Annex No. 2

Self-Evaluation Report for the Accreditation of Educational Programs Grouped in a Cluster of Educational Programs

[Names and levels of the educational programs]

[Name of the higher education institution] [Date of completing the self-evaluation report]

Logo of the higher education institution

1. Information about the higher education institution

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

2. Contact information

Address of the institution (street, No., 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 programs – Program 1[1]	
Telephone	
E-mail address	
Head(s) of the programs – Program 2	
Telephone	
E-mail address	
Head(s) of the programs – Program 3	
Telephone	
E-mail address	
Head(s) of the programs – Program 4	
Telephone	
E-mail address	
Head(s) of the quality assurance service of the institution and/or the main educational unit(s)	
Mobile telephone	
E-mail address	

3. Information about the educational programs[2]

Program 1

Name of the program (in Georgian and English)	
Level of higher education	
In the case of an operating program, the previous name of the program	
Qualification level according to the National Qualifications Framework	
Language of instruction	
Name of the qualification to be awarded (in Georgian and English)	
Indication of the right to teach the subject(s)/subject group of the relevant level of general education (in the case of an integrated bachelor's-master's teacher training program or a teacher training program)	
Name and code of the detailed field according to the Classifier of Fields of Study	
Name and code of the detailed field according to ISCED-F 2013	
Number of ECTS credits	
Place(s) of program delivery (building No.; street No., city/municipality; country)	
Program status (new/non-accredited/accredited/conditionally accredited/internationally accredited[3])	
If the program is delivered in a non-accredited or accredited mode, the date and number of the relevant decision are indicated	
Expiry date of accreditation/conditional accreditation	
Additional conditions for admission to the program (in the case of an artistic-creative and/or sports educational program, passing a creative round/internal competition; in the case of other programs, specific requirements for admission to the program/for program delivery)	

[Repeat the table above for each program of the cluster: Program 2, Program 3, etc.]

* The quantitative data of the educational program are filled in according to Annex No. 1 attached to the self-evaluation.

4. Brief overview of the educational programs grouped in the cluster

Please indicate since when the educational programs grouped in the cluster have been delivered and when they were accredited or added through authorization, as well as when the program started functioning. Please also describe the main characteristics of the educational programs, indicate how they are connected to each other in terms of content, and what major changes were made in the programs after the last accreditation and before the self-evaluation was prepared (no more than 1500 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 800 words).

6. Evaluation of compliance with the standards

The self-evaluation form must reflect the institution's in-depth description, analysis and critical view of the cluster of educational programs, as well as the ways and means of improving the activities of the educational programs and the HEI. The self-evaluation must be analytical in nature, stylistically sound, and written clearly and understandably. 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 use in the text, as inserts, appropriate graphic images/diagrams and links relevant to the context.

In order for an institution to be recognized as an accreditation seeker, the self-evaluation form submitted by the institution must be fully completed. The self-evaluation form is considered fully completed if:

- each mandatory field provided for by the self-evaluation form is filled in (where, with respect to a specific issue, the institution does not have specified 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 component of the standard;
- when confirming the information presented in the self-evaluation form, the list of documents and types of information indicated in the evidence/indicators column of the standards document has been taken into account;
- for each standard, the strengths and areas for improvement of the educational program are presented, taking into account each component of the standard.

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

1. Purpose of the educational program, learning outcomes, and the program's compliance with them

The program has clearly formulated objectives and learning outcomes that are logically linked to each other. The program objectives are consistent with the mission, goals and strategic plan of the higher education institution (HEI). The program's learning outcomes are continuously evaluated for the purpose of improving the program. The content and coherent structure of the program ensure the achievement of the set objectives and the expected learning outcomes.

The educational programs grouped in the cluster are logically connected to each other, taking into account the content of the field of study, and are developed in accordance with the levels of higher education.

1.1 Program objectives

The program objectives take into account the specifics of the field of study, the level and the educational program, and reflect what knowledge, skills and competencies the graduates of the program are trained to have and what contribution the program makes to the development of the field and society.

Description and analysis of the cluster

Describe, analyze and evaluate the compliance of the educational programs grouped in the cluster with the requirements of this component of the standard

Describe, analyze and evaluate the compliance of each educational program grouped in the cluster with the requirements of this component of the standard. You may also indicate information on the educational program that differs from the common and main characteristics of the cluster: [4, 5]

Description and analysis – Program name and level

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Evidence/indicators

o List the evidence/indicators relevant to the component, indicating the relevant documents.

1.2. Program learning outcomes

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

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1.3 Mechanism for evaluating the program's learning outcomes

- Mechanisms for evaluating the program's learning outcomes are defined. The process of evaluating the program's learning outcomes includes defining, collecting and analyzing the data needed to measure the learning outcomes.
- The analysis of the evaluation of the program's learning outcomes is used to improve the program.

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Evidence/indicators

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

1.4 Structure and content of the educational programs

- The program has been developed using the methodology for planning, developing and improving educational programs in effect at the HEI.
- The structure of the program is coherent and logical. The content and structure ensure the achievement of the program's learning outcomes. The qualification to be awarded corresponds to the content and learning outcomes of the program.

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Evidence/indicators

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1.5. Course/subject

- The content and the number of credits of the course/subject ensure the achievement of the learning outcomes defined for that course/subject.
- The content and learning outcomes of the courses/subjects of the main field ensure the achievement of the program's learning outcomes.
    - The study material indicated in the syllabus ensures the achievement of the program's learning outcomes.

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Evidence/indicators

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Strengths and areas for improvement

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

2. Teaching methodology and organization, adequacy of the evaluation of program mastery

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

2.1. Prerequisites for admission to the program

The HEI has defined appropriate, transparent, fair, public and accessible prerequisites and procedures for admitting persons to the program, which ensure the enrollment in the program of persons with the relevant knowledge and skills for achieving the program's learning outcomes.

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Evidence/indicators

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2.2. Development of practical, scientific/research/creative/performance and transferable skills

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

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Evidence/indicators

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2.3. Teaching and learning methods

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

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2.4. Student assessment

Student assessment is carried out according to established procedures, is transparent, reliable and in compliance with legislation.

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Evidence/indicators

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Strengths and areas for improvement

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

3. Student achievements and individual work with students

The program ensures the creation of a student-centered environment by offering appropriate services; promotes the maximum possible informing of students, carries out diverse activities and promotes student involvement in local and/or international projects; for master's and doctoral students, scientific supervision of appropriate quality is ensured.

3.1 Student counseling and support services

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

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Evidence/indicators

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3.2. Supervision of master's and doctoral students

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

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Strengths and areas for improvement

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

4. Provision of teaching resources

The human, material, informational and financial resources of the educational program/the educational programs grouped in the cluster ensure the sustainable, stable, efficient and effective functioning of the program and the achievement of the set objectives.

4.1 Human resources

- The program is delivered by persons with appropriate qualifications who have the competence necessary to produce the learning outcomes envisaged by the program.
- The number and workload of the academic/scientific and invited staff delivering the program ensure that the teaching process defined by the educational program is conducted properly, and that their scientific-research/creative/performance activities and other duties assigned to them are duly performed. The quantitative indicators related to academic/scientific/invited staff ensure the sustainability of the program.
- The head of the program has the knowledge and experience necessary for developing the program, as well as appropriate competence in the program's field of study, and is directly involved in the delivery of the program.
- The students of the program are provided by the HEI with administrative and support staff of an appropriate number and with relevant competence.

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Evidence/indicators

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4.2 Qualification of the supervisor of a master's and doctoral student

A 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.

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Evidence/indicators

o List the evidence/indicators relevant to the component, indicating the relevant documents.

4.3. Professional development of academic, scientific and invited staff

- The institution regularly evaluates the staff involved in the programs and analyzes the results.
- The HEI cares about the professional development of academic, scientific and invited staff, and also supports their scientific/research activities.

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Evidence/indicators

o List the evidence/indicators relevant to the component, indicating the relevant documents.

4.4. Material resources

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

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Evidence/indicators

o List the evidence/indicators relevant to the component, indicating the relevant documents.

4.5. Budget of the program/faculty/school and financial sustainability of the program

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

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Evidence/indicators

o List the evidence/indicators relevant to the component, indicating the relevant documents.

Strengths and areas for improvement

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

5. Opportunities for developing teaching quality

For the purpose of developing teaching quality, the program uses internal and external quality evaluations and subjects the program to periodic monitoring and evaluation. It collects and analyzes relevant information in order to make and develop appropriate decisions.

5.1 Internal quality evaluation

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

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5.2 External quality evaluation

The program regularly uses the results of external quality evaluations.

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Evidence/indicators

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5.3. Monitoring and periodic evaluation of the programs

Monitoring and periodic evaluation of the programs 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 results of the evaluation are used to improve the program.

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Strengths and areas for improvement

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

List of information and/or documentation to be submitted for the educational programs grouped in the cluster [6, 7]

- **[EN]** Self-evaluation report of the cluster of educational programs;
- **[EN]** Educational program and syllabi; [8, 9]
- **[EN]** List of the staff delivering the educational program, indicating the teaching and scientific-research components (course, practice component, doctoral thesis, performance work, etc.);
- **[EN]** Methodology for planning, developing and improving educational programs;
- **[EN]** Mechanism for evaluating the program's learning outcomes;
- **[EN]** Documentation confirming the qualifications of academic, invited and scientific staff, and CVs (the CV must list the scientific works published during the last 10 years);
- Functions and duties of the program head, of the master's and doctoral student supervisors, and of the administrative staff (sample contract);
- In the case of master's and doctoral programs, the list of master's/doctoral theses defended during the last 5 years (please indicate the thesis title, year of defense, supervisor and grade) (before the visit to the institution, the expert panel will request several theses, which the HEI must submit);
- Document analyzing the labor market and employer requirements and/or relevant information (except for the Georgian language training program);
- Relevant contracts/memoranda with economic agents and/or practice sites;
- **[EN]** Budget of the educational program/cluster of educational programs/faculty/school;
- **[EN]** Regulation of the master's and/or doctoral program 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 the surveys of students/graduates/employers/staff conducted by the HEI, the survey results and information on their use;
- Report on the evaluation of the program's learning outcomes (if available);
- Results of the evaluation of staff activities (teaching and research quality, international mobility indicator, etc.), including the activities of the supervisors of master's and doctoral theses.

Notes

1. According to the number of programs, the appropriate number of rows must be added.
2. No more than 8 educational programs may be grouped in a cluster.
3. In the case of accreditation granted by a foreign organization with relevant competence recognized by the LEPL National Center for Education Quality Enhancement, information is provided about the accreditation granted by the foreign organization, as well as about the Center's recognition of the relevant decision.
4. This information is indicated separately for individual programs.
5. Indicating this information is mandatory for individual programs, except for those components where, according to the report form, the information is indicated if necessary.
6. It is advisable to present the documentation 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 according to the annexes listed on this page. It is desirable to indicate next to each annex in which document the relevant information and/or document can be found. In addition, it is advisable that information on the educational programs grouped in the cluster be gathered technically in separate spaces, while the common documentation/information be given in one space.

7. Documents marked "EN" must also be submitted in English.
8. The number of syllabi (compulsory courses) to be submitted in English is: 15 for bachelor's, 10 for master's, 5 for doctoral, and 25 for an integrated/single-cycle educational program; in the case of teacher training or veterinary training educational programs, the syllabus of each course/subject of the program must be attached to the application in English.
9. Before 1 January 2023, for bachelor's, master's, single-cycle and regulated higher education programs grouped in a cluster for the purpose of obtaining accreditation, the educational program must be submitted in English without the syllabi.