**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Travel, tourism and recreation 1015

Akaki Tsereteli State University

9. - 10. 05. 2023

30. 05. 2023

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Akaki Tsereteli State University, Legal Entity of Public Law
Identification Code of Institution	212693049
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Armand Faganel, University of Primorska, Slovenia
Member (Name, Surname, HEI/Organization, Country)	Ia Natsvlishvili, Ivane Javakhishvili Tbilisi State University, Georgia
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Tourism	Tourism
Level of higher education	6th	7th
Qualification to be awarded	Bachelor of Tourism	Master of Tourism
Name and code of the detailed field	Travel, tourism and recreation 1015	Travel, tourism and recreation 1015
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]		
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited, №117, 17.10.2011	Accredited, №78, 19.04.2012

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[1] 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 the Cluster of Education Programmes[2]**

Accreditation has been conducted for study programmes of the Akaki Tsereteli State University grouped in a cluster "Travel, Tourism and Recreation": "Tourism" – bachelor programme, and "Tourism" – master programme. Bachelor programme in "Tourism" was granted accreditation in 2011, while master programme in "Tourism" was granted accreditation in 2012.

The volume of the bachelor programme "Tourism" is 240 credits including the Major program - 180 credits, additional Minor program - 60 credits; the duration of the programme is 4 years (8 semesters). The structure of masters programme in"Tourism" is logical and successive. Programme volume is 120 ECTS and programme duration- 2 years, 4 semesters.

● **Overview of the Accreditation Site Visit**

The accreditation visit to ATSU was carried out by the team of experts on 9th and 10th of May and took place according to the pre-developed agenda. Interviews were conducted with Rector, Vice-Rectors and Head of Administration, Dean, representatives of the Quality Assurance Office, Self-Evaluation Team, Heads of the BA and MA programmes, academic and invited staff, students, alumni, and representatives of employers.

In addition to the interviews, it has been conducted the review of resources and HEI's infrastructure. The visit was progressing in a collegial and constructive environment.

● **Brief Overview of Education Programmes Compliance with the Standards**

All the educational programs at the Akaki Tsereteli State University's cluster "Travel, tourism and recreation" 1015 comply with the standards.

● **Recommendations**

It is recommended for a bachelor's program to:

● introduce elective courses to the Minor programme,
● integrate English learning into more semesters,
● update the compulsory literature and textbooks in courses syllabi (Tourism Basics, Tourism-recreational resources of Georgia, Professional Ethics and Etiquette, Guide and Excursion, Tourism Economics, Tourism Management, Hotel Management, Transportation Service in Tourism, Tourism Advertising, Information systems in Tourism),

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

● regulate the amount of mandatory literature within the course Material-Cultural Monuments of Georgia.

It is also recommended for the master's program to:

● core courses should include Marketing strategies,
● update the compulsory literature and textbooks in courses syllabi (Sustainable Tourism Development, National and regional tourism planning),
● it is recommended that a higher education institution submits an institution and program budget that clearly shows the program's financial support mechanism.

● **Suggestions for the Programmes Development**

General suggestions for the cluster:

Some suggestions were given for the entire cluster:

● diversify the destinations of excursions to different regions,
● strengthen the internationalization activities by involving more foreign partners besides Norwegian, work on international research projects, mobility of teachers,
● organize pedagogical training for practice mentors from cooperating tourism organizations.
● It would be better for students to have more hours of English Language courses so that they can participate in the exchange programs and get some experience like those students who have a good command of English. It will benefit them when they start working.
● Increase the promotion of study programmes and cluster Tourism.

Bachelor programme suggestion:

● It is desirable that the institution should prepare the budget for the undergraduate program taking into consideration the total number of students, which clearly shows the financial parameters of the program.

Master programme suggestion:

● It is desirable that the institution should actively enhance the effort towards increasing the number of students willing to enroll in the master's program.

● **Brief Overview of the Best Practices (if applicable)[3]**

None detected.

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

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

Akaki Tsereteli State University agrees with the factual circumstances stated in the draft of the conclusion of the expert group on accreditation of the cluster of "Tourism" bachelor's and master's educational programs.

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

In order to improve the bachelor study programme Tourism some changes were made since the last re-accreditation: in 2017 in order to deepen and tighten relation between programme objectives and outcomes, and to improve teaching-learning processes, following amendments were made in the Major programme: the subject "Hotel Accomplishment and Greening" was added to elective courses, in four courses changes were made increasing practical part; in the course "Photography" teamwork was changed into a laboratory. In minor programme learning courses: "Tourism Basics" and "Tourism Management" it was increased the practical part. In 2020 following amendments were made: two courses were added to elective courses: "Tourism and Transportation Industry", and the "Role of Civil Society"; "Management basics" was omitted from the list of compulsory courses. Several topics were added to the course "Tourism Management", course "Tourism research basics" was added, and two elective courses became compulsory. Compulsory courses "Principles of Economics 1" and "Principles of Economics 2" were united under one learning course "Principles of Economics", and "Tourism Business and Food Safety" was added to the programme. Course "Marketing Basics" was changed with "Enterpreneurship in Rural Areas". Some changes were made in the order of delivering courses through semesters. After considering employer requirements, one more practice was added to the programme.

Master study programme was also improved: in 2019 course "Business Forecasting" was changed into "HR management in Tourism", "Tourism Destination Development", an English course was added to elective courses. In 2022, as a result of internal assessment, labour market requirements, analysis of similar programs of European universities, the following changes were made: course "Academic writing" was added to the program, The name of the course "Academic Research Methodology" was changed into "Research Methodology of Tourism", the number of practical work hours was increased in order to strengthen practical skills, order of courses was changed in program structure based on semesters and status, the course of "HR Management in Tourism" was omitted from the programme, it was replaced with "Tourism Sustainable Development".

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1.   Cluster and individual evaluation[4]
2.   Cluster evaluation[5]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	

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[4] **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

[5] **Assessment approaches: In case of necessity**, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

Programmes have clearly established objectives and learning outcomes, which are logically connected to each other. Programmes' objectives are consistent with the mission, objectives and strategic plan of the institution. Programmes' learning outcomes are assessed on a regular basis to improve the programmes. The content and consistent structure of the programmes ensure the achievement of the set goals and expected learning outcomes.

Programmes grouped in a cluster "Travel, Tourism and Recreation" are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Objectives of the evaluated ATSU programmes gathered in the cluster "Travel, Tourism and Recreation" are consistent with the ATSU mission, goals and strategies. Programme objectives are provided to develop tourism, which is a high priority field of region's and country's economics. The objectives of reviewed BA and MA tourism programmes united in the cluster are given and agreed by programme working group and stakeholders. Objectives are clearly given, achievable and are in full compliance with description of the field determined by national qualification framework (Travel, tourism and recreation 1015) and sector benchmarks, the enclosed documents and site-visit confirm these findings.

Description and Analysis - Programme 1 (Tourism, 6th)

Main objective of the bachelor's programme "Tourism" is to prepare competitive specialists in the field of Tourism and the industry of tourism, with profound set knowledge and multiple practical skills. These goals are achievable for students of the programme through fulfilling diverse tasks: they plan and analyse tourism events, research tourism market, make tourism product- formation and production, promotion of the market, and management of tourism organizations. Experts' team acknowledges that the aim is being achieved.

Description and Analysis - Programme 2 (Tourism, 7th)

The aim of the master program "Tourism" is to train competitive specialists equipped with deep theoretical knowledge and practical skills, scientific research and creative work skills, who will have the necessary knowledge and skills for a successful career in the tourism industry and will be able to occupy management positions in tourism organizations, in the relevant services of state structures, non-governmental organizations, to participate in the determination of the state planning and development policy of tourism, to create and manage their own business. As experts ascertained through detailed

review of materials and interviews, the aim is achievable. Graduates and employers confirmed its fulfillment

Evidences/Indicators

○ Bachelor and Master Educational Programmes "Tourism"
○ The result of the interviews.
○ Akaki Tsereteli State University mission and strategic development plan: http://atsu.edu.ge/index.php?option=com_content&view=article&id=329&Itemid=288&lang=en
○ Labour markets and employment market research.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and Suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Tourism, 7th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Evaluation

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

➢ Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Experts confirm that learning outcomes of the programmes grouped in the cluster "Travel, Tourism and Recreation" at the ATSU are in full compliance with programme objectives and 6th and 7th stage qualification components of national qualification framework, content of the field study of field classification (Travel, tourism and recreation 1015), subject benchmark I and II stage of tourism higher education. Programme learning outcomes fully meet to be granted qualifications "bachelor of tourism" and "master of tourism".

Description and Analysis - Programme 1 (Tourism, 6th)

At the ATSU's bachelor study program Tourism they defined ten learning outcomes that are logically linked with the goals defined by the program. The relationships between goals and learning outcomes have been comprehensibly and transparently presented and mapped in the Annex 1. All the interested parties were involved in the process of determining programme learning outcomes (academic staff, students, graduates, employers etc).

The learning outcomes are based on the description of the specific field (Travel, tourism and recreation 1015) presented in the field classifier and represent an application of the basic knowledge, skills, responsibility and autonomy of the graduate of the program.

The bachelor's program awards a bachelor's degree in tourism, the learning outcomes are complex and allow graduates to be employed in the profession and opportunities to continue studying at the next level of education.

In the years 2017 and 2020 the ATSU deepened and tightened the relations between programme objectives and outcomes, and introduced several amendments to improve the teaching-learning processes.

The learning outcomes of the program are measurable - each of the program's stated approaches for achieving the learning result contains the so-called Performance Indicators (PI). Each of the programme's syllabuses contains the learning outcomes list of competences (general and branch) with detailed description of learning methods and assessments system and criteria. Learning outcomes of the program are achievable and realistic.

By interviewing, it becomes clear that the learning outcomes of the program are drawn up well and attainable. The determination of the learning outcomes was a collaborative process involving the Head of the program, representatives of quality assurance service, program staff, students and employers.

Description and Analysis - Programme 2 (Tourism, 7th)

Learning outcomes of the master study programme "Tourism" correspond to the 7th level of education, the specificities and the characteristics of the field. They are also consistent with the objectives of the programme.

This programme has 10 learning outcomes. The educational and research components used in the program fully ensure the achievement of these outcomes. All the outcomes are realistic and measurable and will give the student the opportunity to continue if desired with studies at the doctoral level.

Interviews with academic staff revealed that they have a good understanding of learning outcomes and aligning these outcomes with the program outcomes of its courses. Students and graduates have proven that they know the goals and outcomes of their program and always have feedback on how they achieved these results.

Evidences/Indicators

- Analysis of labor market and employer demands
- Bachelor's and Master's Educational programmes of "Tourism"
- Program Objectives and Learning Outcomes Mapping
- The result of the interviews.
- Stakeholders engagement document.

General recommendations of the cluster:

There are no general recommendations for this standard

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Tourism, 7th)

Recommendation(s): There are no recommendations for this standard.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

A mechanism for evaluating the learning outcomes of the programme has been developed in ATSU, which is used also in the case of given programmes. Assessment of study programmes' learning outcomes includes four stages: clear definition and identification of programme learning outcomes; curriculum analysis; program learning result assessment; improving programs following the results of the learning outcomes assessed.

During the third stage of the evaluation of the programme's learning outcomes, the head of the program together with the study programme staff developed a plan for the evaluation of the learning outcomes. Inside the plan target marks were defined for each learning outcome. The results of the learning outcomes' assessment are monitored and compared with the target marks.

In the package of accreditation documents - Annex 4, it has been presented the document "Learning Outcomes Assessment plan" for the evaluation of the programme's learning outcomes in which the evaluation of the achievement of learning outcomes of the programme is determined.

Main objective of program learning outcome assessment is to use assessment results for improving the programme. On the basis of learning outcome assessment analysis self-evaluation group of the study programme together with program staff discusses if students succeeded in reaching the learning outcomes. Learning outcomes that were hardly or poorly reached by majority of the students are identified. In such case curriculum map and learning course, that are responsible for developing learning outcomes are being discussed again.

Evidences/Indicators

- Bachelor and Master educational programs in "Tourism"
- Curriculum - map of program learning outcomes and study course relevance.
- Mapping program objectives and learning outcomes.
- Mechanism for evaluation of learning outcomes of the program.
- The result of the interview.
- Program learning outcomes assessment plan.

General recommendations of the cluster:

There are no general recommendations for this standard

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and Suggestions according to the programmes:

None.

Programme 1 (Tourism, 6th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Tourism, 7th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

➢ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➢ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

A methodology for planning, designing and developing programs that is complete has been used in the case of the presented programmes cluster. Experts assure that the programme cluster is developed in accordance with the Georgian law and accordingly to the European credit transfer system.

It has been established that the methods, amount of credits, assessment components and criteria used in each component of the programmes are consistent with the content and learning outcomes of each training course. The sequence of components included in the programmes ensures a logical connection of the learning outcomes and the development towards their deepening and strengthening.

The recommendations issued by the accreditation decision were taken into account, which were about improving the structure of the program.

Description and Analysis - Programme 1 (Tourism, 6th)

The volume of the bachelor study programme "Tourism" is 240 credits - 60 credits per year, 30 credits per semester, which fully corresponds to the bachelor's degree level. One credit corresponds to 25 hours. The volume of credits provided for the training course is adequate for the topics planned within the course, theoretical and practical tasks to be performed. The duration of the programme is 4 years (8 semesters).

The programme's structure is defined as follows: compulsory courses of content relevant to the main field of study - 130 credits; elective courses of content relevant to the main field of study - 15 credits; mandatory and optional training courses of the free component - 35 credits; additional (minor) programme - 60 credits.

The programme anticipates three professional practices - each with the volume of 5 credits, which students will undergo in various tourism enterprises and organizations based on the memorandums signed with the university.

The program enables the acquisition of general knowledge through following courses: Academic writing, Calculus, Foreign Language 1, Foreign Language 2, IT Basics and Computer Literacy, and Foreign Language 3. Learning foreign languages is important for the future graduates in the field of tourism, but interviews with students revealed that the intensity of learning is clearly not at a level, that would allow them to communicate fluently.

Many relevant professional courses allow students to enter the labor market well prepared, the structure corresponds to related study programs in Georgia and elsewhere. Among them: Tourism Basics, Principles of Economics, Tourism-Recreational Resources of Georgia, Professional Ethics and Etiquette, Material-Cultural Monuments of Georgia, Guide and Excursion Tourism, Research Basics, Providing Utilities and Planting greenery at the tourism object, Tourism Economics, Tourism Management, Practice 1, Hotel Management, Food Service in Tourism, Tourism Marketing, Transportation Service in Tourism, Tourism Statistics, Advertising in Tourism, IT in Tourism, Practice 2, Touroperating, Food Service in Tourism, HR Management in Tourism, Enterpreneurial Activity in Tourism, Foreign Language (Specialized), Tourism Regions and Centers, and Practice 3. Some of the courses are quite unique and might represent a strategic competitive advantage for ATSU, if promoted properly (like Material-Cultural Monument in Georgia, Tourism-Recreational Resources of Georgia, Providing Utilities and Planting greenery at the tourism object, etc.).

Elective courses are missing in the programme syllabus, so students can not customize the program according to their preferences.

Description and Analysis - Programme 2 (Tourism, 7th)

The constituent components of the masters programme "Tourism" are arranged in a consistent and logical manner. The content and structure ensure that the learning outcomes of the program are achieved. The volume of the master programme "Tourism" is 120 credits. 60 credits per year, 30 credits per semester. One credit corresponds to 25 hours.

Students and other stakeholders assured the expert team that the amount of credits provided for the training course is adequate for the topics planned within the course, theoretical and practical tasks to be performed. The duration of the programme is 2 years - 4 semesters.

In order to achieve the goals and learning outcomes set by the program, the structure of the master's program was defined as follows: compulsory courses of content relevant to the main field of study - 95 ECTS (including: professional practice - 10 ECTS and master's thesis - 30 ECTS); Elective courses of content relevant to the main field of study - 15 ECTS, and Free component - 10 ECTS.

The program envisages professional practice in the amount of 10 credits, which students will undergo in hotels and tourism companies based on the agreements signed with the university.

Students are likely to develop scientific thinking skills through participation in research methods training courses Scientific writing, and Research methods in Tourism. Other courses build on the acquired knowledge from the bachelor's program, there is no duplication of content: Event Management, Insurance and safety in tourism, International tourism, Financial management in tourism, Sustainable development of tourism, Strategic management, Innovations in tourism, National and regional tourism planning, Development of tourist destination, and Professional practice. Perhaps a marketing related content would be beneficial for the structure of the programme.

Evidences/Indicators

○   Bachelor and Master educational programs in "Tourism" (curriculums);

○   Quality assurance policy of the National Academy of Sciences - EP-QA" (Resolutions of the Academic Council No. 49 (17/18), No. 39 (20/21), 15.07.2021, No. 8 (21/22), 9.11.2021);

○   The result of the interview.

○   Curriculum Map - A map of the relationship between program learning outcomes and courses of study.

General recommendations of the cluster:

There are no recommendations for this standard.

General suggestion of the cluster:

There are no suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s):

●   Introduce elective courses to the Minor programme.
●   Integrate English learning into more semesters.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Tourism, 7th)

Recommendation(s):

●   Core courses should include Marketing strategies.

Suggestion(s): There are no suggestions for this standard.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	☐	x	☐	☐
Programme 2 (Tourism, 7th)	☐	x	☐	☐

➢ 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 programme.

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Within the process of developing the cluster's educational programmes and the learning outcomes of each programme's course, the programme's working group together with the programme's staff were guided by the detailed field of the national qualifications' framework, the description of the competencies, and the sectoral characteristics of higher education. The learning outcomes of the training courses are in accordance with the corresponding level of higher education. The learning outcomes of the compulsory component of each programme are part of the learning outcomes of the programme and correspond to the content. Curriculum maps have been drawn up for the programmes, which confirm the link between the study courses and the learning outcomes of the programmes.

Taking into account the specifics of study courses (course content and learning outcomes) in considered programmes, the volume in credits and the number of corresponding hours is determined. The syllabi specify the hours for contact and independent work, the ratio between which is adequate and takes into account the specifics of the course.

The results of the study courses provided by the programmes presented in the cluster correspond to the learning results of the programmes and ensure the preparation of a suitably qualified staff with appropriate knowledge and field competencies, which is focused on practical activities and continuing studies at the next level of higher education.

Study materials indicated in the both syllabuses ensure the achievement of the learning outcomes of the programme, but some courses envisage the use of obsolete mandatory literature, while some courses demand the inappropriate amount of mandatory literature (more than 2500 pages, especially at the bachelor programme).

Description and Analysis - Programme 1 (Tourism, 6th)

Following amendments were made in the Major programme in 2017: the course "Hotel Accomplishment and Greening" was added to elective courses (5ECTS); in courses "Social relations", "Tourism Basics", "Finances, Money Circulation and Credit", "Tourism Management" changes were made in lecture/group work, increasing practical part; in the course "Photography", in connection with the creation of a photo laboratory, work in a group was changed into a laboratory. In minor courses: "Tourism Basics" and "Tourism Management" changes were made in lecture/group work, increasing practical part. These changes were necessary and contributed to the actuality of the educational programme. Interviews proved that the stakeholders of the ATSU commended such changes.

Next amendments in the programme were made in 2020: two courses were added to elective subjects: "Tourism and Transportation Industry" and "Role of Civil Society" 5(ECTS); "Management basics" was omitted from the list of core courses. Several topics were added to the study course "tourism Management". Learning course "Tourism research basics" (5ECTS) was added; two elective courses became mandatory. Mandatory learning courses "Principles of Economics 1" and "Principles of Economics 2" were united under one learning course "Principles of Economics" (5ECTS) and "Tourism Business and Food Safety" (5ECTS) was added to the programme. The aim of changes was to raise students' competences. Course "Marketing Basics" was changed with "Enterpreneurship in Rural Areas" (5ECTS). The study course "Information systems in tourism" was transferred from the VIII semester to the VI semester, and the course "Entrepreneurship in Rural Areas" was transferred to the VIII semester; the evaluation system of professional practices ("Professional Practice 1" and "Professional Practice 2") was improved. Described changes positively influenced the students' competences and improved study programme.

Some of the courses' syllabi prescribe as compulsory literature books and other sources, older than five years (e.g. Tourism Basics, Tourism-recreational resources of Georgia, Professional Ethics and Etiquette, Guide and Excursion, Tourism Economics, Tourism Management, Hotel Management, Transportation Service in Tourism, Tourism Advertising, Information systems in Tourism). New technologies, changes in tourists behaviour and other changes demand updated literature.

Following employers' requirements, one more practice was added to the programme and current programme consists of three practice components. In the first practice students learn on profession of guide and excursion guide, acquire corresponding skills and experience, in the second practice- the work of hotel administrators and specialists, in the third practice- profession of tour-operating. In order to achieve practice objectives and outcomes contracts were stipulated with different tourism enterprises: LTD "Kutaisi Hostel Service, LTD "Tourism Company all in Georgia", LTD "Good Travel Georgia", LTD "Imertour", LTD "EnTravel, LTD "Hotel King David".

The compulsory literature and textbooks in courses syllabi: Tourism Basics, Tourism-recreational resources of Georgia, Professional Ethics and Etiquette, Guide and Excursion, Tourism Economics, Tourism Management, Hotel Management, Transportation Service in Tourism, Tourism Advertising, Information systems in Tourism is outdated - older than 5 years, in some cases over 10 years old.

The amount of mandatory literature within the course Material-Cultural Monuments of Georgia is too vast, it is impossible for a student to study all this material for the exam.

Description and Analysis - Programme 2 (Tourism, 7th)

Following amendments were made to the programme in 2012 after its accreditation: Credits on professional practice were increased from 5 to 10, in order to strengthen the practical component; A test in a foreign language (English) was added to the prerequisite for admission to the program - to determine the level of knowledge of a foreign language; Programme objectives and outcomes were refined; Exam hours were reflected in the learning course syllabus.

On the basis of internal assessment of the Master's programme of 2015-2019, following changes were made: In 2015 elective course was added to the learning plan with 5 credits (III semester); development of Sustainable tourism (Geo/Eng), Foreign language (Eng), number of free components were decreased

from 15 to 10 credits; Master's programme "tourism" is implemented by the Department of Tourism and Landscape Architecture of the Faculty of Agriculture, therefore certain changes were made to the programme; By decision of ATSU academic council N5(17/18), 15.09.2017 master's thesis is evaluated once (final assessment), in 100 point system.

In 2019 learning course "Business Forecasting" was changed into "HR management in Tourism", "Tourism Destination Development", an English course was added to elective learning courses.

In 2022, as a result of internal assessment, labour market requirements, analysis of similar programs of European universities, the following changes were made: Learning course "academic writing" was added to the program -5 ECTS; The name of the course "Academic Research Methodology" (5 ECTS) was changed into "Research Methodology of Tourism"- 6 ECTS. The number of practice hours was increased in order to strengthen practical skills; Order of learning courses was changed in programme structure based on semesters and status. Namely, learning courses "Agrotourism: "Recreation and Resortology", "Eco Tourism", "Cultural Tourism" became elective and are implemented in I and II semesters. The following subjects are implemented in the 1st semester: "Management of Special Events" (Georgian/ English) - 5 ECTS, "Insurance and Security in Tourism - 5 ECTS, "International Tourism"- 5 ECTS. The course of "HR Management in Tourism" (5 ECTS) was omitted from the programme, it was replaced with "Tourism Sustainable Development" (Georgian/English)- 5ECTS. The block of elective subjects (5ECTS) is the following: I semester - tourism, Eco-Tourism, foreign language 1/specialized English 1; II Semester- cultural tourism, recreational tourism, foreign language 2/specialized English 2.

Constant updating of the educational programme kept the programme attractive and improved the students' competencies, which has been positively accepted by the employers. However, two of the courses' syllabi missed to update their literature (Sustainable Tourism Development, National and regional tourism planning).

Evidences/Indicators

○ Undergraduate and graduate education programs in tourism
○ Syllabus of training courses
○ Curriculum map
○ The result of the interview.
○ ATSU library https://library.atsu.edu.ge

General recommendations of the cluster:

● There are no general recommendations for this standard.

General suggestions of the cluster:

● There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s):

●   Update the compulsory literature and textbooks in courses syllabi (Tourism Basics, Tourism-recreational resources of Georgia, Professional Ethics and Etiquette, Guide and Excursion, Tourism Economics, Tourism Management, Hotel Management, Transportation Service in Tourism, Tourism Advertising, Information systems in Tourism).
●   Regulate the amount of mandatory literature within the course Material-Cultural Monuments of Georgia.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Tourism, 7th)

Recommendation(s):

●   Update the compulsory literature and textbooks in courses syllabi (Sustainable Tourism Development, National and regional tourism planning).

Suggestion(s): There are no suggestions for this standard.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	☐	x	☐	☐
Programme 2 (Tourism, 7th)	☐	x	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	☐	x	☐	☐
Programme 2 (Tourism, 7th)	☐	x	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the analysis of the self-evaluation report of the cluster and on the information received as a result of the documentation and accreditation visit, it has been established that the prerequisites for admission to the programmes are transparent and provide appropriate modes to include in the programmes people with knowledge, skills and values.

Prerequisites and procedures for admission to the programmes are in accordance with the applicable legislation; enrolment in the programmes is also possible through internal and external mobility. The information about prerequisites for admission to programmes is public and available.

Internal applicants are being also admitted to the study programmes according to the mobility rule. The terms and procedures for internal mobility are established by the Rector of the ATSU and information is posted on the university's website.

Admission information is available also on the university's website in English (https://admissionoffice.ge/atsu/), but since the cluster's programmes are offered only in Georgian, it doesn't apply to them.

The study programmes are public and accessible to all interested persons on the website of the ATSU, both in the field of news and teaching. Anyone can receive needed information and consultation on any issue both by means of phone and/or e-mail.

Description and Analysis - Programme 1 (Tourism, 6th)

Mandatory prerequisites for admission to the bachelor study programme in "Tourism" is a document confirming completion general education - a certificate and a document of passing the unified national exams, which grants the entrant the status of a student.

Without passing the unified national exams, in accordance with the procedure established by the Ministry of Education and Science of Georgia and within the established time limits, the following are allowed: for citizens of a foreign country and stateless persons who received a complete general or equivalent

education in a foreign country; for citizens of Georgia who received full general education or its equivalent in a foreign country and studied the last 2 years of full general education in a foreign country; for persons who study/studied and received credits in a foreign country in a higher educational institution recognized in accordance with the legislation of this country.

Description and Analysis - Programme 2 (Tourism, 7th)

It has been confirmed that the prerequisite for the admission of a student to the master study programme in "Tourism" are: Bachelor's academic degree and equivalent status; Successfully passing the common master's exam; Successfully passing the internal university exam in the speciality.

Testing in order to determine the level of knowledge in a foreign language (the number of credits necessary for the student to reach the B2 level is determined by the results of the test within the optional and free credits provided by the programme).

The exam in the speciality takes into account the verification of the level of knowledge of the field for the applicant. The exam is conducted in written form, the ticket includes four theoretical questions. Exam questions will be posted on the website of ATSU at www.atsu.edu.ge at least one month before the exams.

Evidences/Indicators

○ Undergraduate and graduate education programs in tourism.
○ Resolution of the Academic Council No. 67 (21/22), 23.07.2022 - on approval of the procedure for obtaining, suspending, terminating, restoring, mobility, qualification and recognition of received education status. (https://www.atsu.edu.ge /index.php/acad-council-separator/akad-sabcho-dadgenilebebi/2021-2022/67-21-22).
○ The result of the interview.
○ University website: www.atsu.edu.ge

General recommendations of the cluster:

● There are no recommendations for this standard.

General suggestions of the cluster:

● Diversify the destinations of excursions to different regions.
● Strengthen the internationalization activities by involving more foreign partners besides Norwegian, work on international research projects, mobility of teachers.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The cluster's programmes allow the development and perfection of students' practical, scientific-research, and creative skills. Students participate in various events organized by the faculty, which contribute to their professional development: international tourism exhibitions (in Batumi and Tbilisi), festivals, introduction to new tourist facilities and successful tourism businesses, etc. Participation in university, regional and international events, exhibitions and festivals significantly contributes to the development of students' creative skills.

ATSU presented memoranda which is signed with organizations of different sizes. Students are guided by ATSU academic staff. It has been established through interviews that practice supervisors/menthors from companies do not receive any training on pedagogical competences.

During the meeting with the academic staff and employers, it was confirmed that the students are fully involved in practice and creative activities.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Tourism, 6th)

The study programme provides the development of practical skills through various methods of assessing the student's knowledge, besides the practice inside the companies: Weekly activities carried out by various methods (practical work, presentation, oral survey using slide show, marketing research, creation of tourism products).

Practice in the fourth, sixth, eighth semesters is provided, during which students stay for 20-days at the corresponding tourism organization. After completing the practice, the student has to submit a report and make a presentation. The report should include a brief summary of the organization's activities, a description of the specifics of the work and the activities performed by the student.

In order to develop the research and creative skills of students, the training courses "Fundamentals of tourism research", "Tourism marketing", "Tour-operating" provide for the implementation of research based on the analysis of the results from the competitive activities of tourism organizations.

It has been ascertained that students of the tourism program actively participate in the annual student scientific conference held at the university.

Description and Analysis - Programme 2 (Tourism, 7th)

The master's study programme in "Tourism" is focused on providing the student with knowledge relevant to the master's academic degree and developing practical skills. In the master study program, the practical component is presented in theoretical courses. In addition, the program provides professional practice, in the amount of 10 ECTS. Students fulfill the practice in different hotels and travel companies.

At the end of the practice, the student is obliged to submit a report and make a presentation. Adequate evaluation forms, components, methods and criteria provided by the syllabus are used to evaluate the practical component.

The university has signed memorandums of cooperation and agreements with various tourism organizations, hotels, and the Agency of Protected Areas.

Master thesis is being publicly discussed, student summarizes the theoretical knowledge, research and practical skills acquired during his/her studies in the programme. Several students of the program have already had the opportunity to participate in the Norwegian project "Sustainable Tourism: Rural Entrepreneurship and Heritage" and in various exchange programmes that the university implements within the framework of the Erasmus+ project. Students also participated in hackathons and international conferences.

Three students of the master's program in tourism had the opportunity to improve their knowledge in English academic writing and publications within the framework of the project "English Academic Writing and Publishing" (trainers: professors of the University of Norway).

Master's students are actively involved in conferences both at the university and international level. In the last 5 years, a total of 8 students have presented at various conferences, including one student at the International West Asia Tourism Research Congress (IWACT 2021, Turkey) on the topic: Pandemic Impact on Tourism in Georgia.

Evidences/Indicators

- The result of the interview.
- Undergraduate and graduate programs in tourism.
- Syllabus of training courses.
- Memoranda of mutual cooperation.

<div>

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

● Organize pedagogical training for practice mentors from cooperating tourism organizations.

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Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Tourism, 7th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

2.3. Teaching and Learning Methods

The programme is implemented by using student-centered 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

To implement the training components of the study programmes, the following are used: lectures, seminars, practice, laboratory, course work/project, independent work, consulting.

Teaching and learning methods are provided in the study courses (syllabi). Relevant activities: discussion/debate, problem-based learning (PBL), group (collaborative) work, collaborative learning, case studies, mental attack, role-playing and situational games, demonstration, deductive, inductive, analysis, synthesis, verbal, written work, explanation, situational play, project development and presentation. Teaching and learning methods are flexible and taken into account as much as possible individual students' needs.

Experts confirm that both bachelor's and master's programmes in "Tourism" presented in the cluster use student-oriented teaching and learning methods.

Evidences/Indicators

○ Bachelor and Master education programs in tourism
○ Syllabus of training courses
○ University website www.atsu.edu.ge;
○ Guide to evaluation methods and criteria.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Programme 2 (Tourism, 7th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Evaluation forms, components and methods are transparent, published and are known in advance to the students. Knowledge assessment forms, criteria and methods are transparent. They are introduced to students at the information meeting and the first lecture. The syllabus of a separate subject describes the components and criteria of knowledge assessment, which is easy to understand and ensures the student's awareness of the expected result. The evaluation forms used in the training courses take into account the specifics of the course, correspond to the learning outcomes of this course. An electronic system for publishing the results of knowledge assessment has been introduced, to which the student has individual access, which ensures his confidentiality. Students receive feedback on learning results, as well as about their own strengths and weaknesses and improving results information.

Out of the total score (100 points) of the evaluation of the program component, the specific share of the intermediate evaluation is 60 points in total, which in turn includes the following evaluation forms: student's activity during the academic semester - no more than 30 points; intermediate exam - not less than 30 points; and final exam - 40 points.

Students pass the final exam if their minimum competence level in the components of intermediate evaluations is at least 18 points in total. The evaluation system allows five types of positive assessment, from (A) Excellent to (E) Enough and two types of negative assessment (FX) did not pass on the first attempt (41-50 points), which means that the student needs more work to pass and is allowed to take one additional exam with independent work and (F) failed (40 points and less), which means that the work done by the student is not enough and he/she has to attend the course again.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 2 (Tourism, 7th)

The master's thesis is assessed once, with a final assessment (100 points) and relevant methods and criteria are used for assessment. The methods and criteria for evaluating the master's thesis are determined taking into account the specifics of the program. A rule for the performance and evaluation of the master's thesis has been developed, which describes the procedures for evaluation and defense of the thesis (Resolution of the Academic Council of the Academy of Sciences No. 38(20/21), 15.07.2021).

The requirements for the academic style of the dissertation are known in advance to the students and are considered when evaluating their dissertations.

Evidences/Indicators

○   The results of the interview. Bachelor and Master programmes in tourism.
○   Syllabus of training courses
○   Resolution No. 6 (22/23) of the Academic Council of the Academic Council of the Academic Council of the Academic Council of the Academic Council of the Academic Council of the Academic Council of the Academic Council of the Academic Council No. 6 (22/23) - the evaluation system of the students of the Academic Council of the Academic Council of the Academic Council
○   Rules for completing and evaluating the master's thesis (Resolution of the Academic Council of the Academy of Sciences No. 38 (20/21), 15.07.2021)
○   Guide to evaluation methods and criteria
○   Resolution No. 9 (17/18) of the Academic Council of November 10, 2017 on the procedure for appealing exams.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): There are no recommendations for this standard.

Suggestion(s): There are no suggestions for this standard.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	x	☐	☐	☐
Programme 2 (Tourism, 7th)	x	☐	☐	☐

3.   Student Achievements, Individual Work with Them

The programme 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 engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme 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 programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Students are actively involved in the process of modifying and adjusting programs on their needs. For example, some subjects were moved to a different studying semester because students would use learned skills at work. University uses questionnaires to understand what students think about the program, lecturers and about other issues. They can evaluate the lecturer and the course. Students'

participation is anonymous. They can express their opinions about a particular studying program that they like or they would like to be modified and improved.

As for consultancy hours, students are informed about the exact times when they can use consultation meetings but they can also approach the lecturer any time not only at the university but also online.

During the course students are able to participate in multiple projects, local and international and they can also become exchange students. They have a chance to have a practice after covering some subjects and some theoretical knowledge, and practice their skills.

One of the positive sides of the program is that it offers students exchange programs and international projects and conferences but because of the lack of English Language competence not every student (in both programmes: Bachelor and Master) is able to compete or participate in those projects. Employers also highlighted this issue as an aspect that they would like to be improved soon.

Furthermore, students have a chance to work as interns during the university years and after graduation some of them get employed easily.

What's more, after meeting with the alumni of BA and MA programs they mentioned that courses are modified (some minor courses have become major) and some courses are added which was a right decision. One of the BA alumni also mentioned that knowing English Language helped him to compete/participate in the exchange program and that he had more priority compared to ones who had a language barrier.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Tourism, 6th)

BA students participate in forming their courses and sequencing subjects according to their needs. They evaluate lecturers and courses through anonymous questionnaires. They have an opportunity to write in the questionnaire that they would like to make some changes in the program or highlight some aspects that they like/liked.

Students can visit and use consultation hours whenever they need it, they use this chance actively, especially, during the exam periods.

Students participate in the exchange programs but ones who are not competent enough in languages may not be able to use these chances. University added Foreign language 1, 2, 3 and Specialized, but obviously this is not enough. More intensive language training would be needed to improve their competences.

Students get support from the university to find jobs, even after graduation. There are cases when students get employed in the company where they had practical courses.

Alumni of the program also highlighted the importance of an intensive language learning process that would be helpful for students during the study period and after graduation as well.

Description and Analysis - Programme 2 (Tourism, 7th)

MA students are offered programs which are adjusted to their needs. University uses questionnaires for MA students as well, where they can express their opinions and suggestions to the development and improvement of the program.

Students have a chance to have practice after covering some courses. They get information about available job vacancies from the university. They also have an opportunity to use consultation hours when they need to.

During the interviews students of the programme didn't feel comfortable to use English language for the conversation with evaluators.

Evidences/Indicators

○　　　Interview with BA students, BA alumni, MA students, MA alumni,

○　　　Interview with a Rector, Self evaluation team, lecturers,

○　　　Interview with the employers.

General recommendations of the cluster:

There are no recommendations for this standard.

General suggestions of the cluster:

●　　　It would be better for students to have more hours of English Language courses so that they can participate in the exchange programs and get some experience like those students who have a good command of English. It will benefit them when they start working.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): None.

Suggestion(s): None.

Programme 2 (Tourism, 7th)

Recommendation(s): None.

Suggestion(s): None.

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

From the very beginning, MA students are given a list of topics and they can choose one that they like. In case they have different opinions and ideas about the topic of their MA Theses they can add and choose/modify the topic but they have to have a consultation with the lecturers to make sure that the topic the students wants to work on is appropriate for the program objectives.

Each topic has its supervisor. But if a student wants to change the lecturer/supervisor they are free to do it. After choosing the topic, the student gets necessary support from his/her lecturer and starts working on the Master's research. During the working process students and lecturers meet regularly and students get feedback from their supervisors about the structure, layout and details which are connected to the research methods. Consultancy hours are flexible for students.

Program helps and gives an opportunity to the students to work on their MA theses with the supervisor who has appropriate knowledge and competency in this specific field. Finally, MA theses (which is worth 30 credits) is assessed according to the criteria which is also given in the syllabus of the program.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Tourism, 6th)

Description and Analysis - Programme 2 (Tourism, 7th)

Data related to the supervision of master's/doctoral students **Programme 1 (Tourism, master)[6]**	
Number of master's/doctoral theses supervisors	5
//Number of doctoral thesis supervisors	Not relevant
Number of master's students	6
//Number of doctoral students	Not relevant
Ratio - supervisors of master's theses/master's students	0.83
Ratio - supervisors of doctoral theses/doctoral students	Not relevant

Evidences/Indicators

○   Interview with MA students

○   Interview with the program coordinator and academic staff.

General recommendations of the cluster:

There are no recommendations for this standard.

General suggestions of the cluster:

There are no suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Tourism, 7th)

Recommendation(s): None

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[6] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Tourism, BA	X	☐	☐	☐
Programme 2 (Tourism, MA	X	☐	☐	☐

4. Providing Teaching Resources

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

4.1 Human Resources

➢ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

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

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

➢ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the self-assessment report of the cluster of educational programs, the documentation reported/linked to it, and the information obtained as a result of the accreditation visit, the expert panel

notes that the educational programs are implemented by academic and invited staff with appropriate qualifications. The academic staff is selected through an open competition, fully complying with the requirements of the Law of Georgia "On Higher Education" and the charter of the Akaki Tsereteli Kutaisi University of Georgia. As a result of analyzing the relevant documents have been approved the qualifications of the professors and invited staff involved in the implementation of the educational programs presented by the higher educational institution. During the interviews with the academic staff confirmed that qualification requirements are in accordance with the standards established by the legislation and the internal regulations of the Higher Education Institution.

The study of the documentation presented by the higher educational institution (semester workload, selection procedure of academic staff, number of academic and visiting staff, etc.) and interviews with the heads of the program confirmed that the number and workload of the academic and visiting staff implementing the program ensure the feasibility of educational process defined by the educational program, including scientific-research activities and other functions assigned to them. The number of academic and visiting staff is adequate to the number of students. The ratio between academic and visiting staff ensures the sustainability of the programs.

The study of the given self-evaluation report presented by the higher educational institution and the results of the interviews with the program leaders demonstrated that the program leaders have the necessary professional knowledge, experience, skills, and competence for the development and implementation of the program.

A two-day visit to the institution revealed that educational programs are implemented with the support of the university administration and all relevant structural units. The implementation and monitoring of educational programs are provided by the administration of the faculty: The Dean, the quality assurance service of the faculty, the heads of the tourism and landscape architecture department, and the program supervisors, whose functions and duties are defined by the faculty regulations.

Description and Analysis - Programme 1 (Tourism, 6th)

The program is implemented by 36 persons with relevant qualifications: 5 professors, 27 associate professors, 1 assistant professor, 3 invited specialists. 33 of the mentioned personnel are affiliated. It is significant that all the academic staff implementing the program have a doctor's degree. The head of the program, who is directly involved in the development and implementation of the program, possesses the knowledge and experience necessary for the field, which is confirmed by relevant education, academic,

scientific-research activities, and practical experience. The program supervisor participates in both local and international scientific conferences.

Programme 1 (BA Program)[7]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[8]	Including the staff holding PhD degree in the sectoral direction[9]	Among them, the affiliated academic staff
Total number of academic staff	36			
- Professor			5	5
- Associate Professor			27	27
- Assistant-Professor			1	1
- Assistant				
Invited Staff	3	3		_
Scientific Staff				_

Description and Analysis - Programme 2 (Tourism, 7th)

The program is implemented by 11 persons with appropriate qualifications: 1 affiliated professor, 9 affiliated associate professors, 1 affiliated assistant professor.

The head of the program, who is directly involved in the development and implementation of the program, possesses the knowledge and experience necessary for the field, which is confirmed by relevant education, academic, scientific-research activities and practical experience. The program supervisor participates in local and international educational projects, he is a coordinator from the university (Norwegian project "Sustainable tourism: entrepreneurship in rural areas and heritage", Czech university project "Improving the quality of education at the ATSU").

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[7] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[8] Staff implementing the relevant components of the main field of study

[9] Staff with relevant doctoral degrees implementing the components of the main field of study

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[11]	Including the staff holding PhD degree in the sectoral direction[12]	Among them, the affiliated academic staff
Programme 1 (MA Program)[10]				
Total number of academic staff	11			
- Professor			1	1
- Associate Professor			9	9
- Assistant-Professor			1	1
- Assistant				
Invited Staff				_
Scientific Staff				_

Evidences/Indicators

○	Visit to the University and interviews with the staff involved in the program implementation process;

○	The list of academic staff implementing the educational program with reference to the subject/subjects;

○	Personal data of academic staff (CV);

○	Individual workloads of academic staff.

General recommendations of the cluster:

There are no recommendations for this standard.

General suggestions of the cluster:

There are no suggestions for this standard.

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[10] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[11] Staff implementing the relevant components of the main field of study

[12] Staff with relevant doctoral degrees implementing the components of the main field of study

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

As a result of studying the documentation and interviews presented by the higher educational institution, we note that the qualifications, knowledge and experience of the academic staff involved in the implementation of the master's program are fully compliant with the requirements of the legislation. This is also confirmed by their scientific and practical activities both locally and internationally.

Programme 1 (name, level)[13]

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[13] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of supervisors of Master's/Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5		
- Professor			
- Associate Professor		5	5
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Description and Analysis - Programme 2 (Tourism, 7th)

At the Akaki Tsereteli Kutaisi State University, the master's education program in tourism has been operating since 2016. 11 academic personnel are involved in program implementation. As it became clear from the interviews, students of the program take their master's topics in the third semester from topics pre-approved by the institution and are assigned a supervisor. According to the rule of execution and evaluation of the master's thesis the supervisor of the master's thesis can be the academic staff of Akaki Tsereteli State University (professor, associate professor), emeritus professor, an invited person with a doctor's degree - the head of the department makes a decision on the invitation based on the presentation of the head of the program, which is reflected in the relevant protocol (department meeting). A master's thesis can have a co-supervisor (depending on the specifics of the research). Each professor supervises a maximum of two students. In the fourth semester, the student works on the topic in agreement with the supervisor in accordance with the instructions for writing the master's thesis, takes on the consulting hours, as well as the possibility of online contact is optional. The master's thesis is being checked by the plagiarism software.

As a result of studying the documentation and interviews presented by the institution, we note that the qualifications, knowledge and experience of the academic staff involved in the implementation of the master's program are fully in line with the requirements of the legislation. This is also confirmed by their scientific and practical activities both locally and internationally.

Evidences/Indicators

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[14] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

○ Visit to the University and interviews with the staff involved in the program implementation process;
○ CV, diplomas and list of works of academic, visiting staff;
○ Certificates confirming participation in academic staff trainings;
○ The procedure for completing and evaluating the master's thesis.

General recommendations of the cluster:

There are no recommendations for this standard.

General suggestions of the cluster:

There are no suggestions for this standard.

Recommendations and suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): None.

Suggestion(s): None.

Programme 2 (Tourism, 7th)

Recommendation(s): None.

Suggestion(s): None.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

➢ The HEI conducts the evaluation of programme 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the self-evaluation report of the cluster of educational programs, the documentation attached to it, and the information obtained as a result of the accreditation visit, we note that in parallel with various mechanisms for the development and support of academic staff, the higher educational institution also produces mechanisms for evaluating their academic and scientific activities. In the higher educational institution, procedures have been developed for the purpose of evaluating and analyzing the results of the academic and scientific personnel involved in the educational programs. In order to evaluate the academic staff, the institution uses the assessment of educational and scientific-methodical activities determined by the preliminary individual workload within the academic year. Also, in addition to carrying out annual workloads, the institution regularly evaluates the staff involved in the program through the collegial mutual attendance policy and student surveys. During the visit to the institution and the interviews with the academic staff, it was determined that at the beginning of the semester, professors receive information about the evaluation to be carried out by the quality assurance service, and they are informed in advance of the evaluation criteria, content and the need for evaluation. As a result of interviews with students, it was found that they have the opportunity to evaluate both the lecturer and the course and syllabus at the end of each semester. Students expressed their satisfaction with having this opportunity.

As a result of the visit to the higher educational institution, it became clear that the institution constantly takes care of raising the qualifications and professional development of professors and teachers. The institution systematically conducts training for academic staff. During the visit, it was revealed that the staff involved in the implementation of programs included in the cluster actively participate in international projects and conferences, they publish scientific publications in refereed publications, and their cooperation with foreign colleagues contributes to the internationalization of the university.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Tourism, 6th)

Based on the self-evaluation report of the cluster of educational programs, the documentation attached to it and the information obtained as a result of the accreditation visit, we note that the higher educational institution takes care of the career growth and professional development of the professors involved in the implementation of the program on an ongoing basis and contributes to the implementation of various activities, both locally and internationally.

Description and Analysis - Programme 2 (Tourism, 7th)

Based on the self-assessment report of the cluster of educational programs, the documentation attached to it and the information obtained as a result of the accreditation visit, we note that the higher educational institution regularly evaluates and monitors the academic staff involved in the program. Also, the institution actively carries out staff qualification training and promotes the process of internationalization.

Evidences/Indicators

○ Visit to the University and interviews with the staff involved in the implementation of the program;
○ Personal data (CV) of academic staff;
○ Educational program evaluation procedure EP-QA 1.2;
○ Mutual attendance and auditorium performance evaluation policy 4- EP-QA 1.2;
○ Semester workload of academic staff;
○ Evaluation of the scientific-academic activity of the staff.

General recommendations of the cluster:

There are no recommendations for this standard.

General suggestions of the cluster:

There are no suggestions for this standard.

Recommendations and Suggestions according to the programmes (if any):

Programme 1 (Tourism, 6th)

Recommendation(s): None.

Suggestion(s): None.

Programme 2 (Tourism, 7th)

Recommendation(s): None.

Suggestion(s): None.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the self-assessment report of the cluster of educational programs, the documentation attached to it, and the information obtained as a result of the accreditation visit, we note that the infrastructure and technical equipment of the higher educational institution quantitatively and qualitatively ensure the achievement of the goals and learning outcomes of the educational program. Auditoriums and conference halls in the higher educational institution are equipped with appropriate equipment and information-communication facilities; The university has computer classes equipped with modern computer equipment.

In the central library of the institution, as well as in the library of the faculty, there are compulsory literature specified by the syllabi, the latest scientific periodicals. During the visit to the library, the mandatory literature, taking into account the syllabuses, was checked by the principle of selectivity. It is worth noting the high qualification of library employees and the electronic sources of educational literature adapted to students.

Both programs presented for evaluation in the cluster are provided with appropriate material and technical resources. Students are informed about the possibility of using existing resources and the rules of consumption.

The faculty has a tourism laboratory equipped with modern material and technical resources within the framework of the Norwegian grant project.

Description and Analysis - Programme 1 (Tourism, 6th)

Based on the self-assessment report of the cluster of educational programs, the documentation attached to it, and the information received as a result of the accreditation visit, we note that the higher educational institution has the appropriate material and technical base to implement the program.

Description and Analysis - Programme 2 (Tourism, 7th)

Based on the self-assessment report of the cluster of educational programs, the documentation attached to it, and the information received as a result of the accreditation visit, we note that the higher educational institution has the appropriate material and technical base to implement the program.

Evidences/Indicators

○ Visit to the University and interviews with the staff involved in the implementation of the program;
○ Faculty library;
○ The actual condition of the infrastructure of the university and the faculty;
○ Documents confirming the ownership of the book fund;
○ Documents confirming participation in the international electronic library network.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

There are no general suggestions for this standard.

Recommendations and Suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): None

Suggestion(s): None

Programme 2 (Tourism, 7th)

Recommendation(s): None.

Suggestion(s): None.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the self-assessment report of the cluster of educational programs, the documentation attached to it, and the information obtained as a result of the accreditation visit, it is confirmed that the budgets of the educational programs included in the cluster largely ensure the sustainability of the programs. The budget of the programs is calculated by the special electronic program of annual cost calculation developed by the financial and material resources management service of the university and is calculated according to the educational component, practical and research components of the program. It provides for the direct expenses necessary for the implementation of the program, as well as other expenses provided for by the combined budgets of the faculty and the higher educational institution.

Description and Analysis - Programme 1 (Tourism, 6th)

The higher educational institution presented the budget of the program, where the expected income and expenses are calculated for one group (20 students) and the income is 45,000 GEL, and the expenses are 40,356 GEL. The budget includes such direct costs as necessary for the implementation of the program, such as: wages of staff and invited staff and student service costs. Accordingly, the financial analysis of the educational program reveals that the program is financially sustainable, although it is desirable for the institution to prepare the program budget considering the total number of students, which clearly shows the financial parameters of the program.

Description and Analysis - Programme 2 (Tourism, 7th)

The budget of the program is presented by the higher educational institution. The expected income of the program based on one group (12 students) is 27,000 GEL, and the expenses are 25,320 GEL. The budget includes such direct costs as necessary for the implementation of the program, such as: wages of staff and invited staff and student service costs. Despite the optimal number calculated by the institution - 12 students, which should ensure the financial sustainability of the educational program, the

quantitative indicators of the program reveal that during the last five years, the number of applicants to the program is less than the planned optimal indicator. In the institution's self-evaluation document, it is mentioned that the program is additionally financed from the "bonus" of the faculty, which does not create a clear idea of the financial parameters. It is desirable that the institution take care of increasing the number of students willing to enroll in the program. The program budget presented by the institution, as well as other statutory documents, do not clearly show the source of program funding. It is recommended that a higher education institution submit an institution and program budget that clearly shows the program's financial support mechanism.

Evidences/Indicators

○ Program budget;

○ Visit to the institution, interview with program leaders and university administration.

General recommendations of the cluster:

There are no general recommendations for this standard.

General suggestions of the cluster:

● Increase the promotion of study programmes and cluster Tourism.

Recommendations and Suggestions according to the programmes:

Programme 1 (Tourism, 6th)

Recommendation(s): None.

Suggestion(s):

● It is desirable that the institution should prepare the budget for the undergraduate program taking into consideration the total number of students, which clearly shows the financial parameters of the program.

Programme 2 (Tourism, 7th)

Recommendation(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	☐	X	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	X	☐	☐	☐
Programme 2 (name, level)	X	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Processes and mechanisms for quality assurance at Akaki Tsereteli State University (ATSU) are coordinated by the quality assurance service of the university. The university has developed a number of regulations and frameworks related to the elaboration and development of educational programmes, as

well as the procedure for the peer review of educational programmes. The quality assurance system of the ATSU operates with internal and external evaluation tools and uses a cyclical process that includes four main interrelated elements: planning, implementation, evaluation and improvement (PDCA cycle). The internal quality system at the university is based on three main policies: Quality assurance policy of educational programs; Research development policy; Management efficiency improvement policy. The University uses these policies, procedures and regulatory documents for internal quality assurance and monitoring and management of current processes.

The proposals of educational programs were approved and initiated by the members of the Department of Tourism and Landscape Architecture. After that Decision was made on creating a programme self-evaluation team by the Faculty Council. The self-evaluation group of tourism educational programs consisted of heads of programs, academic and invited personnel, students, graduates, employers, representatives of university/faculty administration and quality assurance office. Programmes were developed with engagement of implementing staff. Self-evaluation team discussed activities of standard requirements and recommendations made by the quality assurance office. Internal and external assessment recommendations were introduced and discussed.

Self-evaluation report was prepared with annexes including all activities and collected information in preparation for the accreditation process. Educational programmes were presented at the meeting of the department of Tourism and Landscape Architecture, in the Quality Assurance Department of the Faculty of Agriculture, at the meeting of the Faculty Council of the Faculty of Agriculture, ATSU Department of Quality Assurance and ATSU academic council.

For monitoring and evaluation of the electronic/distance learning process ATSU ensures the adaptation of internal quality assurance mechanisms by integrating questions about the quality of distance learning in the questionnaire of students' satisfaction survey.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Tourism, 6th)

Description and Analysis - Programme 2 (Tourism, 7th)

Evidences/Indicators

● Policy of the Quality Assurance Service: Resolution of the Academic Council No. 49 (17/18), 9.02.2018;
● Changes in the policy of the Resolutions of the Academic Council No. 39 (20/21), 15.07.2021 and No. 8 (21/22), 9.11 .2021);
● Programs evaluations from another faculty of the university;
● external experts' evaluations from other Georgian Institutions of Higher Education;

● Interviews with the university/faculty administration, heads of programmes, academic and invited personnel, students, graduates and employers;

● Surveys of students, graduates, academic and invited personnel, Survey of employers;

● Labor market analyses;

● Reports of Quality Assurance Office;

● Annual self-evaluation reports of educational programs;

● Annual reports on research activities of academic stuff;

● Minutes of meeting of Department's Staff and Faculty Council;

● Analyses of students' academic performance;

● Self-evaluation report of the university;

● Additional documents provided by the university-sample of MA students survey questionnaire; MA entrance exam topics; benchmarking documents with similar/analogical foreign educational programs.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any): Programme 1 (Tourism, 6th)

Recommendation(s): None.

Suggestion(s): None.

Programme 2 (Tourism, 7th)

Recommendation(s): None.

Suggestion(s): None.

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The National Centre for the Development of Education Quality carried out an external evaluation of the undergraduate educational program "Tourism" in 2011 (Decision of the Accreditation Council No. 117; 17.10.2011) and of the Master's educational program "Tourism" in 2012 (Decisions of the Accreditation Council No. 78; 19.04.2012)) the recommendations issued by the accreditation experts in the external assessment were fully shared by the heads of the programs with the implementing academic staff.

The senior associate professor of the quality assurance service of another faculty from ATSU made an evaluation and gave feedback on the bachelor's and master's education programs. The heads of the programs and the working group took into consideration the comments received in the internal evaluation.

Undergraduate and graduate tourism education programs grouped in clusters have undergone external collegial evaluation in accordance with the quality assurance policies and procedures in effect at ATSU. The comments made by the external experts from other Georgian Institutions of Higher Education during the external assessment were taken into consideration in the presented programs by the self-evaluation team.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Tourism, 6th)

Description and Analysis - Programme 2 (Tourism, 7th)

Evidences/Indicators

○ Policy of the Quality Assurance Service: Resolution of the Academic Council No. 49 (17/18), 9.02.2018;
○ Changes in the policy of the Resolutions of the Academic Council No. 39 (20/21), 15.07.2021 and No. 8 (21/22), 9.11 .2021);
○ Evaluation of the group of accreditation experts in 2011 and 2012;
○ Programs evaluations from another faculty of the university;
○ external experts' evaluations from other Georgian Institutions of Higher Education;
○ Interviews with the university/faculty administration, heads of programmes, academic and invited personnel, students, graduates and employers;
○ Surveys of students, graduates, academic and invited personnel, Survey of employers;
○ Labor market analyses;

○ Self-evaluation report of the university.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any):

Programme 1 (Tourism, 6th)

Recommendation(s): None.

Suggestion(s): None.

Programme 2 (Tourism, 7th)

Recommendation(s): None.

Suggestion(s): None.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

Programme 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 programme improvement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Monitoring and evaluation of the educational programs of the ATSU includes systematic collection of

information, processing, analysis and formulation of appropriate recommendations based on the results.

The educational program monitoring and evaluation process is carried out according to the applicable educational program development procedure.

ATSU undertakes the following activities to monitor the quality of educational process and educational programs: Surveys of key stakeholders (student, teacher, employer, graduate); Analysis of students' academic performance; Graduate employment analysis; Analysis of the development of persons involved in the program (academic, invited); Analysis of the integration of research results into the educational process; Analysis of the improvement of the material and technical base; Analysis of the mutual participation process.

The results of the analysis are sent to the head of the program and the relevant department, who provide information to the staff involved in the implementation of the programs. The results of the surveys and the conclusions made based on the analysis serve for the development of educational programs.

At the end of each academic year, a self-evaluation report of the educational program is drawn up, where the statistical indicator of program implementation, measures taken for the purpose of program development and quality assurance, the results of internal evaluation of the program and implemented changes, relevant measures, measures of professional development of the staff implementing the program, practices and other activities are discussed. Strengths and weaknesses, threats and opportunities for development of educational programs are analyzed.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Tourism, 6th)

Description and Analysis - Programme 2 (Tourism, 7th)

Evidences/Indicators

● Policy of the Quality Assurance Service: Resolution of the Academic Council No. 49 (17/18), 9.02.2018;
● Changes in the policy of the Resolutions of the Academic Council No. 39 (20/21), 15.07.2021 and No. 8 (21/22), 9.11 .2021);
● Programs evaluations from another faculty of the university;
● external experts' evaluations from other Georgian Institutions of Higher Education;
● Interviews with the university/faculty administration, heads of programmes, academic and invited personnel, students, graduates and employers;
● Surveys of students, graduates, academic and invited personnel, Survey of employers

- Labor market analyses;
- Reports of Quality Assurance Office;
- Annual self-evaluation reports of educational programs;
- Annual reports on research activities of academic stuff;
- Minutes of meeting of Department's Staff and Faculty Council;
- Analyses of students' academic performanc;e
- Self-evaluation report of the university;
- Additional documents provided by the university-sample of MA students survey questionnaire;

MA entrance exam topics; benchmarking documents with similar/analogical foreign educational programs.

General recommendations of the cluster: None

General suggestions of the cluster: None

Recommendations and Suggestions according to the programmes (if any): Programme 1 (Tourism, 6th)

Recommendation(s): None.

Suggestion(s): None.

Programme 2 (Tourism, 7th)

Recommendation(s): None.

Suggestion(s): None.

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Tourism, 6th)	X	☐	☐	☐
Programme 2 (Tourism, 7th)	X	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

Compliance of the programmes with the standards

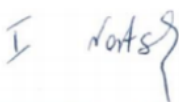| Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Tourism, 6th)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Tourism, 7th)	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Armand Faganel

Of the member(s) of the Accreditation Experts Panel

Ia Natsvlishvili

Valeri Arghutashvili

Ia Butskhrikidze