

# Accreditation Expert Group Report on Higher Education Programme

## Higher Education Programme Name, Level of Education HEI’s Name

### Date(s) of Evaluation Report Submission Date

Tbilisi

HEI’s Information Profile1

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| Name of Institution Indicating its Organizational Legal Form |  |
| HEI’s Identification Code |  |
| Type of Institution |  |

Higher Education Programme Information Profile

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| Name of the Programme |  |
| Level of Education |  |
| Qualification Granted2 |  |
| Detailed field and Code |  |
| Indication of relevant secondary education subject/subjects/group of subjects  (In case of Integrated teacher Bachelor’s and Master’s programme and Teacher training programme) |  |
| Language of Instruction |  |
| Number of ECTS Credits |  |
| Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date) |  |

1 In case of joint programme, please indicate the HEIs that carry out the programme. If the joint programme is carried out in collaboration with the foreign HEI, indicating ID Number and Organizational-legal form is not obligatory.

2 If the programme is carried out in collaboration with the foreign HEI and the formulation of the qualification granted after the completion of the programme is different, the qualification is indicated according to the respective university.

### Expert Panel Members

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| Chair (Name, Surname, University/organization/Country) |  |
| Member (Name, Surname, University/organization/Country) |  |
| Member (Name, Surname, University/organization/Country) |  |
| Member (Name, Surname, University/organization/Country) |  |
| Member (Name, Surname, University/organization/Country) |  |

**Accreditation Report Executive Summary**

#### General information on the education programme

* **Brief overview of the accreditation site-visit**
* **Summary of education programme’s compliance with the standards**
* **Summary of Recommendations**
* **Summary of Suggestions**
* **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.

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| **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**  o Describe, analyze and evaluate programme’s compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) |
| **Evidences/indicators**  o Component evidences/indicators including relevant documents and interview results |
| **Recommendations:**  o Proposal(s), which should be considered by the institution to comply with requirements of the standards |
| **Suggestions for programme development:**  o Non-binding suggestions for programme development |
| **Best Practices (if applicable):**  o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |
| **In case of accredited programme, significant accomplishments and/or progress**  o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |
| **Evaluation**  o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard |

* + Complies with requirements
  + Substantially complies with requirements
  + Partially complies with requirements
  + Does not comply with requirements

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| **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**  o Describe, analyze and evaluate programme’s compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) |
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###### 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
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## Programme’s Compliance with Standard

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| **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 |  |  |  |  |

1. **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.

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| **2.1. Programme Admission Preconditions** |
| Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions. |
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| **Evidences/indicators** |

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| o Component evidences/indicators including relevant documents and interview results |
| **Recommendations:**  Proposal(s), which should be considered by the institution to comply with requirements of the standards |
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| **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**  o Describe, analyze and evaluate programme’s compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) |
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| **2.3 Course** |
| Student learning outcomes of each compulsory course/subject/module/concentration 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. |
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| **2.4 The Development of practical, scientific/research/creative/performance and transferable skills** |
| Programme ensures the development of students’ practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes. |
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| **Recommendations:** |

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| **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. |
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| **2.6. Student Evaluation** |
| Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation. |
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## Programme’s Compliance with Standard

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| **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 |  |  |  |  |

1. **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.

* 1. **Student support services**

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

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| **3.2. Master’s and Doctoral Student supervision** |
| Master’s and Doctoral students have qualified thesis supervisors. |
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| Student achievements and individual work with them |  |  |  |  |

1. **Providing teaching resources**

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

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| **4.1 Human Resources** |
| * 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. |
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* Does not comply with requirements

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| **4.2 Professional development of academic, scientific and invited staff** |
| 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**  o Describe, analyze and evaluate programme’s compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) |
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* Substantially complies with requirements
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| **4.3. Material Resources** |
| Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes. |
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* Does not comply with requirements

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| **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**  o Describe, analyze and evaluate programme’s compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) |
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## Programme’s Compliance with Standard

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

1. **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.

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| **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. |
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| **5.2 External quality** |
| Programme utilizes the results of external quality assurance on a regular basis. |
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###### Evaluation

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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. |
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| Teaching quality enhancement opportunities |  |  |  |  |

**Enclosed Documentation (If Applicable)**

**HEI’s Name:**

**Higher Education Programme Name, Level of Education: Number of Pages of the Report:**

**Programme’s Compliance with the Standard**

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| --- | --- | --- | --- | --- |
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| 1. Educational programme objectives, learning outcomes and their compliance with the programme |  |  |  |  |
| 2. Teaching methodology and organization, adequate evaluation of programme mastering |  |  |  |  |
| 3. Student achievements and individual work with them |  |  |  |  |
| 4. Providing teaching resources |  |  |  |  |
| 5. Teaching quality enhancement opportunities |  |  |  |  |

#### Expert Panel Chair’s

**Name, last name, signature**

**Expert Panel M embers ’**

**Name, last name, signature Name, last name, signature Name, last name, signature Name, last name, signature**