane Javakhishvili Tbilisi State University;
- Decree N25/2018 of the academic council of February 5, 2018 "on the creation of the auxiliary educational unit of LEPL Ivane Javakhishvili Tbilisi State University- Student Consultation Center and approval of the provision;  
Order 40/02-01 of the head of administration of TSU of February 26, 2018
- "on the approval of the rule of management of the learning process management electronic system of LEPL Ivane Javakhishvili Tbilisi State University;
- Provision of the Student Career Development Center of TSU;
- List of student projects: <https://www.tsu.ge/ge/studpage/projects>;
- Interviews;

#### **Recommendations:**

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

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

Based on the observation mentioned above, that the students had limited English proficiency, and this could be a drawback for the implementation of international educational experiences for the students, as well as the enhancement of their educational experiences through lectures of international lecturers, we suggest that more support is provided to students in order to improve on their English language ability, both verbal and writing.

Furthermore, as was mentioned, in all programs groups have social network pages and systematically share information with each other. It would be wise for the program to check on the appropriateness of using social network pages as a mean of communication/information exchange (copyright issues, etc.).

#### **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**

<ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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"/> X 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><b>3.2. Master's and Doctoral Student supervision</b></p>
<p>Master's and Doctoral students have qualified thesis supervisors.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Master's and Doctoral students have qualified thesis supervisors and this is regulated by university regulations. All supervisors have PHD degree and non-PHD holders are co-supervisors. Moreover, students regularly get information and receive consultation from their Master's thesis supervisors. Also, students can use weekly consultation hours and receive consultations regarding the process and the content for the final qualification of their thesis.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>o CVs of the staff involved in the program;</li> <li>o TSU code of ethics;</li> <li>o Internal regulation and norms of disciplinary liability of TSU;</li> <li>o On the approval of minimal standards of the doctoral degree;</li> <li>o Interviews;</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>

<ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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
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.

<b>4.1 Human Resources</b>
<ul style="list-style-type: none"><li>➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;</li><li>➤ 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;</li><li>➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;</li><li>➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.</li></ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>At Ivane Javakhishvili Tbilisi State University 3 Professors, 8 Associate professors, 5 Assistant professors and 27 - invited lecturers are participating in the The Integrated BA and MA 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 a Professor at the faculty. She is an author of 4 books and monographs, and 49 scientific paper and has participated in total 37 international scientific conferences, according to her CV. 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 administrative and support staff of the program is 23 - represented by the faculty dean, assistant to the Dean, head of quality assurance service, specialist of quality assurance service, coordinator of educational programs, etc. which is an adequate number for student support. Specialist of quality assurance service, coordinators of educational programs and practice consult students about the issues related to the planning of the educational process. Staff performance evaluation is conducted and analyzed by faculty quality assurance manager which is one of the affective tools to insure the effectiveness of staff performance at the faculty and university level.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"><li>○ Interviews</li><li>○ Staff personal data</li><li>○ Teacher's training integrated educational Bachelor's or Master's program</li></ul>
<b>Recommendations:</b> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"><li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li></ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>

<ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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"/> X 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><b>4.2 Professional development of academic, scientific and invited staff</b></p> <ul style="list-style-type: none"> <li>➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li>➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Department of scientific research and development of Ivane Javakhishvili Tbilisi State University annually analyzes the activity of TSU in grant competitions, as well as scientific productivity of academic staff. Academic staff is offered opportunities to participate in exchange programmes and there is an opportunity from the faculty to get financial support for participation in one scientific conference per year.</p> <p>During the interview, the Head of Quality Assurance Service noted that the University's priority is professional development of university teachers, and the university budget encompasses professional development needs. Quality Assurance Service regularly performs evaluations of teacher performance. Evaluation results are used for the professional improvement of academic, scientific and invited personnel. Many trainings are organized by the education department, supporting academic personnel development mainly in the field of teaching skills, not so much in research skills. However, some deficits and limitations as to the English language skills were evident during the meetings.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>o CVs of the educational program implementing staff.</li> <li>o Program Self-Assessment Report.</li> <li>o Interviews with academic and invited staff</li> </ul>
<p><b>Recommendations:</b></p> <p>It is recommended to offer academic writing trainings both verbal and in writing research in English so as to support academic staff in increasing the volume of <b>international</b> scientific publication and participation in truly international conferences, where a peer- review system is applied.</p>

<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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 type="checkbox"/> Complies with requirements</p> <p><input checked="" 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>

<b>4.3. Material Resources</b>
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>During the visit, we were introduced to the Ivane Javakhishvili Tbilisi State University infrastructure, dean's office, classrooms, library, computer resource center and other technical equipment, which are in line with the program objectives and can ensure the achievement of program learning outcomes. Classrooms are allocated for lectures and seminars, which are equipped with all necessary resource for teaching - a computer, a monitor, board, markers, etc. Appropriately equipped educational laboratories are available at the university for conduct of laboratory work and experiments determined by the program. Academic, scientific, administrative and supporting staff of TSU, as well as the students of all three levels have access to some of the world's important, informative and international scientific bases. Specifically, EBSCOHost, Cambridge Journals Online, Oxford Journals Collection, Encyclopedia Britannica, BioOne, Royal Society Journals Collection, IMF eLibrary, Massachusetts Medical Society, Pediatric Neurology Briefs Publishers, SAGE Publications, Jstor, EconLit, EconBiz, IOP Publishing, Elsevier Science Direct,</p>



<p>Web of Science and etc. However, a drawback is that some of these data bases are renewed only for small periods of time.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Visit the Ivane Javakhishvili Tbilisi State University material resources</li> <li>○ Visit in the Ivane Javakhishvili Tbilisi State University library</li> <li>○ Interview with University Administration</li> <li>○ Self-Assessment Report</li> </ul>
<p><b>Recommendations:</b></p> <p>It is recommended that all of the main data bases and library resources are renewed for longer periods of time and increase the variety to include the major publishing houses which publish scientific journals in the general area of Education, such as Taylor and Francis, Routledge, etc.</p>
<p><b>Suggestions for programme development:</b></p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p><b>4.4.Programme/faculty/school budget and programme financial sustainability</b></p>

<p>The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The financial support is provided from the budget of the University and the Faculty of Psychology and Education Sciences, which is part of the TSU's budget. The funds allocated are used to regularly update the material-technical resources, supply the library's book stock with the latest literature relevant to the program, organize students' scientific conferences, print and publish the works, handbooks and supporting manuals of the University's professors and teachers.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ University /faculty budget (Excel file)</li> <li>○ Self-assessment form</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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

Within the framework of the monitoring, according to the program, presented by Ivane Javakhishvili Tbilisi State University "The Integrated BA and MA Educational Program for Preparation of Primary School Teachers", for the purpose of facilitation of program planning, elaboration and development, educational program/programs committee (hereinafter: committee) has been created for the accreditation period of the programme. Committee is created for the educational programs of all three levels of one specialization/field/subfield. Composition of the committee is approved by the academic council upon submission of the faculty council. According to the above-mentioned regulation of TSU the following has to be envisaged in the program planning, elaboration and development process: Labor market requirements, graduate and employer feedback, student and graduate survey results, results of academic performance of the students, results of consultations with professional associations, local and international experience.

The process of creating / updating an educational program at TSU is as follows: Initial draft of the program is elaborated by the academic staff of the relevant specialization/field/subfield. This process is coordinated by the program supervisor/supervisors/coordinator. Program is agreed with the academic staff and subsequently submitted to the committee for consideration. The program is submitted to the committee by the program supervisor/supervisors/coordinator. He/she ensures the envision of reasoned remarks and views of the committee members in the program description and syllabi for the purpose of creating a high quality, labor market interest-oriented, modern educational program. The members of the Committee meet when needed. In the process of program planning and elaboration, committee members meet at least twice. Protocols of every committee meeting are kept in the quality assurance service. The Program is finally agreed with academic staff of the relevant structural unit or with relevant profile is submitted to the quality assurance service of the faculty for consideration. Moreover, the university has a coordinated procedure for conflict resolution and dealing with rule violations.

Quality assurance service of the faculty determines the compliance of the submitted higher educational program with the accreditation standards and university regulations in accordance with the criteria/indicators approved by the order of the head of the quality assurance service of TSU. If the program content and syllabi of the program do not comply with the relevant requirements, they are returned to the program supervisor/supervisors/coordinator for modification. After, program content and syllabi meet university and legislative requirements, they are sent to the faculty council for approval, and the program is sent to the quality assurance service of TSU, which submits the

program to the academic council for approval. In order for all this to happen, communication within the staff is results-oriented and carried out constructively (e.g. at conferences and staff meetings). In short, there are effective procedures within the university for designing the flow of information (e.g. information sheets, intranet).

Within the framework of the accreditation visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

#### **Evidences/indicators**

- Self-evaluation report
- Interview with Programme Administration;
- Provision of the TSU Quality Assurance Service;
- Order N02/03 of the head of quality assurance service of TSU "on the approval of the recommendation form of evaluation of higher educational programs of LEPL - Ivane Javakhishvili Tbilisi State University";
- Decree N72/2018 of the TSU academic council of February 19, 2018 "on the approval of the rule of EPL - Ivane Javakhishvili Tbilisi State University student contingent planning. "

#### **Recommendations:**

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

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

It is suggested that with the introduction of an indicator-based computerized performance system, such as a KPI system, will make it much easier for the university and the program to keep track about the productivity of the faculty in the sense of science to science, science to professionals or science to public.

#### **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

☒ X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 5.2 External quality

Programme utilizes the results of external quality assurance on a regular basis.

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

Within the framework of the monitoring, according to the program, presented by Ivane Javakhishvili Tbilisi State University "The Integrated BA and MA Educational Program for Preparation of Primary School Teachers", the program will utilize monitoring results and implementation of recommendations envisaged by the accreditation provision when needed.

Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

### Evidences/indicators

- Self-evaluation report
- Interviews with various stakeholders, especially the head and the academic faculty of the programme;

### Recommendations:

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

### Suggestions for programme development:

In order to maintain the quality of the program, it would be better if the frequency of the survey on student satisfaction will increase. It is also good to determine the mandatory minimum number of the frequency of the survey. Moreover, based on the changing need of students, it is desirable to change the questions on the survey periodically

### 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"/> X 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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### 5.3. Programme monitoring and periodic review

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.

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

Within the framework of the monitoring, according to the program, presented by Ivane Javakhishvili Tbilisi State University "The Integrated BA and MA Educational Program for Preparation of Primary School Teachers", changes in the program will be implemented by the decision of the members of the group and program committee in the beginning of every year. The university has put procedures and instruments for organizational and teaching development in place through institutionalized feedback structures (e.g. after projects or events). More concretely, self-evaluation is conducted through the following activities:

- Student survey will be conducted at the end of each semester with the questionnaire composed in advance;
- On the basis of attending each other's lectures and forming their own opinions, at the end of each semester, professors/teachers submit proposals to the program committee for consideration;
- Meetings with potential employers in the practice process during the semester;
- Periodic survey of the graduates;
- Views of the administration every semester;
- Reviewing data obtained through surveys by the program supervisor and the academic staff and planning measures;
- Reviewing results on the program committee for the purpose of depicting changes in the program;

Within the framework of the accreditation visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the administration and students. Also during the visit we checked some of the issues and confirmed the reliability of the information.

#### **Evidences/indicators**

- Self-evaluation report
- Interviews
- Educational programs assessment procedure

#### **Recommendations:**

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

<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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>

### 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:** Ivane Javakhishvili Tbilisi State University

**Higher Education Programme Name:** The Integrated BA and MA Educational Program for Preparation of Primary School Teachers

**Number of Pages of the Report:** 32 pages

**Programme's Compliance with the Standard**

<b>Standard</b>	<b>Complies with Requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially Complies with Requirements</b>	<b>Does not Comply with Requirements</b>
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



Ekaterine Kvirikashvili



Marika Garsevanishvili

