Annex №1

Self-Evaluation Report
for the Accreditation of a Higher Education Programme

[Name of the educational programme, level]
[Name of the higher education institution]
[Date of completion of the self-evaluation report]

[Logo of the higher education institution]

1. Information about the Higher Education Institution[1]

Name of the institution	
Organisational-legal form	
Type of institution	
Identification code	

[1] In the case of a joint higher education programme: the institutions implementing the joint higher education programme shall be indicated; in the case of a higher education institution recognised under the legislation of a foreign country, the name in English shall also be indicated. For a higher education institution recognised under the legislation of a foreign country, indicating the "identification code of the institution" and the "type of institution" is not mandatory.

2. Contact Information

Address of the institution (street, №, city/municipality, postal code, country)	
Website of the institution	
E-mail of the institution	
Head of the institution	
Telephone	
E-mail address	
Head(s) of the main educational unit(s) (faculty/school)	
Telephone	
E-mail address	
Head(s) of the programme	
Telephone	
E-mail address	
Head(s) of the quality assurance service of the institution and/or of the main educational unit(s)	
Mobile telephone	
E-mail address	

3. Information about the Educational Programme

Name of the programme (in Georgian and English)	
Previous name of the programme (in case of re-accreditation)	
Level of higher education	
Corresponding level according to the National Qualifications Framework	
Language of instruction	

Name of the qualification to be awarded (in Georgian and English)[2]	
Indication of the right to teach the subject(s)/subject group of the corresponding level of general education (in the case of an integrated bachelor's-master's teacher training educational programme or a teacher training educational programme)	
Name and code of the narrow field according to the Classifier of Fields of Study	
Name and code of the narrow field according to ISCED-F 2013	
Number of ECTS credits	
Place(s) of implementation of the programme (street, №, city/municipality, academic building №, postal code, country)	
Status of the programme (new/non-accredited/accredited/conditionally accredited/international accreditation)[3]	
If the programme is implemented in a non-accredited or accredited mode, indicate the date and number of the relevant decision	
Expiry date of the accreditation/conditional accreditation	
Additional admission requirements for the programme (in the case of an arts-creative and/or sports educational programme: passing a creative round/internal competition; in the case of any other programme: specific requirements for admission to / implementation of the programme)	

[2] Where a joint higher education programme is implemented together with a higher education institution recognised under the legislation of a foreign country and the wording of the qualification to be awarded differs, it shall be indicated separately for each institution.

[3] In the case of accreditation granted by a foreign organisation with the relevant competence recognised by the LEPL – National Center for Education Quality Enhancement, information on the accreditation granted by the foreign organisation shall be indicated, as well as on the Center's recognition of the relevant decision.

* Quantitative data on the educational programme shall be filled in according to Annex №1 attached to the self-evaluation.

4. Brief Overview of the Educational Programme

Please indicate since when the educational programme has been implemented, when it was accredited or added through authorisation, and also when the programme began to operate. Please describe the main/distinctive features of the educational programme and indicate the main changes made to the programme after the last accreditation and before the preparation of the self-evaluation (no more than 500 words).

5. Self-Evaluation Group and Description of the Self-Evaluation Process

Describe the composition of the self-evaluation group, their areas of responsibility, and the course of the self-evaluation process as a whole (no more than 500 words).

6. Assessment of Compliance with the Standards

The self-evaluation form should reflect the institution's in-depth description, analysis and critical view of the educational programme, as well as the ways and means of improving the activities of the educational programme and of the higher education institution. The self-evaluation must be analytical in nature, stylistically polished, and written clearly and comprehensibly. Each statement made by the institution in the self-evaluation form must be properly argued and based on relevant evidence and on quantitative and qualitative data. For greater clarity of statistical data and other factual information, the institution may insert into the text, as inserts, appropriate graphic images/diagrams and links relevant to the context.

In order for the institution to be recognised as an accreditation applicant, it is necessary that the self-evaluation form submitted by the institution be completed in full. The self-evaluation form is considered to be completed in full if:

- each mandatory field provided for by the self-evaluation form is filled in (where, with regard to a specific issue, the institution does not hold precise information at the time of the self-evaluation, an explanation is given in the relevant field);
- the information presented in the self-evaluation form directly responds to the requirements set out in the evaluation criteria of the relevant standard component;
- when substantiating the information presented in the self-evaluation form, the lists of documents and types of information indicated in the evidence/indicators column of the standards document have been taken into account;
- for each standard, the strengths and areas for improvement of the educational programme are presented, taking into account each component of the standard.

Please note: incomplete completion and submission of the self-evaluation form is grounds for determining a deficiency in the application.

1. Objectives of the Educational Programme, Learning Outcomes and the Programme's Compliance with Them

The programme has clearly formulated objectives and learning outcomes that are logically linked to each other. The objectives of the programme correspond to the mission, goals and strategic plan of the higher education institution. The learning outcomes of the programme are continuously assessed in order to improve the programme. The content and the consistent structure of the programme ensure the achievement of the set objectives and expected learning outcomes.

Educational programmes grouped in a cluster are logically linked to each other, taking into account the content of the field of study, and develop in accordance with the levels of higher education.

1.1 Programme Objectives

The programme objectives take into account the specifics of the field of study, the level and the educational programme, and reflect the knowledge, skills and competences of the graduate the programme prepares and the contribution it makes to the development of the field and of society.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

1.2. Programme Learning Outcomes

- ➢ The programme learning outcomes are logically linked to the programme objectives and to the specifics of the field of study.
- ➢ The programme learning outcomes describe the knowledge, skills and/or responsibility and autonomy that the student acquires upon completion of the programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- o *List the evidence/indicators relevant to the component, specifying the relevant documents.*

1.3 Mechanism for Assessing the Programme Learning Outcomes

- ➢ Mechanisms for assessing the programme learning outcomes are defined. The process of assessing the programme learning outcomes includes the determination, collection and analysis of the data necessary to measure the learning outcomes.
- ➢ The analysis of the assessment of the programme learning outcomes is used to improve the programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- o *List the evidence/indicators relevant to the component, specifying the relevant documents.*

1.4 Structure and Content of the Educational Programme

- ➢ The programme has been developed using the methodology for the planning, development and enhancement of educational programmes in force at the higher education institution.
- ➢ The structure of the programme is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is consistent with the content and learning outcomes of the programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- o *List the evidence/indicators relevant to the component, specifying the relevant documents.*

1.5. Course/Subject

- ➢ The content of the course/subject and the number of credits ensure the achievement of the learning outcomes defined by this course/subject.
- ➢ The content and learning outcomes of the courses/subjects of the main field ensure the achievement of the programme learning outcomes.
- ➢ The study materials indicated in the syllabus ensure the achievement of the programme learning outcomes.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

Strengths and Areas for Improvement

Please present the strengths and areas for improvement of the educational programme, as well as the activities planned to develop the areas for improvement, in relation to the requirements of the components of this standard.

Strengths

✓

Areas for improvement

✓

Activities and deadlines planned for developing the areas for improvement

✓

2. Teaching Methodology and Organisation, Adequacy of the Evaluation of Programme Mastery

The prerequisites for admission to the programme, the teaching-learning methods and the assessment of students take into account the specifics of the programme's field of study, the requirements of the level and the needs of students, and ensure the achievement of the objectives and expected learning outcomes set by the programme.

2.1. Prerequisites for Admission to the Programme

The higher education institution has defined appropriate, transparent, fair, public and accessible prerequisites and procedures for admission of persons to the programme, which ensure the enrolment of persons with the relevant knowledge and skills in order to achieve the programme learning outcomes.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

2.2. Development of Practical, Scientific/Research/Creative/Performance and Transferable Skills

In accordance with the learning outcomes, the programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

2.3. Teaching-Learning Methods

The programme is implemented using student-centred teaching-learning methods. The teaching-learning methods correspond to the level of study, the content of the course/subject and the learning outcomes, and ensure their achievement.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

2.4. Assessment of Students

The assessment of students is carried out in accordance with established procedures, is transparent, reliable and consistent with legislation.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

Strengths and Areas for Improvement

Please present the strengths and areas for improvement of the educational programme, as well as the activities planned to develop the areas for improvement, in relation to the requirements of the components of this standard.

Strengths

✓

Areas for improvement

✓

Activities and deadlines planned for developing the areas for improvement

✓

3. Student Achievements and Individual Work with Students

The programme ensures the creation of a student-centred environment by offering relevant services; promotes maximum information of students, carries out diverse activities and facilitates students' involvement in local and/or international projects; for master's and doctoral students, scientific supervision of adequate quality is ensured.

3.1 Counselling and Support Services for Students

The student receives counselling and support on planning the study process, improving academic achievement and career development from persons involved in the programme and/or from structural units of the institution. The student also has the opportunity to make their learning process diverse and receives relevant information and recommendations about this from persons involved in the programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

3.2. Supervision of Master's and Doctoral Students

- The scientific supervisor appropriately supports master's and doctoral students in the successful implementation of the scientific-research component.
- The ratio of students to supervisors in master's and doctoral programmes ensures that scientific supervision is carried out appropriately.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

Strengths and Areas for Improvement

Please present the strengths and areas for improvement of the educational programme, as well as the activities planned to develop the areas for improvement, in relation to the requirements of the components of this standard.

Strengths

✓

Areas for improvement

✓

Activities and deadlines planned for developing the areas for improvement

✓

4. Provision of Teaching Resources

The human, material, informational and financial resources of the educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- The programme is implemented by persons with the relevant qualifications, who have the competence necessary to produce the learning outcomes provided for by the programme.
- The number and workload of the academic/scientific and invited staff implementing the programme ensure the proper conduct of the study process defined by the educational programme, as well as the due performance of their scientific-research/creative/performance activities and other functions assigned to them. The quantitative indicators relating to academic/scientific/invited staff ensure the sustainability of the programme.
- The head of the programme has the knowledge and experience necessary for developing the programme, as well as appropriate competence in the field of study of the programme, and is directly involved in the implementation of the programme.
- The students of the programme are provided by the institution with administrative and support staff of an adequate number and with relevant competence.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

4.2 Qualification of the Supervisor of Master's and Doctoral Students

The master's and doctoral student has a qualified supervisor/supervisors and, where necessary, a co-supervisor/co-supervisors who have relevant scientific-research experience in the field of the research.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

4.3. Professional Development of Academic, Scientific and Invited Staff

- The institution regularly evaluates the staff involved in the programme and analyses the results.
- The higher education institution takes care of the professional development of academic, scientific and invited staff, and also facilitates their scientific/research activities.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

4.4. Material Resources

The programme is provided with the necessary infrastructure, information resources relevant to the field of study and technical equipment required to achieve the learning outcomes provided for by the educational programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

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

The allocation of financial resources provided for in the budget of the programme/faculty/school is economically achievable and corresponds to the needs of the programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

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Strengths and Areas for Improvement

Please present the strengths and areas for improvement of the educational programme, as well as the activities planned to develop the areas for improvement, in relation to the requirements of the components of this standard.

Strengths

✓

Areas for improvement

✓

Activities and deadlines planned for developing the areas for improvement

✓

5. Opportunities for Developing Teaching Quality

In order to develop teaching quality, the programme uses internal and external quality evaluations and conducts periodic monitoring and evaluation of the programme. It collects and analyses relevant information for making appropriate decisions and for development.

5.1 Internal Quality Evaluation

The staff involved in the programme cooperate with the internal quality assurance service/staff in planning the programme quality evaluation process, developing evaluation instruments and carrying out the evaluation, and use the results of the quality evaluation to improve the programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

5.2 External Quality Evaluation

The programme regularly uses the results of external quality evaluations.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

5.3. Monitoring and Periodic Evaluation of the Programme

Monitoring and periodic evaluation of the programme are carried out through the systematic collection, processing and analysis of information, with the involvement of academic, scientific, invited, administrative and support staff, students, graduates, employers and other stakeholders. The evaluation results are used to improve the programme.

Description and Analysis of the Educational Programme

Describe, analyse and evaluate the compliance of the educational programme with the requirements of this component of the standard

Evidence/Indicators

- *List the evidence/indicators relevant to the component, specifying the relevant documents.*

Strengths and Areas for Improvement

Please present the strengths and areas for improvement of the educational programme, as well as the activities planned to develop the areas for improvement, in relation to the requirements of the components of this standard.

Strengths

✓

Areas for improvement

✓

Activities and deadlines planned for developing the areas for improvement

✓

List of Information and/or Documentation to be Submitted[4,5]

EN	Self-evaluation report;
EN	Educational programme and syllabi;[6][7]
EN	List of staff implementing the educational programme, indicating the teaching and scientific-research components (course, practice component, doctoral thesis, performance work, etc.);
EN	Methodology for planning, development and enhancement of the educational programme
EN	Mechanism for assessing the programme learning outcomes;
EN	Documentation confirming the qualifications of academic, invited and scientific staff; CVs (the CV must include a list of scientific works published over the last 10 years);
	Functions and duties of the head of the programme, as well as of the master's and doctoral student supervisors and administrative staff (sample contract);
	In the case of a master's and doctoral programme, the list of master's/doctoral theses defended over the last 5 years (please indicate for each thesis: title, year of defence, supervisor, grade) (before the visit to the institution, the expert panel will request several theses, which the institution must submit);
	Document analysing labour market and employer requirements and/or relevant information (except for the educational programme of Georgian language training);
	Relevant contracts/memoranda with economic agents and/or practice facilities;
EN	Budget of the educational programme/faculty/school;
EN	Regulations of the master's and/or doctoral studies and of the dissertation council and/or the document regulating the formation and activities of the dissertation commission;
	Current semester workload of academic, scientific and invited staff (according to the data of the Higher Education Management Information System);
EN	Analysis of the results of internal and external quality assurance evaluations;
	Forms of surveys of students/graduates/employers/staff conducted by the institution, survey results and information on their use;
	Report on the assessment of the programme learning outcomes (if available);
	Results of the evaluation of staff activities (quality of teaching and research, international mobility indicator, etc.), including the activities of supervisors of master's and doctoral theses.

[4] It is advisable that the documentation be presented in such a way that it is easy to use during the evaluation process. It is also advisable that the documentation attached to the self-evaluation be presented consecutively, in accordance with the annexes listed on this page. It is desirable that, next to each annex, it be indicated in which document the relevant information and/or document can be found.

[5] Documents marked with **EN** must also be submitted in English.

[6] Number of syllabi (mandatory courses) to be submitted in English: 15 – bachelor's, 10 – master's, 5 – doctoral, 25 – integrated/one-cycle (except the one-cycle educational programme of Doctor of Medicine) educational programme. In the case of the one-cycle educational programme of Doctor of Medicine, or of a joint higher education programme planned to be implemented in cooperation with a higher education institution(s) recognised under the legislation of a foreign country, the application must be accompanied by the syllabus of each course/subject of the programme in English.

[7] **Until 1 January 2023, in the case of a regulated academic higher education programme submitted for accreditation (except the one-cycle educational programme of Doctor of Medicine), the educational programme without syllabi must be submitted in English.**