NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Program

Bachelor Academic Program of Public Administration

LEPL – Samtskhe-Javakheti State University

Evaluation Date: 16/05/2023

Report Submission Date: 19/06/2023

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Samtskhe-Javakheti State University; LEPL
Identification Code of Institution	424066977
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Handke, Stefan (Prof. Dr.) HTW Dresden University of Applied Sciences, Germany
Member (Name, Surname, HEI/Organisation, Country)	Davitashvili, Nino, Decentralisation and Local Governance Program Lead, Social Policy Officer at UNICEF Georgia
Member (Name, Surname, HEI/Organisation, Country)	Parsadanishvili, Nino (Dr. iuris), Head of Migration Competence Center, Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Pataraia, Nino, LTD - European University, Georgia
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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education program

Name of Higher Education Program (in Georgian)	საჯარო მმართველობა
Name of Higher Education Program (in English)	Public Administration
Level of Higher Education	I
Qualification to be Awarded[2]	Bachelor of Public Administration
Name and Code of the Detailed Field	0413 Management and Administration
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	-
Language of Instruction	Georgian
Number of ECTS credits	240
Program Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Conditionally Accredited №782156; 08/07/2022
Additional requirements for the program admission (in the case of an art-creative and/or sports educational program, passing a creative tour/internal competition, or in the case of another program, specific requirements for admission to the program/implementation of the program)	-

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[2] In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

[3] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ **General Information on Education Program[4]**

The Bachelor academic program of "Public Administration" of the LEPL Samtskhe-Javakheti State University was accredited based on the Resolution N379, September 13, 2012, of the Accreditation board and since that it has been implementing without termination.

Since 2012 all the recommendations of the experts were considered in the program, based on which the program was modified. The compulsory and additional study resource were updated regularly. The innovations were integrated in the educational program and academic course syllabuses by certain intervals in accordance with the regulating documents. A Bachelor Program of Public Administration was submitted for re-accreditation in December of 2021. Based on the Resolution №782156 of the Accreditation Board as of 08.07.2022, the program was awarded with conditional accreditation.

The goals of the program reflect the knowledge, abilities and competencies which be gained by the graduate of the program and the contribution to the field of public administration and public development.

▪ **Overview of the Accreditation Site Visit**

The assessment of the university and the degree program "Public Administration" was conducted based on comprehensive and detailed documents. Interviews were held with all status groups of the university, graduates and representatives of professional practice during an on-site visit on 16 May 2023. The intense discussions were suitable to address all open questions of the expert group and to receive convincing answers.

• **Brief Overview of Education Program Compliance with the Standards**

Following a revision based on the previous accreditation, the degree programme meets the expectations of a university degree programme in public administration. All the quality standards are fully met.

Standard 1: Compliant
Standard 2: Compliant
Standard 3: Compliant
Standard 4: Compliant
Standard 5: Compliant

▪ **Recommendations**

  o None

▪ **Suggestions for Program Development**

  o The HEI should elaborate more in detail and illustrate exemplarily, which career in public administration and which level of public service the program addresses.

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[4] When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- Provided that the program prepares students for an immediate career in the public service, it should include more practical experience than only the equivalent of 10 ECTS.

- The topics of digitization and digital transformation and relevant competences should be strengthened in the curriculum.

- It is suggested to take proactive measures to increase the number of individuals with a Doctoral degree in the relevant field of study.

- It is suggested that the program head conducts regular reality checks to assess the progress of public administration reform (PAR) and the actual requirements of the municipality in terms of workforce and service providers.

- It is suggested to encourage staff to participate in public administration conferences.

- To foster a culture of academic engagement and knowledge dissemination among the staff, it is suggested that the university considers establishing a dedicated Public Administration Research Center, similar to their existing Child Rights Center.

- It is strongly suggested to strengthen and improve the social guarantees provided to the personnel of the university.

- The international relationship department of the university should continue to actively collaborate with academic personnel and students to enhance internationalization efforts.

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- **Brief Overview of the Best Practices (if applicable)[5]**

The degree programme provides crucial professional training for public administration staff in the region. One of the remarkable features of the programme is its contribution to the establishment of a democratic structure. Furthermore, the programme makes an invaluable contribution to the integration of different ethnic groups in the region.

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

LEPL – Samtskhe-Javakheti State University informed that it presents an argumentative positon on "Public Administration" BA, Educational Program at the Accreditation Council meeting. In accordance with this letter, the expert team presents the final conclusion without any changes.

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

The university has made a revision of the curriculum and the programme structure. The revision followed the requirements of the previous accreditation and strengthens the profile of the degree programme as an academic one with a clear focus on public administration.

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[5] A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

III. Compliance of the Program with Accreditation Standards

1. Educational Program Objectives, Learning Outcomes and their Compliance with the Program

A program has clearly established objectives and learning outcomes, which are logically connected to each other. Program objectives are consistent with the mission, objectives and strategic plan of the HEI. Program learning outcomes are assessed on a regular basis to improve the program. The content and consistent structure of the program ensure the achievement of the set goals and expected learning outcomes.

1.1 Program Objectives

Program objectives consider the specificity of the field of study, level and educational program, and define the set of knowledge, skills and competences a program aims to develop in graduate students. They also illustrate the contribution of the program to the development of the field and society.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The Bachelor Academic Program of Public Administration is provided at the higher education institution (HEI) since 2012 and was last conditionally accredited in 2022. According to the self-evaluation report (SER) of the university, the program shall prepare highly competitive and qualified specialist with the academic degree of a Bachelor in Public Administration. Thus, students shall acquire:

- The wide-range knowledge of the public administration key principles, processes, theories and policies;
- Gained competencies of planning and management of the organizational operations, analyzing of legal regulation of the respective space and professional ethic norms and evaluation for making general conclusions about ongoing developments and processes in the field of public administration;
- The ability for independent thinking, individual and group work, creative and practical work, oral and written communication, critical thinking, analyzes, commenting and interpretation, required for professional career in public administration;
- Transferable skills together with the field-related supporting to establishment of national and general ideals, by learning of public administration and related fields contributing to development of the public administration and society development, as well as create the pre-condition for continuation study and research activities at the next level of the higher education, Master academic program.

The description of objectives is closely linked with general documents of the HEI, such as mission statement and internal regulations. Further, references are made to national regulations and classifiers. The review team acknowledges the accurate elaboration on generic competences, which are all relevant for working in the public sector. At the same time, the focus of the program descriptions in the SER is less on the specifics of public administration, meaning that the objectives might be applicable to any other domain as well. However, the discussions with representatives of the HEIs allowed the review team to get a much clearer picture of the

objectives of the program. Against this background and with this understanding, it would be positive way for the further development, if the objectives of the program could comprise a few more information on the field of public administration, which is addressed, e.g., local, regional or state administration. Further, there should be a connection between the achieved competences and the career levels within the public service.

Apart from this slight area for improvements, the HEI provides a program, which has an invaluable impact on the integration of different groups of the society in the region. Various ethnic groups, especially Armenians are trained for the civil service as an integrative part of the Georgian state. Making non-Georgian citizens familiar with professional Georgian language, law and political system, enables the active participation and citizenship of minorities.

Evidence/Indicators

- o   SER
- o   Mission statement
- o   Website of the HEI
- o   Discussion during the site visit

Recommendations

- o   none

Suggestions for the Program Development

- o   The HEI should elaborate more in detail and illustrate exemplarily, which career in public administration and which level of public service the program addresses.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Program Objectives	☒	☐	☐	☐

1.2 Program Learning Outcomes

➢The learning outcomes of the program are logically related to the program objectives and the specifics of the study field.

➢ Program learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the program.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The Bachelor program in Public Administration covers a wide range of competences and learning outcomes. These comprise aspects of social sciences, law, management, politics or economics. Students get insights into specific academic disciplines, but by nature the program is a strongly inter- and transdisciplinary one. Therefore, graduates are not only qualified for a position in the civil service, but they could find jobs in NGOs, non-profit organizations, or business enterprises. At the same time the university and enrolled students emphasize that the program in the first place should qualify for the public service. Graduates should be enabled to work in municipalities and local authorities. Besides, national ministries and other state bodies might be options for a career in the public sphere. The broad perspective and diverse competences, which students acquire during their studies, allows them to fulfill various tasks in the public sector. However, working in public authorities requires more practical training and experience than is provided by the program. Since there is only a practical component comprising 10 ECTS during the 8 semesters, students might have a lack of practical competences for an immediate career on many positions in core public administration. Against this background, the HEI is encouraged to increase practical components significantly and to involve local and regional public authorities for this purpose.

Evidence/Indicators

- o SER
- o Mission statement
- o Discussion during the site visit

Recommendations:

- o none

Suggestions for Program Development

- o Provided that the program prepares students for an immediate career in the public service, it could include more practical experience than only the equivalent of 10 ECTS.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Program Learning Outcomes	☒	☐	☐	☐

1.3 Evaluation Mechanism of the Program Learning Outcomes

- ➢ Evaluation mechanisms of the program learning outcomes are defined; the program learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- ➢ Program learning outcomes assessment results are utilized for the improvement of the program.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

In the SER, the HEI describes in detail the measures and instruments of internal quality assurance. Additional information gathered in discussions with the university's QM officers showed that surveys of various stakeholder groups and statistical evaluations are used widely. The mechanisms for evaluating the learning outcomes of the "Public Administration" undergraduate educational program have been developed and regulated by the relevant documents in the university.The HEI has appropriate mechanisms for the evaluation of the learning outcomes, according to its regulations and international standards for accreditation.

The system of assessment of learning outcomes takes into account the specifics of the field of public administration and includes appropriate forms and methods of assessment that allow to determine the extent to which students have achieved the learning outcomes of the educational program.

The Quality assurance office and boards at the University and Faculty levels rely on appropriate protocols for data collection and analysis. The evaluation group is properly structured, with members serving in a variety of roles. This provides the possibility to address quality assurance and all aspects of the process from all perspectives. The techniques, which often use both direct and indirect mechanisms, are quite effective. Feedback mechanisms are both adequate and expertly designed.

Assessment of learning outcomes is carried out using both direct and indirect methods of assessment of learning outcomes. Learning outcomes are assessed consistently and transparently, with adequate periodicity that is determined in advance. In direct evaluation, the following are used: evaluation of exam results in each training course, practical evaluation, etc. In indirect assessment: observation of the program head, survey of employers, survey of graduates and students.

For this purpose, individual maps have been developed for each educational program, which show the analysis of the compatibility of the programme objectives and learning outcomes of the presented programs, the relevance of the training courses included in the curricula to the learning outcomes, and the level of achievement of the learning outcomes.

It should also be noted that the program has established benchmarks for each learning outcome. Assessment of learning outcomes is always followed by a process of analysis and appropriate response. It was stated in SER and to certain extent confirmed during interviews that all the relevant parties revealed to be informed and engaged in evaluation procedures. The representatives of the students pointed out that they were informed about the process, and it is clear and understandable.

The University makes available to all interested parties, the analysis of the evaluation of the learning outcomes of the program. The learning outcomes of teaching and scientific research components are evaluated in a consistent manner. The specific aspects of the study area and education level are properly considered. The evaluation forms and methods, both direct and indirect, are sound. The outcomes of the learning assessment are used to improve the programs.

According to the experts' impression, feedback is taken seriously and provides an important basis for the university's teaching staff to make adjustments to course content and teaching formats.

Evidence/Indicators

- Bachelor Academic Program of Public Administration, Program learning outcomes
- Academic program planning, elaboration and development methodology
- Evaluation mechanism of the learning outcomes
- Analysis of the labor market and employers' requirement
- Quality assurance mechanisms
- Results of the students and academic personnel survey
- Questionnaire forms/results of the students/graduates/employers/personnel survey conducted by HIE and the information about its appliance
- SER
- Results of conducted interviews

Recommendations:

- o none

Suggestions for the Program Development

- o none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Program Learning Outcomes	☒	☐	☐	☐

1.4. Structure and Content of Education Program

➢ The Program is designed according to HEI's methodology for planning, designing and developing of education programs.

➢ The Program structure is consistent and logical. The content and structure of the program ensure the achievement of program learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the program.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

In general, the program is provided according to national regulations of the Ministry of Education, Science, Culture and Sports of Georgia. Within this framework, the program is well designed as a university Public Administration program, where students acquire knowledge and competences in an interdisciplinary way. After the last accreditation, the HEI has made some modifications of the program structure, which were recommended by the Accreditation Council. The current structure in comparison with the status quo ante is described by the HEI as follows (see SER, p. 4f):

Bachelor Academic Program of Public Administration			
The structure of the program presented for 2021		The structure of the program presented for 2023	
Free compulsory component	50 credits	Free components of compulsory academic courses	45 credits;
Free optional component	20 credits optional)	Free component optional academic courses	20 credits
		Compulsory academic courses of the Public	**50 credits**

		administration module	
Major field of study – The module of public law	**60 credits** (50 credits compulsory 10 credits optional)	The compulsory academic courses of public law	41 credits
Major field of study- The module of the economics and business	**60 credits** (50 credits compulsory 10 credits optional)	The compulsory Academic courses of the Management and administratio module	35 credits
Major field of study- the module of social-political sciences	**40 credits** (30 credits compulsory 10 credits optional)	The compulsory academic courses of the module of the social sciences	29 credits
Major field of study – Practical component	10 credits	Major field of study – Practice	10 credits
		Major field of study optional academic courses	10 credits
	240 credits		**240 credits**

The clusters of modules cover various legal, economic and social-science topics, which enable students to analyze the role of public administration within a state in general and within the Georgian political system in particular. Further, graduates have the knowledge and the competences to play an active role within public organizations. However, some current trends, which might have an influence for the future work as civil servant, are not yet visible in the program. In particular, the digitization and digital transformation of the public sector are of increasing importance from an international perspective. Even with a focus on municipal public administration, these topics and relevant competences should be strengthened in the curriculum.

In the opinion of the expert group, content and structure of the study program ensure the programs' uniqueness. This applies in particular in consideration of regional peculiarities. Furthermore, the content and structure of the program are in line with the qualification to be acquired, which reveals a distinct profile for the field of administrative science, but also practical public service. In addition, knowledge and competencies are acquired that adequately address central aspects of internationalization. The structural arrangements ensure that the learning outcomes of the program are within students' ability to achieve them.

During the on-site visit, the experts were able to convince themselves that program development at HEI is understood as a collaborative process in which all stakeholders of the university, especially lecturers, researchers, students, graduates and employers are actively involved. It should be positively emphasized that the university directors also recognize the importance of the program and ensure good visibility of the program to the outside world by publicizing it and providing information.

Evidence/Indicators

- SER
- Syllabi
- Interviews during the site visit

Recommendations:

- none

Suggestions for the program development

- The topics of digitization and digital transformation and relevant competences should be strengthened in the curriculum. This comprises, for example, the analysis of cases in which public authorities convert analog processes into digital processes and which socio-technical requirements have to be met

in this context. Knowledge and skills on digital transformation in society and administrative organization can be placed in stand-alone modules or as a cross-cutting topic in various courses.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Program	☒	☐	☐	☐

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the program.

➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the program.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The content and number of credits of each academic course correspond to the learning outcomes of that specific course. The learning outcomes themselves are differentiated according to different course types. The prerequisites for modules are included for each course. Credits correspond to the amount of work required to complete the course. Here, 25 hours are equivalent to 1 ECTS.

In the opinion of the expert group, the structure and course contents are designed and implemented by the university bodies in accordance with internal guidelines. Based on the documents and the on-site discussions, there is no doubt that the focus is on academic achievements. Teaching and learning methods as well as the type and scope of examinations are designed to be competency-based.

The literature provided enables students to independently acquire the knowledge and skills needed to work in the field of public administration. Access to relevant online resources is also ensured in an appropriate manner by the HEI.

Evidence/Indicators

- o SER
- o Syllabi
- o Interviews during the site visit

Recommendations:

- none

Suggestions for the program development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	☒	☐	☐	☐

Compliance of the Program with the Standard

1. Educational program objectives, learning outcomes and their compliance with the program	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Program Mastering

Prerequisites for admission to the program, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the program.

2.1 Program Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible program admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the program to achieve learning outcomes.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

Program curriculum as well as Self Evaluation Report of the program indicate that admission on the program is open for citizens of Georgia and foreign countries. In order to be admitted on the program, citizens of Georgia must possess the document issued by the respective national authority proving the completion of general education, next to this candidate also has to pass Unified National Exam. The precondition for the admission to the university is administrative registration within the set period after successful passing of the Unified National Exam. Armenian, Azeri, Abkhazian or Ossetian speaking Georgian citizens who successfully pass the test of skills in Armenian and Azeri, and Abkhazian or Ossetian language at the Unified National Exam, attend the educational program of preparation (60 credits) and receive relevant certificates are eligible to study at the bachelor program.

Admission of the foreign citizens at the Bachelor program is done in accordance with the regulation defined by the Georgian legislation. Foreign citizens are required to have knowledge of Georgian language at B1+/B2 levels as the study at the program is conducted in Georgian language.

The citizens of foreign countries shall submit the certificate about knowledge of Georgian language at the required level, or alternatively they have to pass an interview in Georgian language. Taking of the certificate by foreign citizen is possible at the lifelong learning center of Samtskhe-Javakheti State University. The students of other Georgian and foreign accredited higher edcuational institutions are also eligible to continue their studies on the program. Admission of the students by mobility is done in accordance with the rules defined by Georgian legislation.

Program admission preconditions are clear, transparent and in line with respective legal framework of Georgia. Interviews conducted during the accreditation visit also showed that all addmission preconditions are well communicated with the prospective applicants and they have access to all needed clarifications before submitting the application to become student of the program.

Evidence/Indicators

- o Curriculum of BA Program in Public Administration
- o Self-Evaluation Report
- o Interviews during accreditation visit
- o Website www.sjuni.edu.ge

Recommendations:

- o none

Suggestions for the program development

- o none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Program Admission Preconditions	☒	☐	☐	☐

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

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

Practical and transferrable skills are developed among students through various components of the program, major example of which is the practice included in the curriculum equaling to 10 ECTS. Practical component mainly aims at supporting the adaptation process of a student to the working environment and in general, to the labor market requirements, data interpretation, identification of the needs and problems of public administration sector and etc.

Interviews conducted during the accreditation visit as well as self-evaluation report underline that a number of memoranda of understanding are concluded with practical agencies. It is noteworthy to mention herewith that practitioners have been also invited and involved in the process of planning and development of curriculum. Constant communication is also ensured with respective funding agencies to finance extracurricular activities for students with participation of professors of the program and practitioners that ensures the development of practical and transferable skills among students.

The university also ensures funding of student's participation in respective international conferences, workshops, trainings, seasonal schools. International Credit Mobility of Erasmus Plus programme is also available for students.

Next to organizing extracurricular activities, students' meetings with respective high-level policy makers are also ensured such as Public Devender, Prosecutor etc.

Evidence/Indicators

- o BA Programme Curriculum
- o Self-Evaluation Report
- o Interviews conducted during the site visit

Recommendations:

- o none

Suggestions for the program development

- o none

Evaluation

Component	Complies with requirements	Substantially complies with	Partially complies with	Does not comply with

	requirements	requirements	requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	☒	☐	☐ ☐

2.3. Teaching and Learning Methods

The program is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

In the Curriculum and syllabi of the study courses of the Bachelor of Public Administration program the teaching-learning methods are described in detail achieving inclusive course objectives and learning outcomes and contributing to program objectives in line with the achieving of learning outcomes. Based on the curriculum and syllabi of the programme the following teaching methods are used:

- Verbal, oral method;
- Written working method;
- Group work;
- Discussion/debate
- Explanatory method;
- Presentation
- Mock process
- Brainstorming
- Case study
- Book-based method;
- Teaching by e-resources
- demonstration method;
- Practical
- cooperative
- inductive/deductive analysis
- Heuristic
- Action-oriented teaching

It is noteworthy to mention herewith that all teaching methods listed above are important contributors to the development of the respective practical and theoretical skills among students.

Evidence/Indicators

- o BA Program Curriculum and Syllabi
- o SER

Recommendations:

- none

Suggestions for the program development

- none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	☒	☐	☐	☐

2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

In the SER completed by the HEI, it is noted that the student's assessment is carried out taking into account the level requirements and learning outcomes. Assessment of the level of achievement of a student's learning outcome in the educational component of academic programs includes assessment forms – mid-term (one-time or multiple) and final assessment, the sum of which represents the final assessment (100 points). From both the self-evaluation report and the syllabus, it can be seen that the student is evaluated according to different components such as essay, demonstration, homework, group work, written survey, etc.

In the Academic program, educational component (study course, Practice, Bachelor paper, etc.) assessment is carried out with a 100-point system. The academic course is considered as learnt if a student's final evaluation equals or is higher than 51%.

The evaluation system includes:
    a) five positive evaluations:
        a.a.) (A) Excellent – 91-100 points
        a.b.) (B) Very good – 81-90 points
        a.c.) (C) Good – 71-80 points
        a.d.) (D) Satisfactory – 61-70 points
        a.e) (E) Sufficient – 51-60 points.
    b) two types of negative evaluations:
        b.a.) (FX) did not pass – 41-50 points, what means that a student needs more work to pass and is given the right to pass one more additional examination based on an independent work
        b.b.) (F) Failed – 40 points and less, meaning that the work performed by a student is not enough and the subject needs to be studied once again.

The institution has also developed a learning outcomes evaluation document, where it is mentioned that both direct and indirect evaluation mechanisms are used during the evaluation. During the direct assessment, the forms established by the examination assessment are used, while the indirect assessment involves the observation of the program head and the quality assurance service.

During the visit, questions were first asked to the academic and visiting staff regarding assessment and they mentioned that in the first lecture they would introduce the syllabus, assessment methods and criteria. Academic and visiting staff also asked questions about the assessment appeal mechanism, where they noted that the application for an assessment appeal is written in the name of the dean, who then creates an appeals committee. This commission does not include the lecturer whose assessment is being appealed. Several academic staff reported that their grade was personally appealed to the student and that the grade was increased following review. Regarding the assessment appeal mechanism, a similar question was asked to the students, which revealed that they are aware of the appeal mechanism. A few students have even appealed their scores and have received raises after review. They also noted that during an appeal, the grade either stays the same or improves; the grade is not reduced after the appeal. Students see the grade in Moodle and also hear from the lecturer.

During the visit, it was also revealed that the institution pays significant attention to plagiarism and its prevention. Based on this, each paper is loaded into the plagiarism detection program „Turnitin", which students are informed about in advance and actively use.

Evidence/Indicators

- o „Institutional Self-Assessment Report"
- o Annex 4 "Evaluation of learning outcomes of the "Public Administration" undergraduate educational program"
- o Annex 1 "Program of Public Administration"
- o Annex 1 "Syllabus"
- o Annex 13 „provision of plagiarism"
- o www.sjuni.edu.ge
- o Results of interview

Recommendations

- o none

Suggestions for the program development

- o none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☒	☐	☐	☐

	Complies with requirements	☒
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Program Mastering	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

The program ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the program and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the program.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The institution informs the student about planning the educational process and improving academic achievements. In the SER presented by the institution, it is mentioned that the institution has a consultation hour with the rector, which is posted in advance in the institution and is known to everyone. This information was confirmed by both the self-assessment group and the students. The institution also has a student career development center, a psychologist's room that can provide first aid to students if necessary, a gym and a chess center.

For first-year students, introductory meetings will be held within a week of admission, where students will be informed in detail about the policies and details of the institution. In addition to the introduction, today the students will receive scholarships and an awarding ceremony, so that this event will be a motivational event for the first-year students.

The institution also has a journal where students can record any grievances or complaints. The said magazine is quite well used by students because they are well informed about their rights.

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From the documents presented by the institution, it can be seen that students participate in international exchange programs, and public lectures and conferences are actively held. During the interviews with the students, several students mentioned the various conferences they had attended.

Outside the lecture, students can communicate with the lecturer outside the consultation hours. The consultation hours with the lecturer are agreed in advance at the beginning of the semester and are posted in the institution. In addition, students can communicate with the lecturer through Facebook and the institution's email.

During the interview with the head of the program, he noted that the interest of students in exchange programs is quite high, but there are also cases when the parents themselves do not give students the opportunity to go abroad.

The involvement of graduates in the institution's activities is quite high, because they actively receive information about the activities carried out in the institution through the institution's e-mail, and it can be seen from the presented documents that their surveys are actively being conducted.

The institution has submitted quite voluminous memorandums with various organizations and state structures, students exit internships with various employers before the end of the semester, which gives them a chance to practically understand the purpose and essence of the program. During interviews with employers, they express the satisfaction of the students, but note that it would be desirable for the students to have more practical subjects so that it would not be difficult for them to find employment.

The institution has internal university scholarships as well as the City Hall scholarship, which was confirmed by the students during the interview. Several of them had taken the scholarship and were well aware of the mechanism of the scholarship.

Evidence/Indicators

- o Annex1. „Bachelor Academic Program of Public Administration, The map of curriculum, Syllabuses"
- o Annex 3. „Academic program planning, elaboration and development methodology"
- o Job fair
- o Annex 6. „The Functions and responsibilities of the program head and administrative personnel"
- o Annex 9. „Agreements"
- o Annex 13. Quality assurance mechanisms
- o Regulating documents: LEPL Samtskhe-Javakheti State University students consultation service mechanism
- o LEPL Samtskhe-Javakheti State University Regulation and disciplinary liabilities, Chapter X, Article 40, 41
- o LEPL Samtskhe-Javakheti State University Regulation and disciplinary liabilities, Chapter X, Article 40, 41
- o Education process regulating rule
- o Annex 14. The questionnaire forms/results of the students/graduates/employers/personnel survey conducted by HEI
- o www.sjuni.edu.ge
- o Interviews during site visit

Recommendations

o   none

Suggestions for Program Development

o   none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	☒	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢   A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.

➢   Within master's and doctoral programs, ration of students and supervisors enables to perform scientific supervision properly.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The standard is not applicable to the Bachelor's degree program.

Evidence/Indicators

o   no specification required

Recommendations:

o   no specification required

Suggestions for the program development

o   no specification required

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students	☐	☐	☐	☐

Supervision

		Complies with requirements	☐
3.	Students Achievements, Individual Work with them	Substantially complies with requirements	☐
		Partly complies with requirements	☐
		Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational program ensure sustainable, stable, efficient and effective functioning of the program and the achievement of the defined objectives.

4.1 Human Resources

➤ Program staff consists of qualified persons, who have necessary competences in order to help students to achieve the program learning outcomes.

➤ The number and workload of program academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure program sustainability.

➤ The Head of the Program possesses necessary knowledge and experience required for program elaboration, and also the appropriate competences in the field of study of the program. He/she is personally involved in program implementation.

➤ Program students are provided with an adequate number of administrative and support staff of appropriate competence.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The academic/visiting staff in the Public Administration Bachelor Program possess the required competencies and qualifications, demonstrated by their recent published works. They stay updated with the latest knowledge through active engagement in scientific research, academic conferences, and collaborative projects.

The participation of academic personnel ensures a contemporary learning environment that promotes research and evidence-based learning approaches, incorporating experiences from local and international institutions.

The ratio of academic personnel to students is appropriate for effective program delivery. They contribute to program design, provide guidance to students, and participate in university-defined events as outlined in the

university's rules and their labor contracts.

The program head, along with the faculty and the University's quality assurance service, coordinates program evaluation and development. They actively evaluate program implementation using internal mechanisms and prepare a self-evaluation report for faculty council review, leading to program changes.

The program benefits from a number of academic/visiting staff members (37 total, including 8 Professors, 11 Associate Professors, and 18 specialists), ensuring sustainability. The workload scheme aligns with university regulations, considering teaching, research, and assigned functions.

Qualified administrative and support staff are involved in program implementation for effective management. Staff salaries have increased consistently, and salary allowances have been established for program heads and co-heads. The mandatory hourly workload for Academic Personnel has been reduced, increasing its value.

Efforts are being made to increase the number of Doctorate degree holders in public administration within the program's staff. The composition of staff members teaching major components has been improved, including the appointment of an Associate Professor and the invitation of five Doctors of Public Administration and one doctoral student.

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	37	19	16[8]	8
- Professor	8	4	8	8
- Associate Professor	11	5	1	0
- Assistant-Professor	0		2	
- Assistant	0			
Visiting Staff	18	10	5	_
Scientific Staff	0	0	0	_

Evidence/Indicators

- o   Annex 1. Bachelor program of public administration
- o   Annex 3. Academic program planning, elaboration and development methodology
- o   Annex 4. The mechanisms of learning outcomes
- o   Annex 5. Qualification proving documents of the academic/visiting personnel
- o   Annex 6. The Functions and responsibilities of the program and administrative personnel
- o   Annex 9. Agreements. Respective agreements/memorandums with the subjects of the practice

[6] Staff implementing the relevant components of the main field of study.
[7] Staff with relevant doctoral degrees implementing the components of the main field of study.
[8] One of the invited lecturers was missing.

- o Annex 11. Regulation documents of the research activities
- o Guideline, textual reference style
- o Research activity concept
- o The regulation about the plagiarism
- o Annex 12. Workload of the academic/visiting personnel
- o Annex 13. Quality assurance mechanisms.
- o 13.1.1 Regulation documents: Quality assurance mechanisms - Article 5. The way of defining number of the academic and visiting personnel of LEPL Samtskhe-Javakheti State University
- o 13.1.1 Regulation documents: The way of personnel assessment
- o 13.1.1 LEPL Samtskhe-Javakheti State University regulation and disciplinary liability norms
- o 13.1.4 – 13.1.2 - Survey of students and personnel
- o Annex 14. The questionnaire forms/results of the students/graduates/employers/personnel survey conducted by HIE and the information about its appliance
- o Annex 15. Evaluation of the learning outcomes
- o LEPL - Samtskhe-Javakheti State University scientific library (at place)
- o Annex 16. Study of personnel performance.
- o Website: www.sjuni.edu.ge
- o Self-assessment Annex Excel 1

Recommendations

- o none

Suggestions for Program Development

- o As a suggestion to the program, it is advisable to take proactive measures to enhance the number of individuals with a Doctoral degree in the relevant field of study. This can be achieved by adding two more PhD holders in public administration the current count of the latter.
- o It is suggested that the program head conducts regular reality checks to assess the progress of public administration reform (PAR). This can be accomplished by collaborating with the Administration of Georgia (GoG), which leads the PAR efforts in the country.
- o It is recommended that the program head regularly assess the actual needs of the municipalities in the Samtskhe-Javakheti region in terms of workforce requirements in municipal or central government's regional offices, as well as the scarcity of social or other service providers. This assessment will provide valuable insights into the labor market for Samtskhe-Javakheti university graduates.
- o To facilitate this process, the program head should schedule regular meetings with mayors/deputy mayors of municipalities and heads of relevant departments/units to discuss their specific workforce needs. By engaging in these discussions, the program head can better understand the requirements and expectations of the municipalities and align the university's educational programs accordingly.
- o Furthermore, it is crucial for the program head to stay updated on potential employment opportunities within both governmental and non-governmental organizations. This knowledge will enable the program head to guide and support students in pursuing career paths that align with the university's mission of supplying a skilled workforce to state, private, and nonprofit organizations throughout the region.
- o In line with the suggestions above is to add to the program following courses or topics to add to the existing course:
  - o Legislative framework of public administration in Georgia (to identify all the relevant laws, it is important to consult with GoG)

- E- Governance, IT infrastructure of the government, software used in administrative business process on local as well central levels
- Course on disaster and Emergency management (based on the legislative framework and past, real-life cases)
- Communication in Public administration: writing letters, production of various administrative documents: report, strategies, action plan, needs analysis, policy document drafting, and the preparation of normative documents such as orders and decrees. For the developing of the policy documents, relevant legislation should be taught.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	☒	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The standard is not applicable to the Bachelor's degree program.

Evidence/Indicators

- no specification required

Recommendations

- no specification required

Suggestions for the program development

- no specification required

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

4.2 Qualification of Supervisors of Master's and Doctoral Students	☐	☐	☐	☐

➢ The HEI conducts the evaluation of program staff and analyses evaluation results on a regular basis.

➢ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

Samtskhe-Javakheti State University prioritizes the evaluation and professional development of its academic and visiting personnel. The university recognizes the significance of integrating study and research, particularly at the doctoral level, and has developed a research activity concept to support this integration. The concept includes research planning, evaluation indicators, and a workload scheme that assigns a mandatory share of scientific activities for academic personnel. It also emphasizes the publication of scientific papers in impact-factor publications every two years.

The university offers a diverse range of scientific activities and events for staff, such as participating in scientific-research projects, attending scientific concepts, forums, symposiums, and congresses, editing scientific editions and papers, conducting scientific consultations and expert activities, and engaging in scientific and popular outreach activities. These activities are assigned corresponding hours in the workload chart.

To ensure the quality of research activities, the university has implemented an internal evaluation system. Academic personnel are required to submit an annual Self-Assessment report that considers their scientific activities at all three levels of higher education. The faculty's quality assurance service calculates the overall indicator of scientific productivity based on the results and includes them in reports submitted to the university's quality assurance service.

The university values the sharing and promotion of successful research practices and supports the participation of academic staff in international and local research events. Financial support mechanisms are provided for both staff and students, and the university considers funding and co-financing procedures during financial planning. The sources of funding include research development funding from the university budget, grants, and external sources.

To enhance research activities, the university organizes training sessions and webinars on scientific metrics, online learning technologies and platforms, financial accounting, intercultural education, and other relevant topics. The university actively seeks international partnerships and collaborations, such as the Erasmus+ program, to further advance its research capabilities.

The university has also implemented measures to support the professional development of academic staff. These include continuous training in teaching methods, particularly remote teaching techniques, and salary

increases. The university values the expertise of experienced professors and encourages collaboration between experienced and new teachers.

In terms of infrastructure and resources, the university has adopted digital technologies and learning management systems. Training and support are provided to staff members, and student surveys are conducted to evaluate study courses. Consultations and individual trainings were provided to staff before transitioning to distance learning, and video instructions for using the Moodle platform were made available.

The university regularly analyzes the needs of academic, scientific, and invited personnel through surveys, and contact information for the Moodle administrator and the head of e-learning is provided for ongoing teaching consultations.

Overall, Samtskhe-Javakheti State University is committed to fostering a vibrant research culture and supporting the professional development of its academic and visiting personnel. Through its evaluation mechanisms, training programs, financial support, and international collaborations, the university cultivates an environment where research thrives, knowledge expands, and its staff excels in their scholarly pursuits.

Evidence/Indicators

- o Annex 3. Academic program planning, elaboration and development methodology
- o Annex 4. The mechanisms of learning outcomes
- o Annex 5. Qualification proving documents of the academic/visiting personnel
- o Annex 6. The Functions and responsibilities of the program head and administrative personnel
- o Annex 9. Agreements Respective agreements/memorandums with the subjects of the practice
- o Annex 12. Workload of the academic/visiting personnel
- o Annex 13. Quality assurance mechanisms.
- o Regulation documents: Quality assurance mechanisms - Article 5. The way of defining number of the academic and visiting personnel of LEPL Samtskhe-Javakheti State University
- o Regulation documents: The way of personnel assessment
- o LEPL Samtskhe-Javakheti State University regulation and disciplinary liability norms
- o Survey of students and personnel
- o Annex 14. The questionnaire forms/results of the students/graduates/employers/personnel survey conducted by HIE and the information about its appliance
- o Annex 15. Evaluation of the learning outcomes.
- o LEPL - Samtskhe-Javakheti State University scientific library (at place)
- o Annex 16. Study of personnel performance
- o Website: www.sjuni.edu.ge
- o Self-assessment Annex Excel 1

Recommendations

- o none

Suggestions for the program development

- o It is suggested to encourage staff to participate in public administration conferences, for example: Network of Institutes and Schools of Public Administration in Central and Eastern Europe.
- o To foster a culture of academic engagement and knowledge dissemination among the staff, it is recommended that the university consider establishing a dedicated Public Administration Research Center, similar to their existing Child Rights Center. This research center would serve as a hub for

conducting research, organizing conferences, and publishing scientific work in the field of public administration. By creating such a center, the university can provide a platform for staff members to contribute to the body of knowledge in public administration and inform local decision makers with evidence-based research and insights. Additionally, encouraging staff to read and subscribe to relevant scientific journals will further enhance their understanding of the latest developments in the field and promote continuous learning and professional growth.

○ It is strongly suggested to strengthen and improve the social guarantees provided to the personnel of the university. Enhancing social guarantees is crucial to promote the overall well-being, job satisfaction, and stability of the university staff. Engaging in open and regular communication with the staff to understand their needs and concerns, and incorporating their feedback into the decision-making process regarding social guarantee policies is essential.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	☒	☐	☐	☐

4.4. Material Resources

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

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The university library infrastructure, equipped with ICT and internet access, supports the achievement of learning outcomes and research activities through various facilities such as reading halls, group working spaces, computer resource centers, and book storage places.

It provides users with a constantly updated book fund, enabling access to the latest development trends and contributing to educational program outcomes and high-quality research. The library ensures the availability of literature specified in the study program syllabi and offers both printed and electronic readers.

Through collaboration with faculties, the library ensures the inclusion of required literature in its collection. It also focuses on expanding access to international and academic electronic libraries and databases, providing training on utilizing scientific electronic databases and library resources. The library engages in communication with users through various channels, offering workshops, trainings, and orientation meetings with international experts and partner organizations to enhance students' awareness and skills.

The library's book fund, available in printed and electronic formats, includes essential and auxiliary literature in both Georgian and foreign languages necessary for academic programs and courses. With modern reading rooms equipped with computers and internet access, the library offers a quiet working environment along with photocopying, printing, and scanning facilities. The library has established regulations and rules for usage, and readers join electronically through the library's catalog. It operates six days a week, providing informative instructions and rules on the university website.

Access to online scientific articles, books, and patents from reputable platforms like ScienceDirect and Scopus is available through the university's membership in the Elsevier Consortium. Additionally, the library has access to electronic resources provided by the Integrated Information Network of Libraries of AIP Georgia, allowing users to utilize various scholarly collections.

The library actively participates in projects and collaborations to enhance its resources and services, including the opening of a branch of the National Scientific Library and the establishment of an informational center. Regular monitoring ensures the relevance of the library fund to the syllabus literature, and efforts are made to bridge any identified gaps through collaboration with book suppliers, authors, and partners. The continuous purchase and replenishment of new literature contribute to the improvement of learning outcomes, and upon request, manuals can be sent via email or printed and bound at the University Press.

Evidence/Indicators

- o Annex 6. The Functions and responsibilities of the program head and administrative personnel
- o Library contracts
- o Library regulation and the rules of usage
- o Annex 13. Quality assurance mechanisms
- o Studies and reports of quality service
- o Annex 9. Agreements
- o Library, technical resources (on place)
- o Access to the library international e-resources
- o E-library Correspondence of the book fund in the library with the basic literature indicated in the educational programs (on site)
- o Website: www.sjuni.edu.ge

Recommendations

- o none

Suggestions for the program development

- o none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☒	☐	☐	☐

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

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

LEPL Samtskhe-Javakheti State University, an emerging educational and research institution in Georgia, utilizes its material and technical resources, including lecture and presentation spaces, as well as the university library fund, to support its programs in the long run. The enrichment of the library fund is prioritized and funded through the general budget, ensuring the availability of required literature for program implementation.

The university demonstrates its commitment to the professional development of its academic personnel by funding their participation in scientific activities. It periodically announces competitions for research projects and intra-university institutional development, with program administration carried out by the faculty's administrative staff. The remuneration of the academic personnel involved in program implementation is included in the university's general budget.

Furthermore, the university supports the presentation of research results and covers the costs associated with publishing and participating in scientific events. The program budget encompasses several components, including the remuneration of academic and visiting personnel, faculty administration expenses, co-funding for publishing scientific papers in reputable international databases, business trip costs for academic and visiting personnel attending conferences, forums, and trainings, funding for student conferences and publishing scientific works, scholarships for outstanding students, allowances for students from families with multiple children, and other unforeseen expenses. Additionally, funds are allocated for the upgrading of material and technical resources.

The allocation of financial resources for the budgeted costs is economically viable and aligns with the requirements of the program, ensuring the effective implementation and development of the institution.

Evidence/Indicators

- o Bachelor Academic Program of Public Administration Budget.
- o HEI budget - www.sjuni.edu.ge

Recommendation:

- o none

Suggestions for the program development

- o The international relationship department of the university should continue to actively collaborate with academic personnel and students to enhance internationalization efforts. This can be achieved through ongoing engagement in activities such as researching exchange programs, hosting informative campaigns, and organizing regular initiatives in December and June of each academic year.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Program/ Faculty/School Budget and Program Financial Sustainability	☒	☐	☐	☐

Compliance with the program standard

4. Providing Teaching Resources	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, program utilizes internal and external quality assurance services and also, periodically conducts program monitoring and program review. Relevant data is collected, analyzed and utilized for informed decision making and program development.

5.1 Internal Quality Evaluation

Program staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of program quality assurance, developing assessment instruments, and implementing assessment process. Program staff utilizes quality assurance results for program improvement.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

Based on the SER submitted by the LEPL Samtskhe-Javakheti State University, the attached documentation and the interviews conducted during the accreditation visit clarifies that the staff involved in creating the program, use the results of the quality assessment, in order to improve the program.

The activities done by the quality assurance service is determined by a fundamental document that describes what the quality assurance service of the university evaluates within the internal mechanisms of quality assurance, which documents it relies on and which evaluation tools it uses in the evaluation process.

It should be noted that the evaluation at the university includes several main directions, such as the organization, implementation and management of the educational and research process, participants of the educational process, provision of educational and research process resources (human, financial, material-technical, etc.).

The submitted documents confirm that the following components are evaluated at the university with reasonable periodicity:

- Organization of basic (educational) and supportive processes

- Training and methodical provision of the educational process

- Educational programs

- Providing resources appropriate to the specifics of the program

- Activities of implementers of this program

- Educational activities of students

It was also highlighted that the mechanisms and procedures for ensuring the quality of programs are following the "PDCA" cycle: "plan - implement - check - develop".

The binding of this cycle is ensured by the effective involvement of all units in the implementation of internal quality assurance mechanisms of the university. The conducted studies are analyzed, the results of the study and ways of responding to them are reflected in the reports of the relevant structural units and presented to the decision-making bodies.

Based on the decisions, further changes are made, which actively contribute to the development and improvement of the program.

The quality assurance service of the university cooperates with the academic council, the rector, the representative council, the head of administration, the faculty council, the dean, the quality assurance service of the faculty, the head of the program, structural units implementing administrative and support functions.

The university has developed an academic staff workload scheme, as a result of which academic/visiting staff performance is evaluated using various mechanisms.

As a result of the interviews, it was also confirmed that the academic/visiting staff is aware of the results of the survey and actively works on issues for improvement, if such are identified.

The university has developed mechanisms to encourage academic staff, which plays a major role in supporting their research activities.

In addition to internal evaluation and monitoring of quality, it is worth highlighting the so-called "Rector's Hour" in the institution, where students can express their opinion openly to the rector of the university, followed by further response (if necessary).

During the accreditation visit, it was observed the active involvement of both academic, administrative and support staff in the preparation of the program's self-evaluation report.

Based on the presented documents, it can be said that the theoretical foundations of quality assurance are fully relevant, and the procedures performed based on these documents are transparent and consistent.

Evidence/Indicators

- o   Educational program planning, elaboration and development methodology
- o   Academic Personnel Personal files, trainings, certificate
- o   Quality assurance mechanisms
- o   The questionnaires of the quality assurance department
- o   The research of the quality department (personnel, students)
- o   Analysis of the personnel performance study
- o   Results of Alumni Surveys
- o   External evaluation of the program
- o   Self-Assessment Report
- o   Results of conducted interviews

Recommendations

- o   none

Suggestions for the program development

- o   none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	☒	☐	☐	☐

5.2 External Quality Evaluation

Program utilizes the results of external quality assurance on a regular basis.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

The university uses external assessment tools for program accreditation in the process of preparing higher education programs. It cooperates with the National Center for Educational Quality Enhancement.

Based on the fact that the program is conditionally accredited, the team working on the program and the involved units actively worked on the implementation of the previously issued recommendations, which was highlighted during the visit.

As a result of documents and interviews, it was confirmed that the recommendations given earlier by external evaluators (accreditation experts of the National Center for Educational Quality Enhancement) were actively taken into consideration in the process of work on re-accreditation of the program and improvement of it.

The conclusion of the external evaluator was also presented. The external evaluator was not a representative of the evaluated program, did not represent an interested party and had the competencies of relevant fields.

The external evaluator noted that the program is relevant, interesting, and the presented courses respond to labor market requirements. However, it is better that external evaluations identify more of the missing and improving components. Feedback should be more detailed, in-depth and give us a clear picture. In the document should be given, not only the description of the program, but also which part of the program must be changed, what is the improvement aspect of the program and how it should be done. Detailed external evaluation will be very useful for program development.

Evidence/Indicators

- ○ Presented educational program
- ○ previous of accreditation expert group
- ○ External peer review
- ○ Self-Assessment Report
- ○ Results of conducted interviews

Recommendations

- ○ none

Suggestions for the program development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	☒	☐	☐	☐

5.3 Program Monitoring and Periodic Review

Program monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the program improvement.

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

Monitoring and periodic evaluation of the program is carried out with the involvement of academic, visiting, administrative, support staff, students, alumni, employers and other interested parties, through the systematic collection, processing and analysis of information.

In order to monitor and periodically evaluate the program and improve the quality of the program, according to the purpose, various tools are used - surveys, collection and analysis of statistical data, internal collegial evaluation, comparison of the program with analogues.

The university has pre-developed and approved questionnaires, which allow students to express their opinion about the educational process, as well as the content of the educational program, human and material resources, with complete anonymity.

The methodology of processing questionnaires and reviewing the results has been implemented in the university. The questionnaire processing methodology provides for the statistical processing of the answers to the pre-prepared questions, analyzing the results, clarifying the data if necessary (meetings with the respondent, extra interviews/surveys), developing recommendations, informing the relevant service and/or staff and responding to feedback. For the continuity of the PDCA cycle, the implementation of recommended issues is again monitored until the problem or issue is finally resolved.

It is also important that during the previous visit, recommendations were made by the expert group, which related to the involvement of the implementing staff in the process of developing the program, as well as the strengthening of monitoring measures in the direction of improving training courses, developing the training process, implementing production practices, internationalizing the program, increasing the practical component, and eliminating other shortcomings.

The university took into account the recommendations developed by the council and actively worked in this direction. In the process of modifying the public administration program, the involvement of the implementing staff was highlighted both from the presented documents and from the conducted interviews.

It was obvious to work on the previously existing areas for improvement, which included eliminating overlaps in the content of courses, aligning learning outcomes, increasing the number of learning resources, etc.

Evidence/Indicators

- o Educational program planning, elaboration and development methodology
- o Quality assurance mechanisms
- o The questionnaires of the quality assurance department
- o The research of the quality department (personnel, students)
- o Analysis of the personnel performance study
- o Self-Assessment Report
- o Results of conducted interviews
- o External evaluation of the program

Recommendations:

- o none

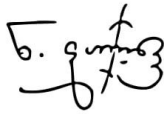### Suggestions for the program development

- o none

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Program monitoring and periodic review	☒	☐	☐	☐

Compliance with the program standards

	Complies with requirements	☒
5. Teaching Quality Enhancement Opportunities	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable): --

Name of the Higher Education Institution: LEPL – Samtskhe-Javakheti State University
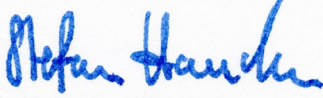
Name of Higher Education Program, Level: Bachelor Academic Program of Public Administration

Compliance with the Program Standards

Evaluation ╲ Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Program Objectives, Learning Outcomes and their Compliance with the Program	☒	☐	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Program Mastering	☒	☐	☐	☐
3. Student Achievements, Individual Work with them	☒	☐	☐	☐
4. Providing Teaching Resources	☒	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	☒	☐	☐	☐

Chair of Accreditation Expert Panel

Prof. Dr. Stefan Handke	

Accreditation Expert Panel Members

Nino Parsadanishvili	
Nino Davitashvili	
Nino Pataraia	
Liana Zagashvili	