NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Guideline for Assessment of Accreditation Standards of Higher Education Programmes

National Center for Educational Quality Enhancement

The Guideline is developed in the framework of the programme "Study in Georgia", under the sub-programme Higher Education Quality Development and Internationalization, implemented by the National Center for Educational Quality Enhancement (NCEQE) and approved by the order of the Director of NCEQE, January 18, 2019 №45136. The guideline has been updated in 2022 to ensure a smooth transition to a cluster accreditation model from programme accreditation.

The Guideline is being revised based on the analysis of the results of the cluster accreditation of the educational programme in humanities. At the same time, the translation of the document into English is underway.

Table of Contents

Introduction 4

1.2. Programme learning outcomes 6

2.3Academic course 18

II standard - teaching methodology and organization, adequacy of assessment of programme mastering 20

2.1. Programme admission precondissions 20

2.2 Development of Practical, Scientific/Research/Performing and Transferable Skills 24

2.3 Teaching-learning methods 26

2.4 Students evaluation 28

III standard - student achievements, individual work with them 34

3.1. Student counseling and support services 34

3.2. Supervision of master's and doctoral students 34

4. Providing teaching resources 35

4.1.Human resources 35

4.2 Qualification of master's and doctoral supervisor 38

4.3 Professional development of academic, scientific and invited personnel 38

4.4 Material resources 40

4.5 Program/faculty/school budget and financial sustainability of the program 41

5. Teaching quality enhancement opportunities. 42

5.1 Internal quality assurance 42

5.2 External quality assurance 44

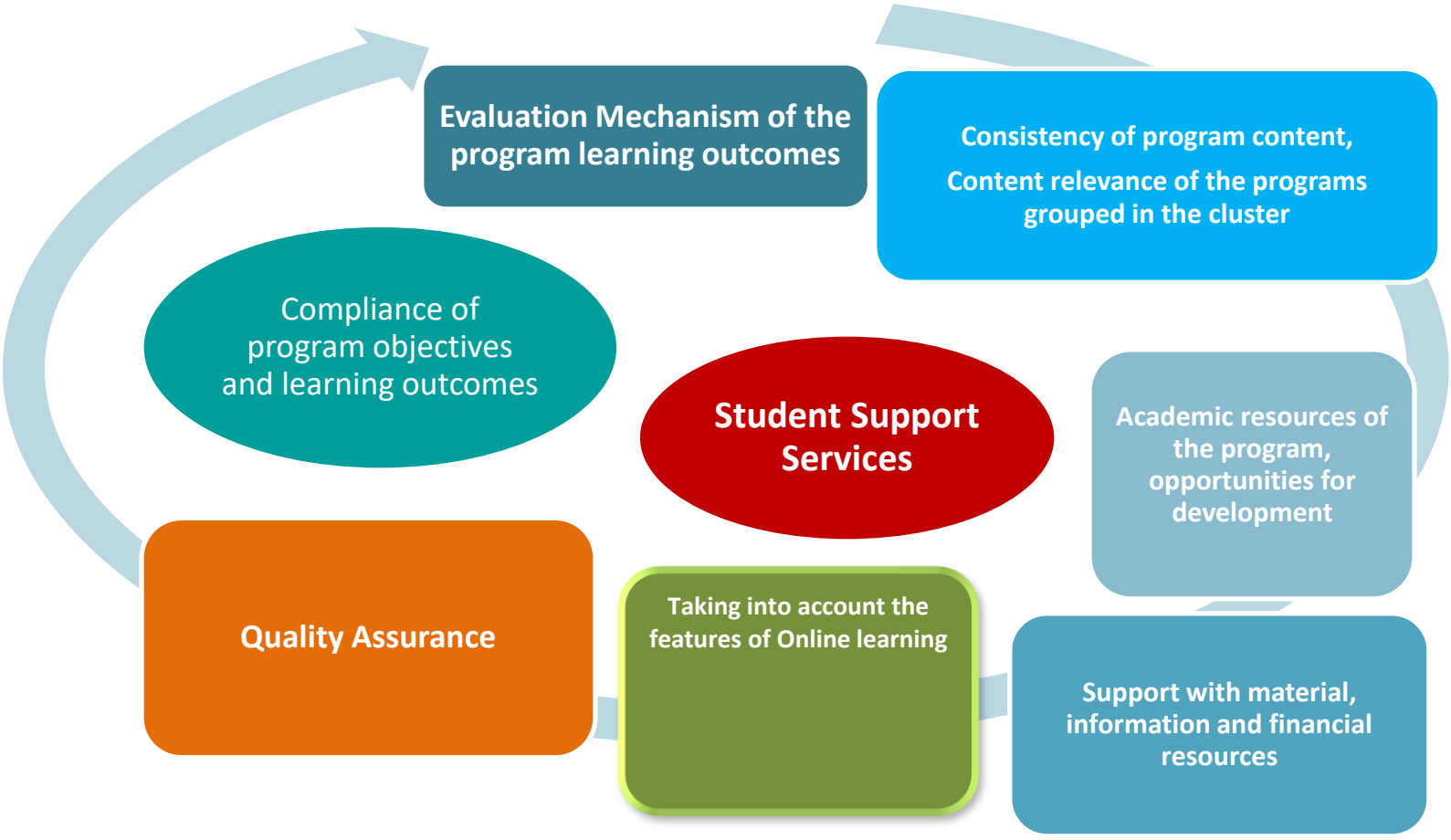
5.3. Programme monitoring and periodic evaluation 44

Introduction

The goal of the Higher Education Programmes Accreditation Guideline is to help higher education institutions, also accreditation experts of higher education programmes and other stakeholders better understand accreditation standards requirements. This guide will assist both academic and administrative staff in creating and / or developing higher education programmes, as well as accreditation experts in determining the scope and approaches of assessment. However, it should be noted that the information provided in this guideline is not exhaustive and is of a recommendatory nature.

The updated guide reflects the information/definitions of the main principles and requirements that have been implemented when updating the document regarding the cluster accreditation system model.

The NCEQE is open to receive additional opinions from stakeholders involved in the process for developing the guidelines.



Accreditation standards are harmonized with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). As a result of the changes implemented in 2022, the national accreditation standards are more harmonized with the quality assurance Standards and Guidelines for Quality Assurance in the European Higher Education Area, because the transition to the cluster accreditation system itself is an application of the higher education system at the national level to further

improve internal and external quality assurance mechanisms.

Standard I - Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

1.1 Programme Objectives

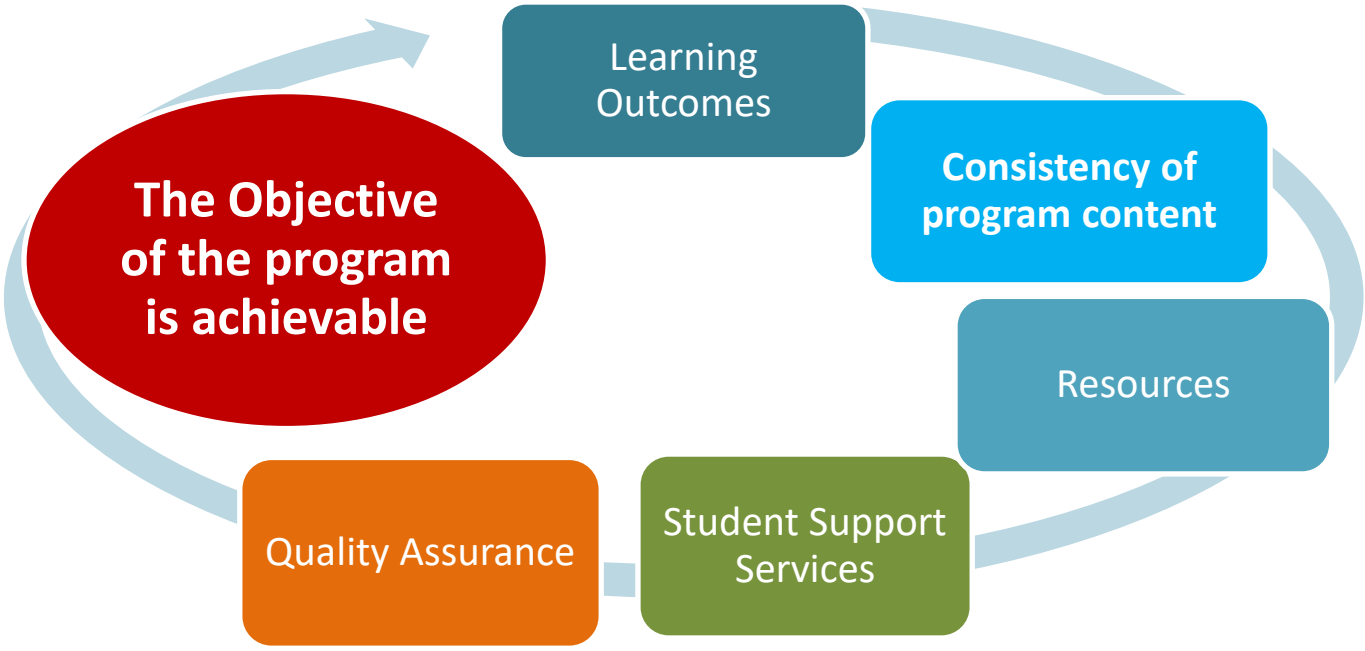
The programme must have clearly defined objectives, which will reflect what knowledge, skills and competencies the programme will provide to the graduate. Programme goals should be consistent with the university's mission, goals, and strategic plan. It is important that the objectives of the programme take into account the peculiarities of the field of study, the level of education and the educational programme, as well as the requirements of the local labor market and the trends and needs of the international market; Depending on the peculiarities of the field of study and/or level of education of the educational programme, the aim of the programme should reflect the main issues of internationalization of the programme.

If necessary, the objectives of the programme should correspond to the general concept of the description of the field defined by the subject benchmarks and should be compatible with the learning outcomes defined by the same document.

At the very beginning, we would like to mention and then generalize in the case of all standards and components, regarding accreditation standards and components to logical connections.

Although we have 5 different standards and each standard includes separate components, these standards and components are a single structure and there are some logical connections between them. That is, the standards and components are connected and influence each other, and we cannot have a radically different picture in self-evaluation/evaluations. Therefore, the academic group working on the programme, or the experts involved in the evaluation process, should consider the self-evaluation/evaluation of the programme regarding the logical connections.

How can we be sure that the programme objectives are achievable according to the component requirements? The mentioned issue is a subject of discussion and, in order to be sure, it requires complex approaches. In order for the objective to be achievable, the content of the programme itself should reflect the objective of the programme and the nature of the qualification, which in turn should enable the achievement of the learning outcomes. The programme should be supported by appropriate resources (it will be academic, material and financial), the educational activities of students should be supported and their effective services should be encouraged, so that they can successfully achieve the learning outcomes under the conditions of the programme. The implementation of the programme should be periodically evaluated and the analysis of the results used for the development of the programme.



1.2 Programme Learning Outcomes

The programme should have clearly defined learning outcomes that are consistent with the programme's objectives and the specifics of the field of study. The learning outcomes of the programme should describe the knowledge, skills and/or responsibility and autonomy that a student acquires at the end of the programme, based on the descriptors of the National Qualifications Framework, according to the level of higher education.

Learning outcomes of educational programmes of different levels grouped in a cluster in terms of difficulty, complexity, and content of the field of study should be consistent and developing according to the relevant levels;

The logical connection between programme objectives and learning outcomes can be shown on the map in the form of the following table:

Table of the programme; Map of programme objectives and learning outcomes:

Programme objectives	Programme Learning Outcome 1	Programme Learning Outcome 2	Programme Learning Outcome 3	Programme Learning Outcome 4	Programme Learning Outcome 5
A	✓		✓		✓
B				✓	

C	✓				
D			✓		✓
E	✓				✓

Each learning outcome of the programme must be assessed at the end of the programme, allowing HEIs to demonstrate that students have achieved the learning outcomes of the programme upon completion of the educational programme. The latter will also be an indicator that the formally stated objectives of the programme have actually been achieved, as each objective of the programme is linked to the learning outcome(s) of the programme.

Elaboration of programme learning outcomes

The learning outcomes of the programme shall correspond to the qualification to be granted and the education level. Learning outcomes for bachelor's, master's, and doctoral programmes should vary in difficulty. It is also important that the learning outcomes of the programme reflect the knowledge and skills that the person qualified for the programme should have. If the programme is regulated, then the subject benchmarks should also be taken into account when formulating the learning outcomes. In addition, learning outcomes must be achievable, realistic and measurable (which means they can be evaluated). The learning outcomes should also reflect the market requirements, which will be based on the analysis of the labor market and employers' requirements.

In order for the learning outcomes to reflect the specifics of the field and the requirements of the labor market, academic and invited staff, students and graduates, employers of the relevant field, etc. should be involved in the process of elaboration of learning outcomes. It would also be good to take into account the best practices in the world and review/take into account the learning outcomes of similar programmes /analogs and/or industry specifics.[1] The analysis of the labor market and employers' requirements involves determining what needs there are in the mentioned field, what knowledge and skills employers require. As a result of the analysis, the relevant knowledge and skills should be reflected in the learning outcomes. The mentioned information can be obtained by the higher education institutions by surveying employers, conducting focus groups, using existing data (if any), etc.

In order to be able to evaluate the learning outcomes of the programme, when formulating them, higher education institutions should be guided by the following formula/approaches: After completing the programme, students will be able + action verb + what they will know, what skills they will have, what

[1] See. "Subject Benchmarks" elaborated by the Center:
https://eqe.ge/ka/page/static/946/umaghlesi-ganatlebis-kvalifikaciebis-ganvitareba
It is also worth noting that the Center continues to work on the development of subject benchmarks, according to the planned action plan, the subject benchmarks of the relevant field cluster programmes are being developed before the expiration of the re-accreditation period of the programmes, so that the institutions have a reasonable period for the programme/cluster self-evaluation.

emotional change will occur in them[2].
For example: After completing the programme, students will be able to evaluate the impact of monetary policy on the economy.
It should be noted here that the number of learning outcomes of the programme should not be too many. The golden rule is to establish up to ten learning outcomes. Bloom's updated taxonomy is usually used when formulating learning outcomes. However, depending on the specifics of the field/programme, it is possible to use other taxonomies; Bloom's taxonomy is of a recommendatory nature, and not mandatory. The mentioned taxonomy includes a progressive level of knowledge and intellectual skills. For each level, corresponding verbs are defined. By using the mentioned verbs, it will be easier to determine the difficulty of the learning outcome(s) and also to evaluate them.

Curriculum analysis

Once the learning outcomes of the programme have been determined, the curriculum must be developed (in the case of an existing programme, the curriculum must be revised) to ensure that students have the opportunity to achieve the relevant learning outcomes. The best way to do this is to create a curriculum map. The latter reflects which study courses, activities or research components develop the learning outcomes of the programme in students.
The sequential way of developing the programme structure can be as follows: First of all, establish the learning outcomes of the programme, that is, the target benchmarks in the form of knowledge and skills that should be developed by the students in order to be qualified as a result of the completion of the programme. Then make a curriculum map, and assign to each learning outcome the teaching/scientific research component/components that should be provided to students in the educational process. Furthermore, after developing the primary structure of this map, it is possible to observe how many components (study course/subject, practical component, scientific research component, etc.) participate in the production of each learning outcome according to the map we have drawn up. If no components are observed at the intersection, or less load is placed on the components, it is possible to think that the curriculum map, i.e. the structure of the programme is to be revised (more details are described below).
The curriculum map can be depicted in the form of the table below.

Academic course	Programme Learning Outcome 1	Programme Learning Outcome 2	Programme Learning Outcome 3	Programme Learning Outcome 4	Programme Learning Outcome 5
A	✓		✓		✓
B					✓

[2] For the guideline principles see Guideline to the European Credit Transfer and Accumulation System ECTS, 3.3 Learning outcomes of the educational programme.
http://erasmusplus.org.ge/files/files/ECTS_Users'_Guide_ge.pdf

C	✓				✓
D			✓		✓
E	✓				✓

(The existing curriculum map in this form is offered in a recommended form, depending on the specifics of the field/programme, it is possible to define another form of the curriculum map, the main thing is that the map fulfills its purpose, that the logical connections between the learning outcomes and the structure of the programme are analyzed).
However, of course, the learning outcomes of each course must show a link to the learning outcome(s) of the programme, if we are to say that this or that course develops the relevant learning outcome of the programme. It is also possible, instead of simply noting, to indicate to what level this or that academic course develops the learning outcomes of the programme. e.g.:

Academic course	Programme Learning Outcome 1	Programme Learning Outcome 2	Programme Learning Outcome 3	Programme Learning Outcome 4	Programme Learning Outcome 5
A	1		1		1
b					
C	2				2
D			2		2
E	3				3

1- Introduction, 2 - Deepening the knowledge, 3 - Mastering

After the curriculum map has been developed, it should be analyzed and determined whether the curriculum will ensure the development of the learning outcomes of the programme in the students. On the map, we should pay attention to how many academic courses develop each learning outcome of the programme and determine how adequate this number is; Whether too many courses produce the same learning outcomes or vice versa; Whether you have such a mandatory course in the programme that does not develop any of the learning outcomes of the programme (e.g., course "B"); Is there a learning outcome in the programme that is not developed by any course and/or other activity (e.g., programme learning

outcome 2). Each learning outcome of the programme must be developed at all three levels.
For each learning outcome of the programme, a target benchmark should be set which reflects the level at which students are expected to achieve each learning outcome. For example, 60% of students will receive a grade of 15 to 20 points for the first learning outcome of the programme (provided that this learning outcome is assessed through an essay with a maximum grade of 20 points). In order to set targets, it is first appropriate to determine how the learning outcomes will be assessed.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Evaluation Mechanism of the Programme Learning Outcomes can be imagined in the following manner:

- Elaboration of programme learning outcomes;
- Analyzing the curriculum to ensure that students have the opportunity to achieve the stated learning outcomes;
- Evaluation of programme learning outcomes;
- Using the evaluation results for the programme improvement.

After ensuring that the curriculum is designed to ensure that the programme's learning outcomes are achieved by students, a plan for evaluating the programme's learning outcomes should be established. The learning outcomes assessment plan should outline how the learning outcomes of the programme will be assessed at the end of the programme. It is important that the learning outcomes of the programme are assessed in the course(s) in which the learning outcome(s) of the programme are mastered according to the curriculum map. It is possible to evaluate several learning outcomes of the programme in one study course. Also, if master's and doctoral programmes are evaluated, it is good practice to evaluate the learning outcomes of the programme in master's and PhD theses. In the case of a bachelor's programme, capstone courses are often used to evaluate the learning outcomes of the programme. The periodicity of the assessment of learning outcomes should also be determined. If the number of students involved in the programme is very large, some of them can be evaluated by random sampling. It is important that the assessment carried out is valid, reliable and transparent.
Learning outcomes of the programme can be assessed using both direct and indirect methods. A direct assessment method is one that verifies whether a student has achieved the learning outcomes of a programme through the assignment, performed by him/her. This could be a test, an exam, an essay, a portfolio, a simulation, a licensing exam, a supervisor's assessment of the student during a field experience, etc. As for the indirect method of evaluation, it is self-evaluation by the student, evaluation of the student by the employer, etc. However, it is important not to confuse this assessment with the student's course evaluation or satisfaction survey results. In order to evaluate the learning outcomes of the programme, a questionnaire may be prepared listing the learning outcomes of the programme and the students indicating their level of achievement. The same questionnaire can be sent to employers.
The mechanism of assessing the programme's learning outcomes shall be described in the assessing plan of learning outcomes showing which homework, when, by whom, by what number of students will be each

learning outcome of the programme assessed. If a rubric/rubrics are used to assess the assignment (which is considered best practice), this should also be included in the assessment plan.
It should be noted here that the final grade obtained in the academic course cannot be considered as an evaluation of the learning outcomes of the programme, because the score of the course includes and evaluates many other skills and knowledge beyond the learning outcomes of the programme. When evaluating the learning outcomes of the programme, the outcome of the specific task that directly measures the said learning outcome should be used.

Using the evaluation results for the programme improvement

The fourth stage of evaluating the learning outcomes of the programme is the most important, when the obtained results are analyzed and the programme is improved based on this. At this stage, learning outcomes are compared to the benchmarks, and the level of achieving the learning outcomes by students to the expected stage is analyzed. It is also determined whether there is one or more learning outcomes that majority of students struggle to achieve or cannot achieve at all. If there is one, the curriculum map shall be reconsidered and the courses that develop the mentioned learning outcome(s) shall be reviewed. It is also important to provide feedback to students on how they achieved the learning outcomes of the programme, what their strengths and weaknesses are. The evaluation of the learning outcomes of the programme should also ensure the involvement of external stakeholders (employers, alumni, professional associations, etc.).

However, unlike student evaluation, the primary purpose of programme learning outcomes evaluation is to evaluate the programme and to improve it. As a result of the assessment, changes can be implemented in the content, prerequisites, or sequence of the academic course(s); academic course(s) can be added or removed, student consulting services, the programme's learning outcomes, assessment mechanism, and others can be modified.
The analysis carried out in the fourth stage and the changes resulting from the analysis are reflected in the evaluation report of the learning outcomes of the programme.
Assessment of programme learning outcomes requires the necessary cooperation and involvement of the programme director(s), academic, invited staff and administrative staff. Evaluation will vary by fields and in order to create a curriculum map, develop a plan for evaluating the learning outcomes of the programme and analyze the evaluation results, the direct involvement of the academic staff implementing the programme is essential. Accordingly, appropriate conditions should be created in the HEI to ensure all of this.
HEI shall introduce the analysis of the learning outcomes evaluation to all interested parties.

1.4 Structure and Content of Educational Programme

The educational institution, taking into account the current legislation, must have established a methodology for planning, designing and developing the educational programme, which will be relied upon

during the implementation of the programmes operating in the educational institution and the development of the initiated programme, including during determining the programme content.
The above methodology should describe:

- By whom and following what procedures the programme was initiated;
- Which data collection methods were used for the design or development of the programme (e.g., labor market research, results of surveys of interested parties - students, graduates, persons involved in the implementation of the program, etc.);
- How are the functions-duties distributed among the parties involved in the programme development process;
- In what stages and in what sequence is the development of the programme carried out. Instructions for the activities to be carried out at each stage and others should also be predetermined.

The programme development process is organized by the programme head/heads. The head of the programme ensures the maximum involvement of stakeholders in the process of planning and development of the programme in various forms. The head of the programme can also be the initiator of the development of a new programme.
When analyzing the structure of the programme, it is important to ensure that the learning outcomes of the concentration/module (if any) of the main study field of the programme are aligned with the learning outcomes of the programme.
The structure of the programme should be consistent; The educational and scientific-research components included in the programme (including each study course/subject) should be logically arranged and develop meaningfully; The prerequisites for admission to the next component must be adequate;
Observing and verifying the consistency of the programme structure is an important indicator for programme development/evaluation. The programme should develop consistently and achieve whatever goal it has set. Common practices are when programme consistency is described in relation to subject admission prerequisites. This is also important, however, it is possible to look at the perception of the consistency of the programme and the corresponding evaluation on a larger scale. How is the programme being developed. For example, if the goal of the programme is to prepare a person equipped with good practical skills, then the programme should be focused on developing these skills. And a practical component should be presented in an appropriate dose, both in the form of built-in practice and field practice can be offered according to the level of the offered degree. Therefore, programme coherence can be comprehensively reviewed to determine how the programme is progressing to achieve learning outcomes.

Students and graduates of the programme (in case of re-accreditation of the accredited programme), academic and visiting staff involved in the programme, university administrative units and their representatives, potential employers, experts working in the field, practicing specialists, partner organizations, etc., are interested in the successful functioning of the programme. The involvement of the mentioned parties should have a direct impact on the content of the programme.

The structure and content of the educational programme must correspond to the detailed field descriptor of the study fields classifier. Accordingly, for the educational programmes grouped in a cluster according to the scope of the detailed field, it is possible to imagine that part of their content (about half) corresponds to the description of the detailed field according to the level of the degree, and the remaining part corresponds to the features of the field of the programme and qualifications, the individual characteristics of the programme and supports the achievement of the programme's competitive learning outcomes.

To describe the issue in more detail, the content of the programme is one of the main determinants of the achievement of the learning outcomes of the programme, which should be based on the following data:

- Description of qualifications of the corresponding level of the National Qualifications Framework;
- Relevant subject benchmark (if any);
- Labor market research results;
- The results of research conducted with students, graduates, potential employers, experts and practitioners working in the field;
- Desk research results in order to share modern achievements and best practices in the field, etc.

All changes to the programme content or the initiation of a new programme must be justified by the empirical data listed above or obtained by other methods.

The minimum volume of the programme is determined to match the descriptor of the corresponding level of the National Qualifications Framework. Taking into account the specifics of the programme, the university is entitled to define the programme volume as higher than the minimum volume of the descriptor of the corresponding level of the National Qualifications Framework. Prerequisites for admission to the programme should be taken into account when formulating the content of the programme. This means that the content of the programme should include subjects that will contribute to the deepening of the previously required knowledge, filling it with new knowledge and skills, and not doubling it.

The content and structure of the programme should be aimed at achieving the learning outcomes of the programme. To ensure compatibility of the programme content with the learning outcomes, the programme must be accompanied by a learning outcomes map, which will describe in detail which course and/or educational and scientific-research component included in the programme provides which learning outcome. The learning outcomes map, on the one hand, helps the programme development team to formulate the programme content, and on the other hand, it is the best way to see how well all the learning outcomes are covered by the programme content.

Example

Here is a sample learning outcomes map of a research block/component from an integrated teacher training programme. It should be noted here that the learning outcomes of the block/component are linked to one or more learning outcomes of the programme. For example, one broad learning outcome of a programme may be divided into several narrow learning outcomes.

	Learning Outcome	Introduction to education sciences	Research with qualitative methods	Research with quantitative methods	Pedagogical practice research	Master's thesis
1.	is familiar with current trends and positions in scientific discussions in educational sciences;	X				
2.	is able to perform a critical evaluation and analysis of scientific discussions and current trends in Education Science.	X				X
3.	knows the latest research methods in the Education Science;		X	X	X	
4.	depending on the specifics of the research topic, can select the appropriate research method, create / search for / adapt the relevant tool, carry out field work, analyze the results and develop recommendations;		X	X	X	X

5.	knows main approaches of planning, conduct and analysis of pedagogical practice research and understands the importance of usage of research results for professional self-development and enhancement of the learning and teaching quality;				X	X
6.	based on the analysis of the pedagogical practice, he/she can identify the research topic, plan and implement the research of the practice, evaluate the effectiveness of the interventions and develop the relevant recommendations;				X	X
7.	able to complete a paper in compliance with academic and ethical standards.					X

Admission to the educational and scientific-research components included in the programme, including each study course, must be carried out with pre-determined adequate prerequisites. With such an approach, you ensure consistent accumulation of knowledge and its gradation from general to specific/ from simple to complex/ from basic to extensive.

Example

Admission to the research component for students of the master's programme in Education Administration is the completion of all mandatory courses included in the professional block. Taking the

mentioned courses will help the student to identify research interests and formulate a research question. Before choosing a master's thesis, a student must have completed the courses included in the research component in the following order and in compliance with the prerequisites:

N	Name of the course	ECTS Credit	Prerequisites	Semester
Research Block *Before taking the courses included in the mentioned block, a student must have completed all the compulsory courses of the professional block (18 credits)*				
	Introduction to Education Sciences	6.	1. Administrative ethics and organizational leadership; 2. Professional development policy of teachers in terms of international experience; 3. Finance and law in the field of education.	Second semester
	Statistics	3.	1. Introduction to Education Sciences;	Third semester
	Quantitative and qualitative methods of research	6.	1. Introduction to Education Sciences; 2. Statistics;	Third semester
	Master's Thesis	30.	1. Introduction to Education Sciences; 3. Statistics; 4. Quantitative and qualitative methods of research.	Fourth semester

The volume of the components included in the programme, the courses offered within the components must be presented in accordance with the European credit transfer system, according to which 1 credit is

equal to 25-30 hours. The amount of credits provided for the course should be adequate for the topics planned within the course, the theoretical, practical or research tasks to be performed. The specificity of the content of the course/component, according to the mentioned characteristic, should also be taken into account when determining the contact and non-contact hours. One of the important components determining the content of the programme is mandatory and supporting study literature. During the period of study in the programme, the student should be given the opportunity to familiarize himself/herself with the latest achievements and research results of the field. The reading material provided within the framework of the programme must be constantly reviewed during the implementation of the programme and, if necessary, updated and/or improved.

Not only the study literature, but also the coherence of the programme content, structure, curriculum or other components of the programme should be based on successful experiences in the field. To ensure the aforementioned, it is recommended that the definition of the programme content be preceded by a desk study, within the framework of which the content of similar and/or adjacent programmes and its implementation models will be analyzed at the local and/or international level.

At the bachelor's level, depending on the goals of the educational programme, the programme should include electives within the free component. The purpose of offering the mentioned component is to give students the opportunity to deepen the knowledge gained within the framework of compulsory courses or to choose courses appropriate to the level based on their own learning interests. This will ensure the satisfaction of the student's interest in acquiring knowledge in the field of his/her additional interests and the formation of a person with broad knowledge and interest. It is advisable to provide students with such elective courses that ensure the formation of student's entrepreneurial skills and the transfer of knowledge of the basic principles of organizing democratic societies.

It is important for the programme to take into account the main issues of internationalization based on the features of the field of study and level of the programme; The goal of the internationalization of the programme is the professional development of the personnel involved in the programme and the improvement and deepening of the knowledge of the students of the programme and broadening of the horizons.

The activities and components provided for the purpose of internationalization of the programme can be, for example: Use of foreign language literature, scientific articles, existence of field subjects in a foreign language, comparison of the programme structure and content with similar programmes abroad, involvement of foreign professors in the processes of programme implementation and development, and other, exchange, joint programmes with international partner universities and others.

It is important to note that all information about the programme must be available to any interested party. For this, we can use the university's website, educational process management electronic systems/platforms (if any), the university's page on social networks. In order to spread information about the programme, it is also possible to organize various informative or orientation meetings with both entrants and newly enrolled students, distribute information brochures, etc.

2.3. Academic course

In accordance with the requirements within the component, the content of the course/subject and the number of credits must ensure the achievement of the learning outcomes determined by this course/subject. The curriculum/subject content of the major specialty and the combination of learning outcomes should ensure that the learning outcomes of the programme are achieved. Therefore, based on the learning outcomes of the programme, academic courses are identified, the set of learning outcomes of which covers the learning outcomes of the programme, and the course content covers the learning outcomes of the same course.

To determine the compliance of the course with the programme learning outcomes, we can use the learning outcomes map, which will describe in detail which learning outcomes of the programme will be achieved by various courses (see above for a sample of the learning outcomes map).

In order to ensure the compliance of the learning outcomes of the course with the specified level of higher education, the description of the qualifications of the corresponding level of the National Qualifications Framework should be taken into account, and in the case of regulated professions, additionally- the competences determined by the corresponding field characteristics.

The volume of each study course should be defined in credits. When planning a course and awarding credits to it, both contact and non-contact hours should be taken into account, their volume and ratio should be relevant to the student's study load, the volume and complexity of the assignments to be performed within the course, and the teaching methods used within the course."

It is important that all learning outcomes defined in the course are measurable, which means that all learning outcomes must be assessed. In order to ensure the assessment of the achievement of the learning outcomes defined by the course, the relevant components and criteria for the assessment of students' knowledge should be defined in the course syllabus, which should be described in detail in the assessment rubric.

Mandatory and additional study material shall be indicated in the syllabus of the academic course. Study material can be a textbook, monograph, article, guide, authentic sources, scientific periodicals, reading material prepared by the lecturer based on the latest and diverse literature, etc. If the literature, which is only available in a foreign language, is indicated as mandatory material, then the knowledge of the appropriate foreign language at the level necessary to study the material should be determined as a prerequisite for admission to the course. In such a case, knowledge of a foreign language should also be a prerequisite for admission to the programme.

In the case of the doctoral level, it is recommended that the main emphasis be placed on the use of monographs, scientific articles, authentic sources and not guides and manuals as teaching materials in the academic courses. Such an approach will ensure the readiness to develop new ideas or processes in the process of learning and activities, including research based on the knowledge driven by the latest achievements.

Example of an academic course

The course is offered as part of the Primary Teacher Training Programme. The objective of the programme is to prepare the teachers of Georgian Language and Literature, Mathematics, Environmental and Social Studies for primary stage, who possess relevant theoretical knowledge, practical skills and values for successful professional activity, and who can meet the modern requirements set for teachers.

Name of the academic course: Modern Approaches of Teaching and Learning

Course volume: In total - 6 credits/150 hours

Note: *The course provides for the completion of practical tasks in the school in the amount of 2 credits (50 hours).*

Distribution of hours: Contact hours - 32 hours/non-contact - 118 hours

Objective of the course: As a result of completing the course, students will be able to determine the long-term and short-term goals of the learning process and plan according to the goals, taking into account all components and their connections;

Learning outcomes: After completing the course, the student possesses the following general and professional competencies:

- Planning of the study process by considering national goals of general education, national curriculum, school priorities and students' needs;
- Can plan a lesson considering all components and interconnection among them;
- When planning the educational process, takes into account the taxonomy of educational goals and Gardner's theory of multiple intelligences;
- Can select the form of teaching appropriate to the learning goal, activity and strategy;
- Knows effective learning and teaching strategies, realizes the need to use them for effective learning and progress of each student, and can adequately use these strategies in the learning process;
- By observing the teaching process, he/she is able to analyze, evaluate and develop appropriate recommendations;
- Realizes the necessity of acquired knowledge to enter the teaching profession.

Evaluation rule: The student will be evaluated according to the results obtained throughout the semester and the demonstration of subject knowledge, which will be expressed in the following assessment components:

- **Activity - 10 points**

  The student is required to actively participate in the seminars. Homework and individual or seminar work performed in the work group, creative, critical thinking and reasoning skills will be assessed. Great attention will also be paid to the culture of participation in discussions - the ability to express and defend one's own alternative opinion and to hear and consider the opinions of others.

- **Electronic portfolio - 20 points**

  The student is required to produce a portfolio, which will gather all the materials collected around this or that topic, various types of tasks, including homework, tasks performed at seminars and

school practice, notes, questions, notes, etc. The portfolio should be the result of the student's independently and permanently implemented work.

- **I midterm assessment/ test - 20 points**

  The student must answer open and closed test tasks. Each closed test task will be evaluated with one point, and the evaluation share and criteria of the open test task will be determined in relation to each task, which will be known to the student in advance. A test will also be attached to achieve reliability and transparency of the assessment.

- **II midterm assessment - 30 points** (school practice report - 20 points, presentation 10 points)

  The student is required to prepare a report on the practice carried out within the course and present it based on pre-developed criteria.

  Note: Based on the mentioned criteria, evaluation rubrics should be developed within the course, which will be known to the student in advance.

Standard II - Teaching Methodology and Organization, Adequate Evaluation of Programme Mastering

In order to achieve the objective/objectives and learning outcomes of the educational programme, as well as to ensure the evaluation of the learning outcomes, it is important to select a teaching methodology relevant to the objective/objectives and learning outcomes of the programme, to use adequate methods of assessment of the achievement of learning outcomes, and to organize the programme consistently.

2.1. Programme Admission Preconditions

When planning the implementation of the programme, first of all, we need to understand well what knowledge, skills and experience we want the people to receive in the programme so that they can subsequently successfully achieve the learning outcomes of the programme. That is, the pre-defined necessary requirements for enrolling in the programme should be derived from the needs necessary for successful study in the programme and they should be closely related to the features of the programme content.

For example, if the structure of the master's education programme is mainly loaded with subject components, then it is possible to assume that the requirement of prior subject education in the prerequisites for admission will be important, and if it will be possible to acquire the basis of subject knowledge in the form of subject elective courses on the programme, or through any other proposed mechanisms, then it is possible for the previous bachelor's education to be related to the knowledge of the field related to the field, or to be completely free to define the field of the previous education. However, the issue is complex, and depends on the vision and decisions of the academic team working on the programme, and the results realized. It is important that the applicant's readiness for admission to the programme is evaluated based on the characteristics and requirements of the respective level.

When determining the prerequisites for admission to the programme, the requirements and specifics of the programme must be taken into account.

In order to ensure the fairness of the prerequisites and procedures for admission to the programme, the

university will develop an admission document for a specific educational unit, which must accompany the educational programme. The admission document must describe in detail the prerequisites for admission to the programme, the admission procedures and the evaluation system of applicants for the intra-university examination (evaluation criteria and relevant rubrics).

According to the current legislation of Georgia, the admission requirements to the **bachelor's degree studies** are the following: complete general education and successful passing of the Unified National Examinations. The university is entitled to determine the coefficient to be assigned to the entrant's result in each exam subject for its own educational programmes. On the basis of Unified National Examinations, entrants are admitted to educational programmes according to the coefficients assigned to the exam subjects. The university is also authorized to determine the fourth examination subject. The coefficients of examination subjects and the fourth examination subject established by the university must be in accordance with the content and specificity of the programme.

Example programme goal

The objective of the bachelor's programme in history *is to introduce a student to the history of the past and development of world civilizations; to give him/her broad knowledge about the history of Georgia and the world; to develop the ability to analyze and critically evaluate historical sources, discuss and comment on them from a cultural and historical point of view;*

A prerequisite for admission to the programme is the successful passing of the Unified National Examinations. It is mandatory for the applicant to pass history as the fourth exam.

A prerequisite for admission to the **master's level** is the successful passing of the Unified Master's Examinations. The University has the authority to decide whether or not to award a coefficient for the Unified Master's Examinations. If a coefficient is assigned, the university shall approve it for the individual part of the test in the Unified Master's Examinations. If the coefficient is not given, the candidate for admission to the master's programme will be admitted to the intra-university examination in accordance with the procedure established by the legislation of Georgia, in case of exceeding the minimum competence limit.

The university is obliged to determine the form, content and procedure of the intra-university examination/examinations. Those wishing to enroll in the master's programme who have successfully passed the Unified Master's Examinations and have met, in accordance with the legislation, other requirements set by the university, shall be admitted to the intra-university examination.

The university is independent in selecting the form, content and procedure of the intra-university examination. At the intra-university examination stage, the HEI autonomously determines the requirements and criteria for admission to the program, on the basis of which it will select a person with the necessary knowledge, skills and experience for successful study in the program.

The internal university examination can be conducted both in written form (testing, on-the-spot writing of essays on pre-selected issues, analytical essay, etc.), as well as in oral form and/or include the stage of selection of applications. It is possible for the intra-university master's exam to be three-stage and include

the stage of selection of applications, as well as a written and/or oral exam.

Example

The goal of the master's programme in education administration is to prepare managers (higher and secondary) for the education sector, who will be able to manage the education system, improve its transformation, manage and finance educational institutions and ensure the effectiveness of education policy.

Prerequisite for admission to the Master's programme are the following:

A) Bachelor's academic degree.

B) Successful pass of the Unified Master's Examinations;

C) Successfully passing the intra-university exam.

The intra-university examination consists of an application package, a language proficiency test and an interview.

The application package should include:

1. *The applicant's CV (autobiography), with which the applicant will confirm at least two years of experience in the field of education;*
2. *Motivation letter (essay), in which the applicant describes the motivation to continue studying at the programme;*
3. *A previous paper/project/article that best demonstrates the applicant's academic writing competencies.*

Applicants must have a B2 level of English. The level of the applicant's language proficiency will be checked through a test. The applicant will be exempted from testing if he/she presents an internationally recognized certificate confirming knowledge of the English language at the B2 level.

A person with a master's degree or equivalent academic degree will be admitted to the doctoral level, and other prerequisites and procedures for admission are determined by the higher education institution. At the doctoral level, a lot of attention is paid to the transparency and objectivity of admission prerequisites, so that the institution can be sure of the applicants' motivation and research skills and abilities. For this, the admission of students to the doctoral education programme must be ensured by commission; For this, the institution must have a document regulating the formation and activity of the admission commission for doctoral programmes.

The higher education institution is authorized to determine the form, content and procedure of the intra-university examination/examinations for admission to the doctoral programme. Applicants to the doctoral programme will be admitted to the intra-university examination if they have met the requirements set by the law and the university's co-regulation.

At the doctoral level, as well as at the master's level, the internal university examination can be conducted both in written form (testing, on-the-spot writing of essays on pre-selected topics, analytical essays, etc.), as well as in oral form and/or include the stage of selection of applications. It is possible for the intra-university doctoral examination to have several stages and include two or three of the above-mentioned

stages - both the stage of selection of applications and the written and/or oral examination.
At the doctoral level, the applicant must have an understanding of the specifics of scientific activity and research interests, which can be confirmed by a research project application.

Example

The goal of the doctoral programme in education is to:

- *Prepare competitive education researchers who can research the challenges in the field of education by synthesizing knowledge in education science and its adjacent disciplines; to create new knowledge based on interdisciplinary approaches around the challenges in the field of education;*
- *Promote Doctoral students as researchers for the purpose of integration in the international scientific environment.*

Prerequisites for a student's admission to the doctoral programme are:

- *Master's degree or an equivalent academic degree in the field of education or social sciences or related field;**
- *Successfully passed intra-university exam in English, at least B2 level to confirm knowledge or international certificate confirming knowledge of English language; or a certificate issued by the NAEC - Certus; or a diploma/attachment or certificate confirming the completion of an English-language bachelor's or master's programme;***
- *Doctoral research application;*
- *Oral examination/interview.*

Recommendation: It is desirable that the programme be accompanied by an admission document, which shall contain detailed information about the conditions of admission to the programme and the evaluation system. All information required for applicants should be posted on the website of the higher educational institution.
According to the current legislation of Georgia, for those who wish to continue their studies at the master's and doctoral level, the relevant previous level of education is not a mandatory requirement. However, an educational institution may require prior education and/or work experience in the relevant field as a prerequisite for enrollment in a master's or doctoral programme. In the case of the mentioned limitation, the prior knowledge and/or experience necessary for successful study and research in specific master's and doctoral programmes should be analyzed; In accordance with the need, relevant educational bachelor's/master's programmes or directions should be identified and defined as a prerequisite for enrollment in the programme.
According to the standard of authorization of higher education institutions, the institution should have developed a methodology for planning the maximum number of students, which should be based on the determination of relevant criteria and indicators and the selection of the target benchmark. In order for the

institution to effectively plan the maximum number within the institution and if the latter is not a formal mechanism, the determination of the maximum number of students for the programme within the framework of accreditation standards is also related to the needs and features of the individual educational programme.
The requirement to plan the maximum number of students for the educational programme will encourage the institution to correctly plan the number of students admitted to the programme, to allocate resources equally and purposefully.
The institution must develop and demonstrate the methodology in accordance with which it ensures the planning of the student quota for the educational programme (methodology for planning the number of students), which must take into account the specifics of the programme, the resources of the institution and ensure the smooth implementation of the educational process;
Admission of students to the programme occurs in compliance with the methodology of student body planning.

An educational institution may use a number of means of information dissemination to ensure the publicity and accessibility of programme enrollment prerequisites, procedures, and assessment rules. For example, to post information on the university's website, on the university's social network page, as well as to use other information and media means (visiting television/radio programs, placing advertisements, etc.), to organize information/orientation meetings, to distribute information booklets, etc.

2.2 Development of Practical, Scientific/Research/Performing and Transferable Skills

The programme shall ensure the development of the practical and/or performing and/or creative skills, involvement in scientific-research projects, according to the learning outcomes and cycle.
Professional practice is a necessary component of the programme. The purpose of practice is to help students develop the necessary practical skills based on the transfer of theoretical knowledge, which, in turn, is a requirement for successful professional activity.
Taking into account the international experience, there are many models of implementation of the practice, of which we will consider only three models.
In Georgia, there is a widespread practice, which is presented in the programme as an **independent course/courses (the first model).** The practice course(s) are, in most cases, offered at the final stage of the programme - the final semester(s). The mentioned practice model mainly involves active practice (independent implementation of activities by the student at the practice site under the supervision of the practice supervisor), the purpose of which is to summarize the knowledge, skills, and experience gained in the theoretical courses and their practical implementation.
This model has certain limitations: It is possible for the student to find it difficult to connect the theoretical knowledge obtained within the programme with practice, which calls into question the full effectiveness of the mentioned model of practice. **The second model** is the so-called - the practice embedded in the theoretical courses focuses on the topics covered by the content of the relevant training course. The goal

of this model of practice is the immediate transfer of theoretical knowledge and experience into practice. Although this model of practice permeates the programme and may even have an intensive character, it also has certain risks. The student is not given the opportunity to summarize, analyze, self-evaluate and reflect on theoretical and practical knowledge and skills acquired at different stages of the programme.

The third model, the so-called - mixed practice model implies the sequential implementation of practice embedded in theoretical courses and independent practice course/courses.

When using the mentioned model of practice, it is possible to avoid the risks that can be detected in the case of the first and second models, because both complement each other. Within the framework of the practice component built into the courses, the student is involved in practical activities from the very first stage of studying the programme, and the opportunity to choose a practice summary course/courses is given at the final stage, where he/she summarizes, analyzes, self-evaluates and reflects on the theoretical and practical knowledge and skills acquired at different stages of studying the programme.

The practical component should be planned and organized in a consistent and structured manner. It should be closely related to the learning outcomes of the programme.

Practice provided within the framework of the educational programme should ensure a consistent transition from passive practice to active practice. During passive practice, a student is mostly an observer of the process at the place of practice or assists the supervisor. During active practice, a student plans and implements practical activities in agreement with the head of practice and under their supervision.

Preferably, the course syllabus, which includes the practice component, should describe the practice plan in detail, which means the purpose, content, homework instructions, student assessment mechanisms, etc. during each visit to the practice site. Such an approach to practice planning and description will help to make the practice process clear and coherent for both students and practice supervisors at the practice site.

For the practice process to run effectively, it is important to plan orientation meetings between the course leader (lecturer) and the practice leader (representative of the partner organization at the practice site) at the beginning of the practice to get acquainted with the goals and plan of the practice. As well as periodic face-to-face or online work meetings during the practice, to monitor the practice process or for mid-term analysis and summary discussions at the end of the practice.

When planning the practice, first of all, partner organizations should be identified, which will be relevant to the programme goals and the relevant field. The terms of cooperation with partner organizations should be determined by a mutual cooperation document (memorandum, agreement, their annexes). The cooperation document should describe in detail the rights and responsibilities of the parties, including the estimated number of students, the purpose and duration of the internship.

Within the framework of the programme, the university must develop such a mechanism for the distribution of students' practice places, which takes into account the format of the practice, the number of students/groups of students according to the format, the topic of the practice, the specificity of the practical task, the human and material resources of partner organizations, etc.

It is important for the university to provide monitoring and evaluation of the implementation of the practice, the purpose of which is to determine the strengths and weaknesses of the practice, gaps in planning and implementation, to identify other, alternative means and strategies for achieving the goal,

which will contribute to the further development and improvement of the process.
When conducting activities accumulated within the internship, the student is guided by the university course supervisor - lecturer and head of practice on-site - representative of the organization.
It is desirable that both the lecturer and the representative of the organization participate in the assessment of the student in the practical component by means of mutually agreed assessment tools.
The teaching methodology at the master's and doctoral level should be research-oriented, which should be preceded by courses developing research competence.

The research component, as well as the practice, should permeate the programme. Its consistent implementation should ensure the development of research and scientific skills in students, which will be confirmed by a scientific-research project and paper at the final stage of the programme.
The final master's/doctoral research paper is a summary evidence of the student's practical skills, taking into account the theoretical knowledge, research and relevant research design acquired during the period of study in the programme. It can be said that the research master's/doctoral thesis accumulates the learning outcomes of the research component of the programme. Therefore, the results of the evaluation of the research paper and their analysis can be used to evaluate the learning outcomes of the research component.
The research component in the programme should be structured in a way to ensure that the student is prepared for the planning and conducting of the final research paper. Preparation of a master's/doctoral thesis is preceded by theoretical and practical courses developing research skills, which help students in studying the research methods of the relevant field and formulating research interests.

2.3. Teaching and Learning Methods

The concept of "method" is perceived differently in different situations, but it always means ways to achieve the goal. The teaching method is a deliberate action of the lecturer to develop the appropriate competence in the learners. The modern educational paradigm is based on the principles of student-centered learning achieved through interactive learning.
Interactive teaching is a modern educational system based on the search for new roles of teacher and student and principles of humanism. It aims to replace the teacher-centered authoritarian learning process with a student-centered learning process that takes into account the interests and needs of the latter. Interactive teaching introduces new strategies for teaching and assessing knowledge in pedagogy.
Accordingly, the purpose of teaching changes. it is becoming oriented not only on obtaining knowledge, but also developing the skills.
A student is a subject of interactive teaching, is an active participant. The basis of teaching is the personal experience, qualities and knowledge of a student.
This new approach to the teaching process is based on an important educational trend - ***constructivism.***
The main idea of constructivism is to help students to collect new information by comparing old and new knowledge, draw conclusions independently, think independently, construct knowledge.

According to constructivism, the student is an active participant in the learning process. The constructivist teaching methodology means taking into account the interests and needs of students as much as possible in the teaching process, encouraging them to be able to analyze and interpret facts, events, and concepts. Followers of constructivist theory prefer curricula that are built on students' interests, prior knowledge, and experiences.

While selecting the teaching methods, the objective and expected outcome of the study course shall be defined - what a student should know and be able to do. Student-oriented teaching and learning methods should be selected accordingly.

Teaching-learning methods should be selected in such a way as to ensure the active involvement of students in the learning process. And the interaction between the staff and the students should take into account the student's participation in the learning process with appropriate autonomy and responsibility and is aimed at the student's development of various skills, including critical and analytical skills.

The requirements of the standard for learning methods are closer to the 21st century learning methods and the interaction of students in the learning process with appropriate autonomy and responsibility, which means that the student should be an active participant in the learning environment and the staff shall support him/her to develop transferable skills, which can have an additional impact on the student's personal development and be used in his/her future career.

Accreditation standards provide for the features of electronic/distance learning, according to which, the appropriate environment for achieving learning outcomes and the existence of appropriate internal quality assurance mechanisms for the evaluation of remotely/electronically implemented processes must be ensured; according to which, if necessary, HEI must provide electronic/distance learning with teaching methods relevant to the field of study of the programme, which do not lead to changes in the objectives and learning outcomes of the programme. For this, the institution should present the electronic resources/mechanisms available in the higher education institutions for the implementation of the programme in an alternative form.

In the educational literature, you will come across different classifications of teaching methods. According to one of the classifications, they are divided into two groups: Methods that facilitate the acquisition of specific material and methods that develop general/transferable skills. However, this division is conditional, because most of the methods help students develop general competence along with knowledge.

When choosing a method, we should think about the following:

- Whether the chosen method will help us to achieve the intended result;
- Whether the method we have chosen corresponds to the activity;
- Whether the method selected by us corresponds to the interests and experience of the students;
- Whether it is technically possible to implement it (are the resources available, do we have time, is it possible to implement the method effectively with this number of students).

The cycle of teaching should be taken into consideration while selecting teaching-learning methods. As the transition from the bachelor's level to the master's and doctoral level, the use of problem-based and inquiry-based teaching approaches should become more intensive, which will help students to develop the

ability to independently plan and carry out research.
Individual needs and interests of students, including students with special educational needs and foreign students, should be taken into account when selecting teaching-learning methods.
When developing an individual curriculum for students with special educational needs, the possibility of carrying out the learning process in an adapted environment should be considered and, if necessary, provision of appropriate human resources in the process of developing an individual curriculum based on the assessment and evaluation of the student. The individual curriculum may also be created if the educational programme initiated by the university is changed or canceled. In case of presence of foreign students, the programme should provide an opportunity to offer them additional services - by strengthening or adding a specific component of the programme, by adapting the assignments and, accordingly, the assessment method, etc.
It is desirable for the university to develop a mechanism for monitoring the academic performance of students, which takes into account the detection of the rate of students with low academic performance. Considering this index activities of relevant academic support will be planned (tutoring, increase of the capacity of seminar works, strengthening of components developing specific writing or quantitative skills, and others.)

2.4. Students Evaluation

Evaluation is the determination of the compatibility/applicability of an object, event, process or person to predetermined characteristics (criteria). The purpose of assessment is to determine the extent to which the outcomes defined by the curriculum and each course of study have been achieved.
Evaluation refers to the results of the entire learning process, and the analysis of these results is necessary for the correction and better management of the same learning process; i.e. Assessment is the basis on which a logical decision should be based to improve the quality of teaching and learning. Therefore, the evaluation of the learning process is a continuous process of collecting, recording and analyzing data that determines the degree of achievement of learning goals, and the consistent study of student success and progress. Student assessment should be multi-component and should provide an assessment of each course's objectives and learning outcomes, which are achieved using specific and measurable criteria and rubrics. Student assessment should be based on four basic principles of assessment: **Objectivity, reliability, validity, transparency,** which we will discuss in detail.
In accordance with the established procedures, the evaluation should be carried out with a 100-point system. Points will be distributed and defined as follows:

(A) Excellent – 91 - 100 points;
(B) Very good - 81-90 points of maximum evaluation;
(C) Good - 71-80 points of maximum evaluation;
(D) Satisfactory - 61-70 points of maximum evaluation;
(E) Enough - 51-60 points of maximum evaluation.
(FX) Did not pass – 41-50 of maximum point, which means that the student needs to work more to

pass and is allowed to retake the exam once through independent work;

(F) Fail – 40 points or less, which means that the work done by the student is not enough and he/she has to retake the course.

Two types of assessment are used in the student assessment: **formative and summative.**

The aim of **summative assessment** is accurate evaluation of a student's achievement. It monitors the quality of learning, determines the level of student achievement in relation to the objectives set by the course.

Formative assessment, as the term suggests, is aimed at student development; This assessment monitors the dynamics of each student's development and helps improve the quality of learning.

Formative assessment/feedback helps the lecturer to plan the learning process and the student to receive feedback on their achievements. Formative assessment is an integral part of teaching. Formative assessment is process oriented.

Therefore, while summative assessment is always 'formal' and scored, formative assessment can be 'informal'.

In turn, summative assessment can be ongoing/intermediate and summative/final.

The course should be evaluated with several components (intermediate evaluations and one final evaluation). Mid-term evaluation is the evaluation of the student's knowledge in the period determined for the lecture-seminar and/or practical training of the semester. The final evaluation includes the evaluation of the student at the end of the semester, during the examination period.

Minimum competency thresholds should be defined for midterm and final assessments.

Depending on the specifics of the course and taking into account the regulations developed by the university, it is possible to determine the specific share of the current and final evaluations.

As mentioned above, the assessment should be based on four main principles: Reliability, validity, objectivity and transparency.

An **assessment is reliable** if the assessment results do not change regardless of who and when assesses the student's knowledge and skills. For example, an assessment would be reliable if different teachers scored the same student response in the same way or if the same teacher scored the same response the same way at different times.

Thus, in order to ensure the reliability of the evaluation, it is possible that more than one evaluator participates in the evaluation process of the student.

Reliability of assessment can be ensured by using specifically formulated assessment criteria.

<u>Strategies that increase the credibility of the assessment:</u>

- The task to be evaluated should be formulated clearly and comprehensibly;
- The task must be accompanied by precise instructions;
- Different tools that complement each other should be used in the assessment;
- The assessment scheme should be clearly and comprehensibly formulated;
- Students should be evaluated in similar conditions and situations;
- The evaluator(s) must be qualified and impartial. To achieve reliability, it is desirable to repeat the

assessment in a certain period. Data is reliable if the result is reproducible.

Validity of an assessment is otherwise called relevance to the purpose of the assessment**.** If the lecturer assesses exactly what he/she aims to assess in this particular case, the validity of the assessment is ensured.

Strategies that increase the validity of an assessment:

- The lecturer should select the most adequate form of assessment of the student's knowledge and skills;
- The teacher should select the tasks that the student has learned within the subject.

The **assessment is objective** if the assessment result does not depend on the personal opinion and attitudes of the lecturer. The objectivity of the assessment should be maintained on the basis of previously developed and agreed criteria. The student should know what criteria will be used to evaluate his/her educational activities. This, on the one hand, ensures the objectivity of the evaluation, and on the other hand, it will contribute to the development of self-assessment skills in students, to identify their own strengths and weaknesses.

Strategies that increase the objectivity of assessment:

- The lecturer should establish the evaluation criteria based on the results provided by the curriculum and academic course.

The evaluation is transparent, that is, open, if the evaluation mechanisms and criteria are known in advance not only to students, but also to all other interested parties.

Strategies that increase the transparency-openness of evaluation:

While teaching the subject, the lecturer should introduce the evaluation criteria to the students and analyze them together;

In order for the lecturer to follow the basic principles of evaluation, he/she should rely on precise, clear criteria focused on the predetermined teaching goal and task form, and evaluation schemes/rubrics developed based on it.

The criteria allow the lecturer to measure the learning outcome and the degree of its achievement.

The grading **scheme/rubric** is a set of strictly defined criteria and rules for their application, according to which the student's performance in this or that activity or subject is evaluated; e.g.: Knowledge of the issue, analysis, performance quality, etc.

Analytical, holistic, general and specific evaluation schemes/rubrics are distinguished. Let's review them separately.

When we evaluate each criterion separately, we are dealing with an analytical scoring scheme/rubric.

There are cases when it is not necessary or simply not possible to divide the grading scheme into two or more independent features. In such a case, the evaluator creates or uses a **holistic** evaluation scheme/rubric.

The graphs of the **holistic** evaluation scheme combine all the criteria and characteristics according to which

the lecturer wants to evaluate the student's work. The quality of a student's response is evaluated in general rather than specific characteristics.

The holistic rubric reflects the change in the quality of performance **from perfect performance to unsatisfactory performance.**

Which type of assessment rubric (analytic or holistic) allows for more reliable and objective assessment? It will be difficult for us to unequivocally give preference to any type of rubric. Using a holistic rubric is easier for the lecturer, but using this type of rubric requires the experience and high qualifications of the corrector. There is a danger that the evaluator, while evaluating with a holistic rubric, will not pay attention to the student's results in one of the categories and evaluate the student only by some characteristics, which will lead to biased evaluation. When the assessment rubric is broken down into single criteria (analytical rubric) and each criterion is assessed separately, we are safe from this danger.

Grading schemes can be created by a lecturer for several purposes. Depending on the purpose of the evaluation, there are the following evaluation schemes:

- **General assessment scheme** - used to assess the set of skills;
- **Specific evaluation scheme** - used to evaluate one specific issue/task;
- **General-specific assessment scheme** - its purpose is to assess both general skills and specific issue/task.

Despite the variety of assessment schemes, the requirements are the same:

- Rubrics/criteria should be unambiguously and clearly formulated (**i.e., should be reliable);**
- An evaluation scheme must test only what it is intended to test and nothing else (**i.e., it must be valid);**
- Students should be familiar with the grading scheme by which their knowledge is assessed **(i.e., it should be rigorous).**

When drawing up a new assessment scheme, the teacher should consider the following: 1.

1. To determine the purpose of the assessment scheme;
2. To draw up the main evaluation criteria;
3. To compile the characteristics of maximum and minimum points;
4. To determine the number of levels; The levels should be qualitatively different from each other; The characteristics of the levels must be specific.
5. To pilot the assessment scheme with colleagues; i.e., they simultaneously, but independently of each other, evaluate the same activity according to the evaluation scheme and compare the obtained results with each other. In case of different results, teachers work together to improve the assessment schemes.

Here is a sample project analytical evaluation chart/rubric.

Criteria	Fully corresponds 5 points	Corresponds 4-3 points	Partially corresponds 2-1 points	Does not correspond 0 points
Objective and problem A specific, achievable, clear and measurable goal. The project topic is relevant. Relevance It is clearly and convincingly substantiated.				
Tasks Each task corresponds to the goal of the project. Possible risks during the implementation of each task and appropriate measures for risk prevention are calculated.				
Outcome Achieving the mentioned result is real and it corresponds to the goal, the impact of the achieved result is substantiated with reasoning.				
Resources The material and human resources needed for the activities provided by the project are precisely defined.				
Design The project is built consistently and logically.				

Here is a sample of holistic evaluation scheme/rubric of a case.

- The problem given in the situation is precisely identified. The analysis is perfectly presented. A perfect knowledge of the theoretical material related to the problem, which is adequate for the specific situation, is visible. The analysis shows the unintended consequences of the problem. Recommendations fully serve to solve the problem. The desired results that can be achieved as a result of solving the problem are given (5 points).
- The problem in the situation is identified. The analysis is presented, although not complete. Theoretical material related to the problem is given, but is less related to the specific situation. In the analysis, the undesirable results arising from the problem are shown, the recommendations that serve to solve the problem are given, but the desired results that follow the solution of the

problem are not given or are incomplete (4 points).

- The problem given in the situation is more or less precisely identified. The analysis is presented, although not complete. Theoretical material related to the problem is scarce and less related to the specific situation. The analysis does not show any unwanted results due to the problem. There are incomplete recommendations that serve to solve the problem. The desired results of solving the problem are not given or are incomplete (3 points).
- The problem given in the situation is more or less precisely identified. The analysis is not presented, only the paraphrase of the case is given. Knowledge of theoretical material related to the problem is not visible. The analysis does not show any unwanted results due to the problem. Recommendations that serve to solve the problem are very few and general and uninformative. The desired results, which will follow the solution of the problem, are not given or are incomplete (2 -1 point).
- The problem in the situation is incorrectly identified. The analysis is not given, or it is formulated - incorrectly. Knowledge of theoretical material related to the problem and connection to a specific situation is not visible. The analysis does not show any unwanted results due to the problem. There are none or incorrect recommendations for the resolution of the problem. The desired results that serve to solve the problem are not visible (0 points).

An equal and fair evaluation system should be in place in the educational institution, as well as an evaluation appeal mechanism, which will give the student the opportunity, in case of reasonable doubt, to apply to the faculty/school with a request to create a complaint commission and initiate relevant procedures.

It should be noted that within the framework of the systematic evaluation of training courses, it should be considered to receive feedback from the students about the effectiveness of the evaluation system defined by the course. Feedback results should be available to lecturers as well as faculty/school administration and should be used to improve the course evaluation system.

Academic and invited staff involved in the programme should have adequate knowledge of modern evaluation methods. Along with this, in the process of designing, updating and improving the academic courses, the staff involved in the programme should receive consultations and support from the university administration regarding various issues, including evaluation mechanisms and approaches.

In order to ensure a high standard of the dissertation/research/scientific research paper, a dissertation/research/scientific research paper (bachelor's, master's, doctoral thesis) document should be developed within the programme, which should describe in detail the procedures for defending and evaluating the paper and the evaluation criteria.

The thesis document should include step-by-step and sequential processes, which include systematization of research processes, submission of interim research reports, and periodic feedback from the supervisor to the academic degree seeker.

Any interested person should be able to attend the defense of the work and participate in the discussion around it.

It is important that the evaluation of students at the master's and doctoral level is transparent and objective,

so that the evaluation of the research component is carried out in a multifaceted manner. The master's and doctoral educational programme must provide for rigorous and fair procedures for the defense and evaluation of the thesis, which will be based on a collegial evaluation in a commission manner. The master's/doctoral thesis defense commission should preferably include both academic and invited personnel involved in the implementation of the programme, as well as external experts.
The institution must have requirements for the academic style of the paper, which will be known to the students in advance and taken into account when evaluating the students' papers.

Academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms should be used in student evaluation; The mentioned requirement emphasizes the issues of protection of academic integrity in the research process and ensures the objectivity of evaluation and regulates ethical issues, which are important values in the modern academic and scientific society.
The issues of the student evaluation component also refer to the appeal mechanism, according to which the student evaluation appeal process should be transparent and objective, it should allow for review of evaluation results and decision-making by other evaluator/evaluators.

Standard III - Student Achievements, Individual Work with them

3.1 Student Consulting and Support Services

Higher education institutions should offer counseling services to students that will help them develop and achieve learning outcomes. When providing counseling services, students' needs and characteristics should be taken into account (especially if there are international students). It is also very important that students are informed about the counseling services offered by the University. HEI must ensure integration of students and, if available, international students into the internal university space.
The student shall be consulted by academic and / or administrative staff, which helps him/her in selecting learning courses, determining their sequence, correct selection of internships and practices and in similar academic issues.
The institution, while implementing the educational programme, should aim at the diversity of the students' teaching process and create favorable conditions for this in the institution, which is the context of the higher education system in general, and the institutions should ensure the creation of a diverse educational environment for students and offer the means of flexible learning paths.

3.2 Master's and Doctoral Student Supervision

The institution should have developed a methodology for determining the ratio of supervisors of master's/doctoral thesis and master's/doctoral students in the master's and doctoral programmes, which ensures effective leadership. It is recommended that the Higher Education Institution should determine how many master's and/or doctoral students can be supervised by one professor at a time. While developing the

mentioned indicator, the institution may take into account its own practices, which lead the supervisors/students to effective results, and should also take into account international best practices. However, in this case, the general workload of the supervisors of the paper, including those in other institutions, should also be taken into account.

The Higher Education Institution should have developed mechanisms for evaluating the quality of activities of the supervisor/co-supervisor of master's and doctoral theses. The mentioned mechanism can take into account the self-assessment of the supervisors of the paper, or the existence of quality assurance mechanisms and activity monitoring on the part of the institution. Mechanisms should ensure the effective implementation and development of the supervision/co-supervision process, for this, the effective implementation of the process and the presence of appropriate supporting mechanisms should be encouraged.

For the successful implementation of the scientific-research component of master's/doctorate students, the scientific supervisor properly supports the master's and doctoral students. This support can be expressed in regular consultations (topics of consultations - research methodology, professional development, the process of writing a thesis/scientific-research paper/dissertation, the process of integrating into a local and international scientific network, the process of participating in local and international scientific events and presenting results, scientific articles in refereed journals publication, participation in scientific grant competitions, etc.), the number of which corresponds to the specifics of the programme and research topic.

Depending on the specifics of the research topic, the master's/doctoral student may have a co-supervisor who supports the master's/doctoral student in the process of implementing the scientific-research component based on an agreement with the supervisor and the master's/doctorate student.

For greater transparency in informing programme beneficiaries and interested parties, it is advisable for the institution to have publicly available information about the research interests and publications of the leaders.

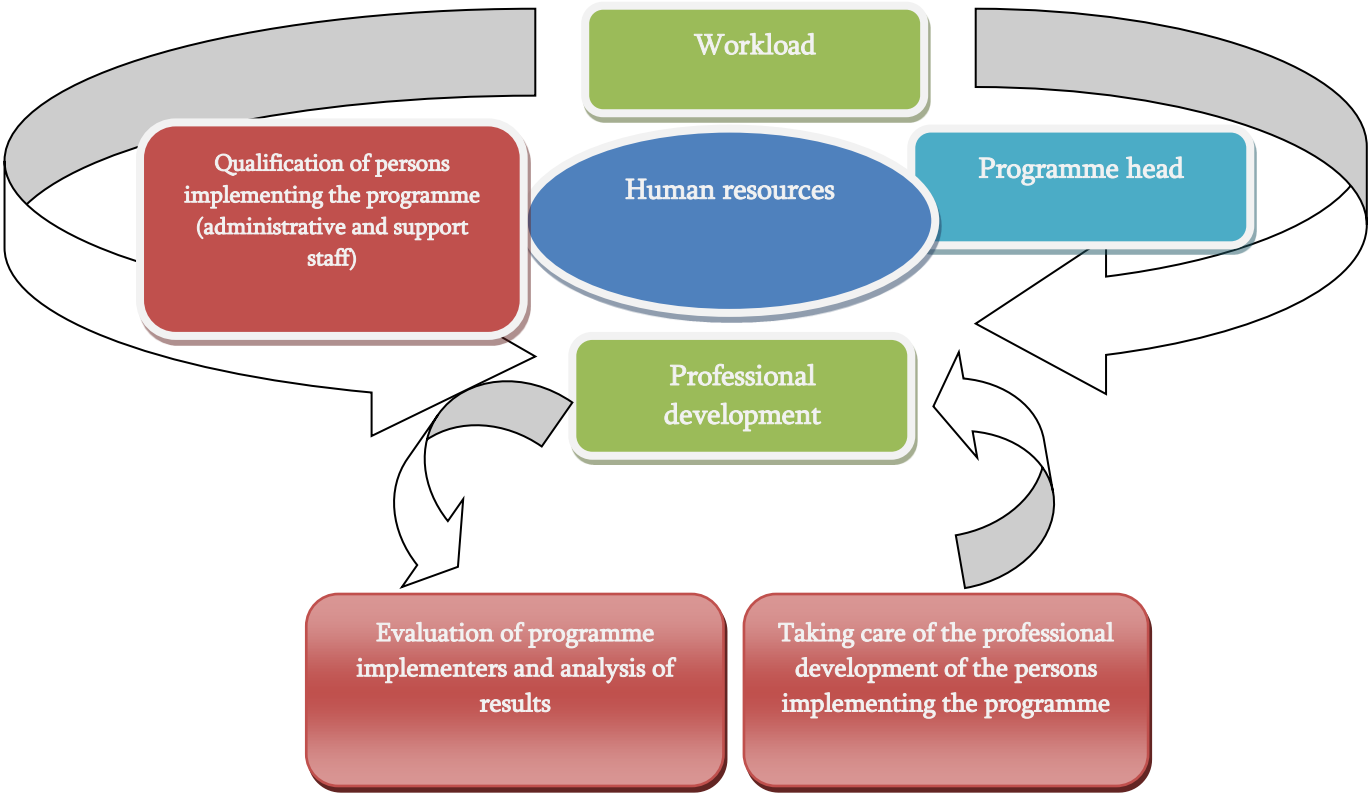
4. Providing Teaching Resources

4.1. Human Resources

According to the accreditation standard, human resources should ensure the sustainable, stable, efficient operation of the programme and the achievement of the defined goals. The human resource management part of this standard can be graphically represented as follows.

Human resources - qualification of persons implementing the programme

The university's strategic priority is to attract high-quality academic staff. In order for the programme to be implemented, it must include the appropriate number and appropriately qualified academic staff that shall ensure the development of programme learning outcomes for students. The accreditation standard describes that the persons implementing the educational programme must have appropriate qualifications. To this end, the university should have a policy for the selection, appointment and reporting of academic staff and their academic development.



The policy should describe the stages and procedures for the selection of academic staff, in which general regulations should be written on the confirmation of the qualifications of academic/scientific staff, on the confirmation of the qualifications of invited staff or teachers, on the necessary requirements for the scientific supervisor of master's and doctoral students.

Based on the specifics of all fields, job descriptions and qualification requirements should be defined at the department/relevant structural unit or programme level, which should then be placed in a unified human resources management database.

The selection procedure of the persons implementing the programme should be based on the principles of transparency and fairness. The Human Resources Office shall maintain the competitive materials and data on the announced vacancies. The human resources management service should have a mechanism that ensures the reflection and constant updating of information about the academic development of the programme implementers, new works and publications in their databases. The compliance of personnel with the qualification requirements should also be continuously determined. All this allows to create a ranking of the persons implementing the programme.

Information about personnel policy should be public information. For example, personnel management policies, procedures, proposed training, support arrangements for service personnel, etc. (see University of Sheffield).

Human resources - number and workload of academic/scientific, visiting/administrative, support staff

The Human Resources Office should develop a manual for programme managers (and in cooperation with them) that outlines the general principles, recommendations and methodology for drawing up a staffing chart. The guidelines can provide for the allocation of human resources to each programme in such a way as to maintain the sustainability of the programme. The guide can take into account the characteristics of each programme and include the following:

- The methodology and procedures for the preparation of the workload of the persons implementing the programme, which take into account their workload and obligations towards other institutions. It is also important to highlight the requirements to regulate the maximum number of students per master/doctoral supervisor.
- Best practices and recommended ratios governing the ratio of academic, administrative and support staff to the number of students (https://www.ucu.org.uk/media/5566/An-analysis-of- studentstaff-ratios-and-academics-use-of-time-and-potential-links-with-student-satisfaction- Dec-12/pdf/ucu_ssranalysis_dec12.pdf; ttps://stats.oecd.org/Index.aspx?datasetcode=EAG_PERS_RATIO
- It is important that the workload of the persons implementing the programme (academic, invited, paid by the hour) takes into account the counseling of students. A higher educational institution should ensure the development of a culture of academic counseling of students between academic visiting staff and students. The student counseling mechanism should not be limited to the advice and feedback received from the lecturer in the pre-examination period. It is important for each faculty to have a faculty academic advisor who will provide information and assist students in planning their curriculum and choosing courses, creating an individual study plan, preparing a study plan for abroad teaching, and clarifying the content of each course. The academic advisor is one of the important components of the European educational space in higher education institutions (e.g., University of Groningen,, University of Stockholm; University of Amsterdam; University of Glasgow). It is recommended that the higher education institution have an academic advising manual for each faculty, which will contain the advisor's responsibilities, procedures and forms for communicating with students, student responsibilities, and the advisor's self-assessment evaluation sheet (so called checklist), which will help him/her in self-reflection, etc. (http://www.pdc.edu/wp-content/uploads/2014/10/Faculty_Advising_Handbook_March_2017.pdf).

Within the requirements of this component, the role of educational programme's affiliate staff in programme sustainability is expressed. In addition, the issues of reasonable workload of personnel and the importance of determining and analyzing various indicators for maintaining their sustainability are emphasized. In particular, HEI should ensure the study of quantitative indicators of educational programmes, including academic/scientific/invited staff turnover indicators, and use the analysis and results to improve the degree of sustainability of the programme.

Programme Head

The programme head shall possess necessary knowledge and experience required for programme elaboration. He/she shall be personally involved in the programme implementation.

The head of the academic programme is one of the most important links in the academic process, which ensures the development of the programme in accordance with the mission, vision and strategy of the university. The Programme Head ensures the development of the programme, participates in the activities of attracting potential students, facilitates the integration of students with the Career Center, Student Academic Adviser Service, carries out information requests/exchanges with faculty, students, external agencies and partners within the framework of the programme, collaborates with the Quality Assurance Department, participates in programme evaluation and implements changes based on feedback received in collaboration with faculty.

Based on the above, it is important for the university to have regulations that describe the mechanisms for selecting, evaluating, and confirming the qualifications of the programme head. The job description of the programme head should include a detailed list of the activities and functions that this position includes.

4.2 Qualification of Supervisors of Master's and Doctoral Students

Each MA/PhD student must have a qualified supervisor and, if necessary, one or more co-supervisors who have a relevant to the topic scientific-research experience.

It is appropriate to define what qualifications/competency requirements academic staff must meet in order to be authorized to supervise a student while working on a master's/dissertation thesis. Based on the specifics and development of the field, each supervisor of the Master's Degree/PhD student shall be equipped with the latest knowledge, be actively involved in scientific researches, and must have published scientific works (in art spheres - creative/performing project) which correspond to the general topic and direction of the Master's thesis/doctoral thesis of Master's Degree/PhD student;

It is important to get feedback from students on how satisfied they are with their supervisor.

For the sustainability of the programme, it is advisable that the academic staff of the institution be the supervisors of the master's theses and especially of the doctoral theses. And the co-supervisor, who is involved in the development of the scientific-research component of the doctoral student based on the specific needs of the research topic, can be a purposefully invited person (with the status of invited staff) in the institution with relevant qualification and competence, who supports the doctoral student in the development of specific topics/components of the research plan.

4.3 Professional Development of Academic, Scientific and Invited Staff

The foundation of the university's success is its own staff. A strategic, professional approach to staff development helps the university to attract and retain staff with the skills and competencies needed to achieve its goals. A university should aim to create an environment in which staff can perform to the best of their ability in research or teaching. The institution should have a staff development-oriented plan (e.g., University of Georgia, University of Bristol) that should specify the following:

✓ Expectations of employees and employers regarding **continuous professional development;**

Due to changes in job descriptions, individual goals or regulations of the faculty/department/scientific unit, the staff development plan should also be updated. Appropriate changes must be made in the said plan and both parties - both the employee and the employer - must agree to it.

✓ **Means promoting personnel development;**

Necessary conditions for carrying out scientific/research activities by academic, scientific and invited personnel (material, financial resources and others).

✓ **Link between continuous professional development and institutional incentives;**

The university should offer incentives to academic, scientific and invited staff for continuous development and raising of professional culture, thus ensuring the increasing motivation of the staff and the productivity of work.

✓ **Transparent funding procedures;**

The University shall ensure funding for staff participation in various educational activities through an open, transparent and objective process. It should create equal opportunities for all employees.

✓ **A list of activities necessary for staff development, based on the needs of academic, scientific and invited staff.**

Trainings, business trips, training courses, conferences, exchange, international and/or local projects/researches/conferences, which serve to develop professional and/or teaching skills and/or to share and implement international experience at the local level.

Professional development - evaluation of programme implementers and analysis of results

The University shall regularly conduct evaluations of academic, scientific and invited staff and further analyze these evaluations, the results of which will be used for staff development and promotion/incentives. The university should evaluate the activities of the staff not only in the educational, but also in the research direction.

It is recommended that the higher education institution has developed a personnel evaluation policy, which will fully describe the procedures to be implemented, their goals and results. (e.g., Technical University, Aalto University of Munich). According to the relevant documents of the listed universities, the evaluation criteria should be based on the principles of transparency, predictability and compliance with international standards. Personnel evaluation may be carried out in three areas:

✓ **Research and/or creative and performing activities;**

Number of articles published in refereed journals and involvement in conferences with significant staff participation; International reputation (invitations from international conferences; prizes; awards; research fellowships; grants; interdisciplinary joint research projects; promotion of young scientists; patent applications, granted patents, commercialized patents, etc.)

✓ **Teaching;**

Quality of teaching (semester evaluation reports of students, evaluation of the dean/programme head); introduction/development of new teaching concepts; use of modern teaching methods;

supervision of bachelor's and master's theses; participation in international mobility; Participation in events necessary for professional development (e.g., trainings/conferences on teaching methods), etc.

✓ Academic involvement (activity in the scientific community, academic guidance, social involvement).

Dissemination of information about the results of its activities by personnel; Mentoring of junior colleagues; services provided for scientific/creative and development of society as a whole; active involvement in university management; Membership/chairmanship of university committees or councils, etc.

Evaluation of academic, scientific and invited staff can be done using several means:

✓ **Surveys;**

Surveys of the academic, scientific and invited staff, students, graduates, the head of the educational programme, the dean of the faculty, the head of the scientific unit, representatives of various structural units.

✓ **Analysis of personnel's personal affairs;**

✓ **Staff interview by a special commission.**

According to the document developed by ENQA, it is suggested that those involved in the design/development/evaluation of e-learning programmes should have knowledge of academic and technical aspects. A virtual learning environment should support a variety of methods and tools/mechanisms. Therefore, if necessary, HEI should ensure the training of the personnel implementing the programme in order to effectively use the electronic/distance teaching-learning/evaluation methods. For this purpose, it is possible for the institution to have electronic/distance learning guidelines, instructions, rules for conducting the process, rules for creating an electronic portal and placing information, which is used by the staff during the implementation of the processes. The staff can also be provided with targeted trainings or provided with international experience materials/manuals.

4.4 Material Resources

This component emphasizes the quantitative and qualitative provision of resources and their connection to the achievement of programme goals and learning outcomes. Taking into account the specifics of the educational programme/educational programmes grouped in a cluster, there must be an educational space equipped with appropriate inventory, including educational/scientific-research laboratories, inventory necessary for the implementation of the practical component, information-technological equipment or agreements signed with relevant institutions on the condition of proper use of the resources of this institution, appropriate supplies (reagents, teaching materials, etc.) that ensure the achievement of educational programme goals and learning outcomes, taking into account the appropriate number of students.

In relation to the immovable objects necessary for the implementation of the programme, the rightful ownership arises through a written transaction and registration of the right in the public register. Lawful

possession of fixed assets is certified by the extract from the Public Registry; In the institution, on the basis of the measurement drawing of the building, the training and support space necessary for the implementation of the programme should be distinguished. The academic area is considered to be the area used for learning and teaching purposes, namely: Academic auditoriums, conference halls, professor's offices (where professors provide counseling to students), teaching/scientific-research laboratories, library (not including the book depository), and other spaces based on the specifics of an educational programme. In order to obtain the rightful ownership of the movable items necessary for the implementation of the programme, it is necessary to have a transaction between the parties and the item to be transferred to the possession of the buyer. In this case, possession evidence is the agreement and actual possession and use of the item; The institution is obliged to provide appropriate written evidence (written contract, acceptance-handover act, invoice, document confirming long-term existence on the balance sheet (inventory results, etc.), written confirmation of the donor in the case of a verbally provided gift, etc.) to confirm the ownership rights of movable items.

It is significant to ensure safety protection in educational/scientific-research laboratories of the building/buildings necessary for the implementation of the programme, which is confirmed by relevant documentation (safety norms must be observed in educational/scientific-research laboratories, which implies, for example: existence of ventilation, having fire-fighting equipment and special clothing, etc.).

It is important that the material resources (immovable and movable items) owned or legally owned by the institution serve the educational goals of the institution and correspond to the requirements of the educational programme, research activities and the existing and/or planned number of students.

The institution must have the book fund necessary for the implementation of the programme and the documentation confirming the ownership of this fund. The library fund on print and electronic media required for the implementation of the programme should be diverse and updated in the wake of the current developments in the field to ensure the achievement of the learning outcomes of the educational programme and the implementation of research/scientific research activities. It is important that students have access to the latest scientific periodicals, international electronic library bases that allow them to get acquainted with the latest scientific data of the relevant direction/field to achieve the learning outcomes of the programme.

The university must have documentation confirming its involvement in the international electronic library network (agreement, memorandum, agreement, etc.), and the university must also monitor and analyze statistics on the use of electronic library databases.

It is important for the institution to take care of updating the library, material, information and digital resources of the programme; In accordance with the mentioned, continuous support will be provided with appropriate material resources of the programme, especially for the programmes of that field (for example: natural sciences, information and engineering programs, etc.), which require dynamic change and renewal at certain intervals.

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

The budget of the educational programme/clustered educational programmes/faculty/school should include the support of the programme by the HEI.

The allocation of financial resources for the programme provided for in the HEI budget should be economically achievable. It is desirable to have diversified sources of financing that ensure adequate and effective risk management. The university must have documented information about the existence of funding sources. The documentation provided should reflect information on the remuneration and other expenses of the academic, visiting and/or administrative staff involved, as well as relevant sources of income. Also, the costs should include the provision of activities considered by the programme (e.g., participation in conferences; publication of articles in international journals; renewal of the book fund; professional development of personnel, etc.).

5. Teaching Quality Enhancement Opportunities

The internal quality assurance system (processes and procedures) is one of the main responsibilities of the HEI. Its purpose is to ensure the implementation of an academic programme of appropriate quality. In each specific case, the internal quality assurance system depends on the context and scope of the HEI. For an internal quality assurance system to be effective, it must be implemented with broad involvement, communication with various stakeholders, and, most importantly, efficient use of resources. The internal quality assurance system is an integral part of the day-to-day functioning of HEI.

5.1 Internal Quality Assessment

Higher Education Institutions should establish internal quality assurance processes and systems for their academic programmes that allow for feedback from different stakeholders (e.g. students, graduates, academic staff, industry, etc.). Such a system would allow the HEI to evaluate the programme from different perspectives and identify both strengths and weaknesses.

Based on the internal quality assurance processes and procedures, the HEI shall implement the following:

- Evaluate your programme using both direct and indirect methods. Higher education institutions should collect data that reflect student achievement in outcome-based tasks, activities, etc. Compare assessment results with relevant target benchmarks. It also collects other data (e.g., student satisfaction, student/graduate employment rates, etc.) to indirectly evaluate the programme.
- Use different methods (e.g., social sciences, education, etc.) to collect data that describe the teaching and learning processes used within the academic programme.
- Collect both quantitative and qualitative data for programme evaluation (e.g., student progression and programme completion rates, status suspension and termination rates, graduate employment rates, feedback from students, employers, etc.).
- Design and develop reliable and valid data collection instruments (e.g., questionnaires, protocols, etc.).
- Undertake programme evaluation with the involvement of stakeholders both within and outside

the university.

HEI must uphold academic integrity in the programme evaluation process. Any instance of data falsification or manipulation will cause irreparable damage and jeopardize internal quality assurance processes and procedures.

The quality assurance processes and procedures implemented by the HEI must fulfill its purpose. Quality assurance processes and procedures must be efficiently planned and implemented in terms of both resources used and time spent. To ensure the effectiveness of programme evaluation, it is desirable that the HEI be guided by such a resource as, for example, the Joint Committee on Standards for Educational Evaluation (JCSEE).

http://www.jcsee.org/program-evaluation-standards-statement

Programme staff must analyze and interpret assessment data/results and identify strengths and weaknesses of the academic programme. They have to make a decision on how to overcome the identified shortcomings. It is desirable that a clear system of information exchange between university structures, staff and decision-making bodies is in place at the University in order to communicate improvements in the academic programme to interested parties and/or to develop appropriate plan(s) for programme improvement.

The programme self-evaluation report prepared by the HEI should be created with the involvement of both academic and administrative staff. As a rule, the full composition of the academic staff and representatives of the relevant administrative bodies are involved in the mentioned process. Their involvement may include various activities:

- Participation in focus groups and interviews concerning the particular standard/component/requirement;
- Direct participation in the drafting and reviewing self-evaluation report;
- Delivery of evidences/data which are described in the self-evaluation report or attached to it.

The preparation of programme self-evaluation is a systematic process which occurs periodically and aims both to assess the academic programme against established standards and to receive formal feedback from external evaluators (compare monitoring below). In the process of self-evaluation, the HEI (its quality assurance service and programme staff) focuses on:

- Essential strengths and weaknesses identified regarding standards;
- Processes and procedures used to evaluate the academic programme effectively.
- Makes informed decisions based on the results of programme evaluations, including appropriate interventions, improvement plans, etc.

The self-evaluation process is a good way for the university to receive and gather feedback from internal and external stakeholders (e.g., industry, partners, external experts, etc.) about the programme. The university must reflect how it has eliminated (or plans to eliminate) the deficiencies identified in the self-evaluation process.

Quality assurance is based on the principle - "Plan, Do, Check, Act", thus showing that it is constantly concerned with improving the quality of the programme.

The institution should ensure the creation of an appropriate environment for the achievement of learning outcomes and ensure the existence of appropriate mechanisms to maintain quality in the conditions of remote/electronic processes. In order to monitor and evaluate the educational process implemented electronically/remotely, the HEI must ensure the adaptation of internal quality assurance mechanisms and their proper implementation.

5.2 External Quality Assurance Assessment

External quality assurance processes include formal evaluation of the programme by external experts (this can be local or international professionals with relevant knowledge) based on the programme's self-evaluation report. Such evaluation is carried out against the standards set by the relevant national or international agency. The external self-evaluation process can end with recommendations for the future development of the academic programme. It is important that recommendations for future development are discussed within the framework of the HEI, and also ways of improvement are defined or an action plan is developed. Such an action plan may include specific interventions, responsible authorities/staff/faculty, time frame, etc.

HEI may consider it appropriate to conduct an external evaluation of the academic programme (other than the institutional and programmatic accreditation evaluation processes determined by the quality agency) as part of its internal quality assurance processes and procedures. In case of need, it is recommended for the programme to use a formative peer review (by Georgian and/or foreign colleagues employed in other HEIs/scientific research institutes) to improve the programme/research environment.

5.3 Programme Monitoring and Periodic Review

Academic programme monitoring is an ongoing process that is an integral part of internal quality assurance processes and procedures. It helps in identifying trends in the academic programmes of the HEI, identifying their needs, implementing appropriate interventions and/or planning interventions. In general, monitoring helps the university to maintain an appropriate level of education and create a supportive, educational environment. The monitoring system allows the HEI to:

- focus on specific criteria (e.g., student satisfaction and expectations, enrollment, progress and completion rates, employment rates, etc.) to effectively evaluate the academic programme;
- Collect reliable and valid data (both quantitative and qualitative) for programme evaluation and report findings (e.g., trends identified, strengths and areas for improvement);
- Be data-driven and, when necessary, make informed decisions regarding programme improvements, including the development of appropriate interventions and/or action plans aimed at addressing identified challenges.

It is desirable that the HEI establish programme monitoring processes that support its external evaluation. The Higher Education Institution decides the scope of evaluation, which can vary from full evaluation of the academic programme to feedback on its specific aspect, component, procedure, etc. A peer review

process is successful when it is followed by constructive feedback. Based on the feedback, the University improves or plans improvements to the programme.

Higher education institutions may decide to use lecture observations as an internal quality assurance strategy. The university itself decides which lectures will be observed and how often. To ensure effective observation, students should plan the process well in advance of the lecture. It is recommended that the university develop a lecture observation form to capture observer feedback. It is good practice to inform academic staff in advance that they will be observed. Observation is effective when the observer's feedback is constructive and timely.

An internal quality assurance system allows students to evaluate a compulsory course at the end of the semester. The primary purpose of such evaluations is to provide course instructors with student feedback that will assist them in future course development. The university itself decides what methods and means will be used by the students to evaluate the course. When evaluating a training course, the HEI must take into account the issue of privacy.

In the quality assurance development section.

Student evaluation of courses is more effective when it is complex (e.g., allows students to focus on different aspects of the course, such as course administration, workload, resources, etc.) and timely.

The Higher Education Institution should periodically analyze the academic programme according to the best international practices in the field. It is recommended to use this approach to understand the current trends in the teaching and learning of the given field so that the programme is up-to-date. The university itself decides how to implement the programme. It may consider the programme's learning outcomes, structure, content, and/or other aspects of the programme.

The students of the master's/doctoral programme, in addition to the evaluation of the educational components, also evaluate the implementation of the scientific-research component and scientific supervision; The quality assurance of the scientific-research component should also be implemented by the institution, which will be an incentive in the development of the quality assurance of the scientific-research component for master's and doctoral educational programmes.