



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

A teacher training integrated Bachelor's – Master's educational programme of the primary
level I of general education

Batumi Shota Rustaveli State University

5-6 July, 2018

01.08.2018

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Batumi Shota Rustaveli State University
HEI's Identification Code	245428158
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	A teacher training integrated Bachelor's – Master's educational programme of the primary level I of general education
Level of Education	Master
Qualification Granted Indicating Qualification Code	Master of Education
Language of Instruction	Georgian
Number of Credits	300
Programme Status (Authorized/ Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Milan Pol, Masaryk University, Czech Republic
Member (Name, Surname, University/organization/Country)	Ketevan Todadze, Ilia State University
Member (Name, Surname, University/organization/Country)	Ekaterine Kvirikashvili (Employer expert)
Member (Name, Surname, University/organization/Country)	Anzhela Abuladze (Student expert)
Member (Name, Surname, University/organization/Country)	

Accreditation Report Executive Summary

▪ General information on the education programme

The programme has been submitted as a new programme, yet it is in part built on already existing experience of Batumi Shota Rustaveli State University with realization of bachelor programme of primary teacher education and some other relevant programmes.

The program is logically built, its main elements are well thought over and they have a good chance to serve as effective pillars of the programme (objectives, learning outcomes, content and structure, teaching methods, and more).

Student services seem to be in principle appropriately developed and we can expect they will be provided, and human resources are sufficient to realize the programme at the moment. The same can be said about material resources, incl. the budget. Quality assurance mechanisms are well prepared to support the whole programme.

▪ Brief overview of the accreditation site-visit

The work of the panel started several weeks before the site visit took place – the panel was provided with the Self-evaluation report and many other documents related to the programme in focus and studied these materials. Following this desk study period, we as the panel members had a chance to meet in the premises of NCEQE in Tbilisi on July 2, 2018 – we made use of the valuable information given by NCEQE staff from the study programme accreditation division, and prepared more closely the agenda for the site visit.

The very site visit took place on July 5 and 6, 2018. During the whole visit we had a chance to talk to all relevant groups of people from the university and beyond. In concrete, we led interviews with university top management (incl. the rector and the chancellor), self-evaluation team, head of the programme, faculty members, invited lecturers, employers and internship supervisors, students, alumni, quality assurance officers, the dean. We only had a limited chance to see the premises, since centralized national exams were taking place there as well as some reconstructions. In this case the panel largely relied on the experience of panel's chair who visited this university at the end of May 2018 in connection to its institutional evaluation – facilities were closely checked then and the panel univocally agreed they are very good for the given purpose. This can be said for the program at focus, too, in this case. During the whole site visit we benefited from the support of NCEQE representative.

We believe the whole procedure enabled us to understand sufficiently the programme and to arrive to its evaluation against the standards developed and used by NCEQE.

▪ Summary of education programme's compliance with the standards

Standard 1 – Complies with requirements

Standard 2 – Complies with requirements

Standard 3 – Complies with requirements

Standard 4 – Complies with requirements

Standard 5 – Complies with requirements

▪ **Summary of Recommendations**

- During the course students learn English from A1 up to B2 level, but their knowledge of English language is not good enough to communicate. Emphasize quality of students' English language skills.
- Provide the staff with more systematic training on research skills and English language skills.

▪ **Summary of Suggestions**

- Have and make use of memorandums (with the focus on co-operation in school practice of students) with the regional schools, not only with schools located in Batumi.
- Provide a systematic training for supervisors.
- Focus more on quality assurance of internationalization and administrative staff's work.
- Emphasis continuous training of the staff in teaching skills.

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

- University e-portal, mainly focused on career development opportunities, serving primarily to students but also to alumni, for instance, can be indicated as the best practice example, especially if this portal succeeds to integrate with other electronic milieus of the university and this way provides a complex support to the learning process at the university.

▪ **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

The Integrated Bachelor-Master educational program of primary teacher training aims to ensure high qualification of teachers, creative ability, acquaintance with modern theories of teaching and learning. School education should provide education of a person with national and universal values, thoughtful, a person able to use everyday life skills, which starts from the primary school. Program graduate will have necessary professional standards and competencies to conduct professional activities - theoretical knowledge, practical skills and values, the possibility to carry out head of the teacher's duties and responsibilities, be able to evaluate-analyze situation / information / data using appropriate methods, realize causes of problems, consequences, and their interconnection and make decisions within his/her scope of activity, make oral and written communication using correct, field related terminology, use information-communication technologies and computer programs, professional development, and so forth. The program is important for whole Adjara region, because there is very high demand on primary teachers. Local employers (school principals) have good impressions of Primary Teacher BA program graduates, which is clearly shown in employer research on Batumi State University website. The program goals are fully consistent with the Batumi State University mission, which is to educate highly-qualified, competitive and adaptive specialists to the changing professional environment, with the competences relevant to the modern requirements, who will be the free personalities with high civic understanding and activity, bearers of the principles of humanism, democracy and liberal values.

Evidences/indicators

- Integrated Bachelor-Master Educational Program for Preparation of Primary School Teachers
- Self-Assessment report
- Batumi State university mission
- Batumi State University website <https://bsu.edu.ge>
- Employer Survey Results <https://bsu.edu.ge/sub-27/page/2-62/index.html>

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 <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>

1.2. Programme Learning Outcomes

<ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ○ The learning outcomes of the Integrated Bachelor-Master Educational Program are well defined. If achieved, they should equip the graduates with necessary competences to act in a complex teaching profession in the school and beyond and to succeed in the job market. The learning outcomes as defined in the programme are consistent with the appropriate level of education according to the Teacher Education sector benchmarks based on the National Qualifications Framework.

<ul style="list-style-type: none"> ○ The programme learning outcomes assessment cycle is well described and it includes definition, collection as well as analysis of the data. The university/programme has developed the map of learning outcomes and also a differentiated plan of how to evaluate whether and until what extent the learning outcomes are achieved. This diversified evaluation mechanism includes a variety of methods (observation, analysis of the results, surveys etc.) and the plan is to involve in this process the quality assurance staff, academics, students, employers as well as alumni. Such a plan seems to be viable and potentially effective.
Evidences/indicators <ul style="list-style-type: none"> ○ Integrated Bachelor-Master Educational Program for Preparation of Primary School Teachers ○ Self-Assessment report ○ Interviews with the Head of the program, with self-assessment team, and academic and invited staff implementing the program, with BA program students and alumni, and with potential employers ○ Memorandums with schools ○ Employer Survey Results, and alumni survey results https://bsu.edu.ge/sub-27/page/2-62/index.html
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

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
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

Within the framework of the monitoring, according to the program, presented by BSU "A teacher training integrated Bachelor's-Master's program of the primary level of general education", admission to the educational program is done in accordance to the rule established by legislation of Georgia and by approved decree №111 of Shota Rustaveli State University Academic Board of October 8, 2015 "Regulation rules for BSU's Bachelor and Master educational programs study process".

A person interested person, along with 3 major national tests, has to pass a fourth test, for which he must choose a subject among the following: Georgian Literature, Mathematics, History, Geography, Biology, Civic Education, Fine and Applied Arts. Diversity of the listed subjects is determined by the specifics of the program and account is taken that knowledge of these subjects will help the student to achieve the learning outcomes of the educational program. Information about the admission prerequisites to the program is public and is available at the university website. 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.

Evidences/indicators

- Decree №111 of 8 October 2015 on "Approval of the Rules Regulating the Study Process".
 - Educational Program (Prerequisite for admission);
 - BSU webpage
 - <https://bsu.edu.ge/main/page/9758/index.html>
 - BSU webpage
 - <https://bsu.edu.ge/main/page/9750/index.html>
- Information booklets.

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

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 BSU "A teacher training integrated Bachelor's-Master's program of the primary level of general education", the program comprises 300 credits. Including 195 credits of general education at primary level object / subject group methodical training courses (180 credits - compulsory, 15 credits - elective module) and 60 credits for school practice and practice research module (30 credits - practice, 30 credits - research component); 45 credits - free module components (35 credits - 10 credits of compulsory and optional - free optional course / module).

Program content corresponds to qualifications of Primary teacher of General Education. Compulsory courses (180 credits) prepares students to teach in I-IV classes of Georgian language and literature, mathematics, and natural sciences subject group.

Within the framework of the elective module (15 credits), the student will be able to teach in V-VI classes of Georgian language and literature, mathematics or natural sciences. 45 credit for free component is divided in two ways - mandatory elective (30 credits) and free electives (15 credits) training courses, a student chooses desired courses from a list.

Within the school practice, apart from activities in the course syllabus, a student conducts experimental lessons in I-IV classes in Georgian language and literature, mathematics and natural science and in V-VI classes in a relevant subject. The practice component of the programme is consistent, it fits logically into the programme succession.

A research component of the educational program includes master's thesis, for which a student is required to prepare theoretical material, practical research and the appropriate conclusions. Master's thesis defense is carried out before the commission. The scientific-research component corresponds to the MA level of education.

The program is available for all interested individuals. The program annotation and curriculum is placed on the University website.

To sum up, programme content and structure is consistent with the qualification of Master of Education, and it ensures the achievement of programme learning outcomes. 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.

Evidences/indicators

- Decree No. 37 of 15 June 2017 of the BSU Academic Board on the Approval of the Rules to Ensure Elaboration, Evaluation and Development of BSU Academic Higher Education Programs;
- Decree №02 of the BSU Academic Board on 11 January 2018 - "On Creation of Working Groups for the Development of Some Educational Programs";
- order No. 01-08 / 11 of the BSU Rector January 18 - "Approval of the Curriculum Committee and Work Plan of the BSU Faculty of Education;
- Rule of Determining Students' Contingent of Legal Entity of Public Law - Batumi Shota Rustaveli State University approved by decision №06 the BSU Representative Board on July 27, 2016;
- Decree №112 of the BSU Academic Board of October 8, 2015 "Approval of the Rule of Implementation and Evaluation of First and Second Stage Programs of Academic Higher Education of Legal Entity of Public Law - Batumi Shota Rustaveli State University";
- <https://bsu.edu.ge/sub-27/page/2-62/index.html>
- Educational program;
- Syllabuses of study courses;
- BSU webpage
www.bsu.edu.ge

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

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 Course

- 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

Within the framework of the monitoring, according to the program, presented by BSU “A teacher training integrated Bachelor's-Master's program of the primary level of general education”, In case of necessity, the Curriculum Committee requests to conduct test lecture/ group work or other activity, verifies the study materials and material-technical base, evaluates scientific-researches and more. In case of identifying shortcomings, the Curriculum Committee gives the Working Group recommendation and reasonable period to eliminate them. 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. The working group approved by the BSU Academic Board defined the components of educational program. Their cohesion is aimed at developing the necessary field competences for the graduate and

is the combination of knowledge, skills and values. Working Group, together with the course implementing staff, reviewed in detail the mechanism of achieving the learning outcomes of each study course, compliance of the content of the course with learning outcomes and methods, using which planned to go to the concrete results within the framework of the study course. Amendments were done in syllabuses and they were brought into compliance with requirements according to received recommendations. The possibility of achieving the educational program goals and learning outcomes has been envisaged for each study courses during determining credit, contact and independent hours for each course. As for the program structure, the educational program includes 2, 3 and 5 credits, which are allocated according to the course content and learning outcomes. The same principle was adhered to in 5-credit study courses, in some cases of allocation 45 hours and in some cases 60 hours. Those courses that require more contact hours (for example, English language, teaching methodology, inclusive education, etc.). Were allocated 60 hours, as for study courses, where more time was needed for independent work for courses content and achieving learning outcomes the 45 contact hours were allocated. Important work was done during the selection of teaching methods. The main emphasis has been made on selection of relevant methods and activities to achieve learning outcomes.

The literature was selected based on the novelties of the field, but in the part of the study courses, the comparatively previous editions were also argumentatively used together with modern literature. An electronic version of the lecture course / reader is prepared in the part of the course, which will be sent to the student immediately after registration.

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

- Decree No. 37 of 15 June 2017 of the BSU Academic Board on the Approval of the Rules to Ensure Elaboration, Evaluation and Development of BSU Higher Education Programs;
- The protocols of the working group created for the purpose of developing an educational program;
- Educational Program (Map of learning outcomes); Syllabuses of study courses;

Recommendations:

During the course students learn English from A1 up to B2 level, but their knowledge of English language is not good enough to communicate. Emphasize quality of students' English language skills.
Suggestions for programme development: (minor suggestion)
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 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

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 <p>Within the framework of the monitoring, according to the program, presented by BSU "A teacher training integrated Bachelor's-Master's program of the primary level of general education", teachers' field competences were determined according to order №08 of Director of LEPL - National Center for Educational Quality Enhancement of January 3, 2018 on n Approval of Field Specificity of Higher Education of "Teacher Education", Which in turn covers both knowledge-understanding, practical skills and attitudes / values, as well as general competences. Based on these competences, learning outcomes of the Integrated Bachelor's-Masters Educational Program for training of primary level teachers of general education were established.</p>

Components of the educational program are consistent with content and together with the theoretical knowledge develops practical, scientific-research and transferring skills in students. To develop practical, research and transferring skills in accordance with learning outcomes of the study courses, the ratio of theoretical studies and practical work is envisaged in course syllabuses. To achieve these skills, each study course envisages relevant methods and activities. The student is given opportunity to carry out component to develop practical skills through a school practice, which has 30 credits in educational programs. Active teachers in schools are involved in the implementation of school practice together with representatives of the university. University does not have its own procedures for choosing the teachers for leading the practice component. Teachers' qualification requirements are determined by the initiation of the teacher's activity, professional development and career advancement scheme. This makes it unclear how they ensure that student is supervised by a qualified person. Appropriate agreements are signed with the basic schools of practice, as well as practicing teachers. The development of the student's practical skills along with school practice is facilitated by the various study courses (inclusive education, teaching methods of study courses, ICT use in educational process, etc.)

The educational program enables students to engage in the implementation of research projects on second level of higher education for which the program envisages the completion of a master's thesis. Within 30 credits envisaged for this component, the student will be able to conduct researches using different methods (observation, experiment, interview, question surveys, etc.) And to present the results of the conducted research as a report on practical-scientific conferences / publish in the university students and young scientists' works in addition to reflecting them in the Master's thesis, etc. The "Study Methods in Education" and "Practice Research" ("Built-in Practice") envisaged in main study courses will teach students to plan the research, which, in addition to the development of research skills, will assist them in the implementation of the scientific-research component envisaged in the educational program - in writing of a master's thesis. Student writes master's thesis under supervision of qualified person.

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, students and school principals.

As for the practice of students in schools, it turned out that this mostly takes place in schools of Batumi. In our opinion, it would be more beneficial for students to have a chance to choose a place for practice from a wider range of schools. The closer co-operation between the university and these schools seems to be desirable.

Evidences/indicators <ul style="list-style-type: none"> • Educational Program (Map of learning outcomes); • Syllabuses of study courses; • Memorandums with schools;
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Have and make use of memorandums (with the focus on co-operation in school practice of students) with the regional schools, not only with schools located in Batumi.
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><input type="checkbox"/> Complies with requirements</p> <p>x Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.5 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 Within the framework of the monitoring, according to the program, presented by BSU “A teacher training integrated Bachelor's-Master's program of the primary level of general education”, the

teaching and learning methods of each course are in compliance with the level of academic higher education, the contents of the study course and the learning outcomes and ensure their achievement; Teaching/studying and evaluation methods given in program (verbal i.e. oral methods, work on book/text, methods of illustrativeness (laboratory and demonstrative/modeling), discussion/debates, cooperative work (group and in pairs), cognitive schemes (know-want to know-learned, Vienna diagram, T diagram, associative map), Situational tasks / accident analysis, thematic-role play / simulation, presentation / poster, training, maintaining portfolios, writing as teaching method (argumentative / critical essay, open / closed test etc.) Is specified in syllabus of each course envisioned by the program and their combination ensures achievement of learned outcomes envisioned by the program. Methods and forms used are derived from learning outcomes of study course. In particular, the development of knowledge-comprehension competence is facilitated by the use of teaching methods in various study courses such as: Verbal, work of book explanatory method, etc. The development of use of knowledge in the practice of is facilitated by methods such as: Accident analysis, thematic-play role, simulation, demonstration method, modeling, etc. The development of general competences is facilitated by the verbal methods, co-operative (group and in pairs) work, discussion / debates, presentation and etc.

Monitoring of correct selection of those methods is carried during elaboration of educational program, as well as during its development process, while effectiveness of their use during study process is determined by directly monitoring study process.

The decree No. 37 of 15 June 2017 of the BSU Academic Board on the Approval of the Rules to Ensure Elaboration, Evaluation and Development of BSU Higher Education Programs approves the mechanism for drawing up individual study plan (ISP) for students having special education needs. Which means planning the learning process for the uninterrupted engagement of students in the educational process, taking into consideration their capabilities, needs and academic level. Consequently, if necessary, study plan of existing educational programs shall be modified, individual curriculum for students with different needs shall be draw up and appropriate forms and conditions of evaluation shall be offered. Students' cultural context is also taken into account during study process.

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 <ul style="list-style-type: none"> • Educational Program (Teaching-Learning Methods); • Syllabuses of study courses; • Decree No. 37 of 15 June 2017 of the BSU Academic Board on the Approval of the Rules to Ensure Elaboration, Evaluation and Development of BSU Higher Education Programs; https://bsu.edu.ge/sub-9/news/0/6/index.html
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>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>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>

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 <p>Within the framework of the monitoring, according to the program, presented by BSU “A teacher training integrated Bachelor's-Master's program of the primary level of general education”, student's knowledge assessment is realized based on the Order №3 of the Education and Science Minister, of</p>

January 5, 2007 and on the Resolution №111 of Shota Rustaveli State University Academic Council of October 8, 2015, and "BSU's bachelor and master educational programs Learning Process Regulations".

Each student's knowledge is evaluated in a 100-point scale (the current rate of activity - 40 points, intermediate exams - 20 points, final exam - 40 points).

In each training course, activities in all components, a student can collect a maximum score.

The highest points are indicated in the syllabus and is determined individually by the professor.

The final activity rate is calculated as follows: Points accumulated by the students are divided into specific training at a rate determined by the maximum points and multiplied by 40.

Prerequisite for admission to a final exam:

- A student is required to attend at least 50% of training courses, otherwise he/she will not be allowed to take the exam.
- The threshold for the minimal competency of the midterm assessment is 21 points; The threshold for the minimal competency of final assessment is 20 points;

Student's final evaluation:

- A course will be counted as passed if a student receives one of the positive feedbacks among the following:
 - A) (A) Excellent - 91 points or more; B) (B) very good - 81-90 points; C) (C) good - 71-80 points; D) (D) satisfactory - 61-70 points; E) (E) sufficient - 51-60 points.
- Negative evaluations are: (FX) Fail After Supplementary Assessment - 41-50 score of the students are allowed to retake exam once again.
 - (F) Fail - 40 points or less, has to retake a course.

Specific evaluation criteria is determined by the course syllabus, which is in line with the course study results.

Educational program ends with a Master's thesis in accordance, after finishing the learning component of a course. Master's thesis comprises 30 credits and it is the result of a scientific research done by a student. Master's thesis may be defended within the same semester or in the following semester when the student finishes working on it. Master's thesis must be evaluated once (final evaluation) based on scientific-research component assessment system:

- a) Excellent (summa cum laude) – excellent dissertation;
- b) Very good (magna cum laude) – result that exceeds the defined requirements in all aspects;
- c) Good (cum laude) – result that exceeds the defined requirements;
- d) Average (bene) – satisfactory dissertation, that meets the main defined requirements;

- e) Satisfactory (rite) – result, that despite its gaps, still meets the defined requirements;
- f) Unsatisfactory (insufficient) - the work of an unsatisfactory level, failing to meet the set requirements due to significant shortcomings;
- g) Absolutely unsatisfactory (sub omnicanone) - the result that does not satisfy the requirements at all.

Students' evaluation components are appropriate for learning outcomes. Evaluation is transparent and students get familiar with evaluation method before starting the course, as all the syllabi include evaluation components and detailed rubrics for evaluation. During the interviews with students and alumni it was confirmed that students regularly receive feedback regarding strong and weak sides of their performance after each assignment.

Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with different groups of people from the university and beyond.

Evidences/indicators

- Decree №111 of 8 October 2015 on "Approval of the Rules Regulating the Study Process".
- Decree No. 23 of February 20, 2018 - "On Approval of the Regulation of Examinations";
- Student's Guide
- <https://bsu.edu.ge/main/page/2-269/index.html>
- Syllabuses of study courses;
- Protocol of the BSU Education Board Sessions
- Researches of the Quality Assurance Office
- <https://bsu.edu.ge/sub-27/page/2-62/index.html>
- CV of staff implementing program (BSU Website)
- www.bsu.edu.ge
- Decree No.198 of 20 February 2018 of the BSU Academic Board on "Approval of Recommendations for the purpose of bringing BSU educational programs in compliance with authorization standards";
- Decree №01 of 2017 of the BSU Representative Board on Approval of the 2018 Budget of Legal Entity of Public La.- Batumi Shota Rustaveli State University.

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

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

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>3.1. Student support services</p> <p>Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.</p> <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 gets the desired consultation and assistance - students receive support from students' support services office, and career development center is also in place.</p>
--

<p>Student consultations are included in the job descriptions and responsibilities of different administrative and supporting staff as well. The relevant documentation is posted on the walls 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 satisfied to them.</p> <p>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, the academic staff implementing the programme. They inform students about the evaluation criteria and other relevant issues. Academic staff conducts consultations and extra meetings with students. Students receive consultations and assistance in the educational process not only from the lecturers but from all the branches of the HEI administration.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation report. ○ Interview with HEI administration, academic and invited staff. ○ Interview with HEI students and graduate students.
<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>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ University e-portal, mainly focused on career development opportunities, serving primarily to students but also to alumni, for instance, can be indicated as the best practice example, especially if this portal succeeds to integrate with other electronic milieus of the university and this way provides a complex support to the learning process at the university.
<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 type="checkbox"/> Complies with requirements</p>

x Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

The programme is new so the panel focused on the supervision as it is conducted in other programmes, and as it is envisaged for the newly proposed programme. It seems, supervision process is predominantly left on the supervisors and their existing experience. At the same time, students said they have qualified supervisors who have scientific–research experience relevant to the topics of the thesis. Students noted that their supervisors conduct consultations with students very frequently. During the research process, supervisors advise student on the theme and its way of researching. We have not found any evidence of systematic training of supervisors.

Evidences/indicators

- Interview with HEI administration
- Interview with student and alumni
- Interview with employers;
- Educational Program, Syllabi

Recommendations:

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

Suggestions for programme development:

Provide a systematic training for supervisors.

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)

<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>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>
--

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 Batumi State University 3 professors, 14 associate professors, 17 assistant professors and 1 invited lecturer are participating in the Integrated Bachelor-Master Educational Program for Preparation of Primary School Teachers. The qualifications and experience of the persons involved in the program implementation provide the necessary competences for achieving the goals of the program and the program component learning outcomes. The Head of the Program possesses necessary knowledge and experience required for program elaboration. The academic and invited staff involved in the program have great practical experience, theoretical knowledge, and knowledge of teaching methods and other professional skills. The scientific / research indicator of people involved in the program (during the last 5 years) is high (191 research papers published in local journals, 122 works published in international journals, 4 reports made at local conferences, 271 reports made at international conferences, participation in 175 trainings, and involvement in 53 projects). During the interview, the Head of Quality Assurance Service noted that the university is actively working on professional development of university teachers.
Evidences/indicators <ul style="list-style-type: none">➤ Interview with the Batumi State University administration, academic and invited staff implementing the program➤ CVs of the educational program implementing staff➤ CV of the Head of the program➤ 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 <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>

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>Batumi State University Strategic Development Plan emphasizes on “Academic Personnel Support Development”. This document defines eight specific tasks (e.g., assessment of academic personnel, services, scientific component, employee satisfaction survey, active professor-teacher, better lecturer and researcher, lecturer-consultant, and personnel development policy) and corresponding action plans. During the interview, the Head of Quality Assurance Service noted that the University’s priority is professional development of university teachers, and 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. Some trainings are organized by the Education Department, supporting academic personnel development mainly in the field of teaching skills, not so much in research skills. Also, some deficits as for the English language skills were evident during the meetings. During the interviews majority of teachers could not express themselves in English. It possibly can influence</p>

their ability to get acquainted with modern research literature. However, Academic personnel participates in exchange programs and international conferences.

Evidences/indicators

- Batumi State University Strategic development plan: <https://bsu.ge/main/page/2-35/index.html>
- Surveys by Quality Assurance Service: <https://bsu.edu.ge/sub-27/page/2-62/index.html>
- Interview with the Batumi State University Head of Quality Assurance Service, academic and invited staff implementing the program
- CVs of the educational program implementing staff
- Program Self-Assessment Report

Recommendations:

- Provide the staff with more systematic training on research skills and English language skills.
- **Suggestions for programme development:**
- Emphasis continuous training of the staff in teaching skills.

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 <ul style="list-style-type: none"> ➤ During the visit, we were introduced to the Batumi State University infrastructure, library, computer resource center, and other technical equipment, which are in line with the program objectives and ensures the achievement of program learning outcomes. One of the university buildings was under the construction during the visitation. There are both print and electronic libraries and relevant electronic catalogs at BSU. Library catalogue is open only to university students and staff. During the visit we were able to find the books and e-resources from programme syllabi. The library also has access to the international scientific bases (e.g., ELSEVIER Databases), where students can find up-to-date international journals and books.
Evidences/indicators <ul style="list-style-type: none"> ➤ Visit the Batumi State University's material resources ➤ Visit in BSU library ➤ Interview with University Administration ➤ Interview with program students and alumni ➤ Self-assessment report
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

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

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 and its breakdown. The chancellor explained clearly the way of programme financing – similarly to all the other programmes at this university, this programme will partly be financed from centralized resources of the university, and partly from the faculty’s budget (decentralization of the budget to the level of faculty is just being implemented as a significant shift in university budgeting). The university documents indicate a specific items are envisaged in case of programme budgeting: university staff, invited staff, material resources, and more). Regional co-financing is also available for this purpose, it seems. The panel agreed this arrangement indicated financial feasibility of the programme corresponding to its needs.

Evidences/indicators

- Self-evaluation report
- Programme description
- Interviews

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 <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
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 BSU “A teacher training integrated Bachelor's-Master's program of the primary level of general education”, internal quality assurance mechanisms in BSU are focused on evaluation and promotion of development of educational programs, study processes and academic staff performance. For internal quality evaluation strategic development plan envisages improvement of instruments for evaluation of academic and invited staff activity, educational programme evaluation and further development, evaluation of scientific staff activity, monitoring of students’ academic performance, graduate employment, employer attitude and labor market research. According to the Strategic Development Plan, the BSU Academic Board has approved "Quality Assurance Policy" that seems to be relevant and a firm basis for further steps in the area of quality assurance.

In particular, the involvement of teaching staff in the development of educational programme, the update and improvement of syllabi, the development of study materials, monitoring of the study process, student satisfaction research, and results of other academic activities will be in focus. Also, the staff’s participation in scientific activities, qualitative analysis of scientific papers, participation in scientific grant projects, involvement of students in scientific projects, and the like are to be undelined. The results of the evaluation of academic staff are considered important in the process of selection of academic staff. In accordance with the Strategy Development Plan and Quality Assurance Policy the rules for elaboration, evaluation and development of educational programmes have been created. It is declared the new rules should ensure participation of all interested parties (academic staff, students, graduates, employers) in the programme development process, continuous monitoring of programme implementation and its further development.

The self-assessment report of the educational program was mainly prepared by the Working Group, whose composition was approved by the BSU Academic Board on the submission of Faculty of Education. The working group was heterogenous, representing mainly (but not only) academic staff, QA staff, non-academics as well as students.

Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the university and the

<p>students. Also during the visit we checked some of the issues and confirmed the reliability of the information.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation report ○ Interviews
<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>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>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 educational programme was built with reflection of the experience of employers and alumni. For the future, it is going to use regularly the results of external quality evaluation (survey of graduates, employers and other interested persons, external examination of educational programme etc.) for the purpose of its further development. The educational programme, besides the internal evaluation, is going to use external mechanism of the quality evaluation which is based on "the provision of accreditation of educational programs of educational institutions" and "Authorization provision of educational institutions" Accreditation for each educational program implemented by the university as well as self-assessment annual report will be submitted to LEPL - National Center for Educational Quality Enhancement in accordance with the relevant terms and submission forms. 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.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation report ○ Interviews
<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>

x Complies with requirements

☐Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

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 analyzing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

In order to evaluate and develop the programme, the BSU Quality Assurance Service ensures the monitoring of study process, which envisages the attendance to studies, evaluation of study and examination materials, monitoring of exams and analysis of results. Over the years, Quality Assurance Service is conducting student surveys for evaluation the learning process, whose analysis serves as basis for development of recommendations and which are presented to the Academic Board for approval. The survey of graduates and employers is done via electronic system since 2017. These procedures are going to be available for the new programme, too. University Quality Assurance Service will use internal (Student Survey, monitoring of Study Process, Exam Materials, Exams, attending one another lectures, Academic performance Analysis, Assessment of Academic and Invited Personnel Activities, Scientific Research Activities, etc.) and external (graduates, survey employers and other interested parties, external expertise of educational programmes etc.) methods of monitoring and periodic review. Evaluation mechanism is expected to systematically develop recommendations for the programme development. Planning, elaborating, effective implementation and support of development and monitoring of an educational programme will be coordinated by the University and Faculty Quality Assurance Service.

It seems, the quality assurance focus and scope is well developed as for the learning/study process, however, it is less focused on some other issues that are also relevant for the programme, such as internationalisation, quality of administration staff's performance, and the like.

Within the framework of the monitoring visit, the information presented in the self-evaluation document was confirmed during interviews with the representatives of the university staff and the

<p>students. Also during the visit we checked some of the issues and confirmed the reliability of the information.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Self-evaluation report ○ Interviews
<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: more focus on QA of administration work, internationalization</p> <ul style="list-style-type: none"> ▪ Focus more on quality assurance of internationalization and administrative staff's work.
<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>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>

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: Batumi Shota Rustaveli State University

Higher Education Programme Name: A teacher training integrated Bachelor's – Master's educational programme of the primary level I of general education

Number of Pages of the Report: 36

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			

Expert Panel Chair's


Milan Pol

prof. PhDr.
Milan Pol,
CSc.

Digitálně podepsal
prof. PhDr. Milan
Pol, CSc.
Datum: 2018.08.01
07:41:38 +02'00'

Expert Panel Members'

Ketevan Todadze



Ekaterine Kvirikashvili



Anzhela Abuladze

