



## **Accreditation Expert Group Report on Cluster of Higher Education Programmes**

**Defence and Safety Bachelor's Educational Programme, First Level  
Defence Analysis Master's Educational Programme, Second Level**

**LEPL – David Aghmashenebeli National Defence Academy of Georgia**

Evaluation Dates 21 – 22 September 2023

Report Submission Date 14 November 2023

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL David Aghmashenebeli National Defence Academy of Georgia
Identification Code of Institution	218083222
Type of the Institution	Teaching University

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>
<b>Name of the educational programme</b>	Defence and Safety	Defence Analysis
<b>Level of higher education</b>	First Level	Second Level
<b>Qualification to be awarded</b>	Bachelor of Defence and Safety	Master of Defence Analysis
<b>Name and code of the detailed field</b>	Military Science and Defence 1031	Military Science and Defence 1031
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	--	--
<b>Language of instruction</b>	Georgian	Georgian
<b>Number of ECTS credits</b>	257	121
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Accredited Decision of Accreditation Council of Higher Educational Programs N106 19.08.2016	Accredited Decision of Accreditation Council of Higher Educational Programs N107 19.08.2016

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<sup>1</sup> 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<sup>2</sup>**

The LEPL - David Aghmashenebeli National Defence Academy (hereinafter - the Academy) has been offering the bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis since 2016. These programmes received accreditation (Decision #106 and 107 by the Accreditation Council of Educational Programmes on 19.08.2016). The accreditation period for the programmes grouped in this cluster is set to expire on December 31, 2023.

The bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis are grouped in a cluster given their unique field of study, goals, and target audiences. The master's educational programme of Defence Analysis has been developed to further the education and training of the Georgian officers who had graduated from the bachelor's educational programme of Defence and Safety; hence the master's programme is built on the knowledge and skills initially acquired at the bachelor level and then consolidated and expanded along the military career through dedicated career courses (i.e., junior training programme, captain course). However, if the audience of the bachelor's programme is limited to the military background, the master's programme envisages a broader audience to include experts from other agencies from the security system of Georgia (i.e., internal affairs).

In accordance with the mission of the Academy, the overall goal of the bachelor's educational programme of Defence and Safety is to prepare a corps of officers with higher academic and military education, ethics, strong morale, and leadership skills for the service of the country and Defence Forces. The graduates of the bachelor's programme receives a bachelor's degree in the relevant specialty and the first military rank of an officer - "Lieutenant". The future officer pledges allegiance to Georgia and sign a 9-year contract with the Ministry of Defence (4 years of training and 5 years of military contract service). The specific aim of the bachelor's programme is to prepare qualified specialists of defence and Safety by gaining comprehensive knowledge of political, economic, social, and legal processes at the global and national levels. The Ministry of Defence of Georgia is the primary requester of the bachelor's academic programmes at the Academy and the primary employer of Academy's graduates. Therefore, the programme includes in its curriculum the operational requirements, interests, and priorities of the Ministry of Defence of Georgia.

Over the last five years, the number of seats offered at the bachelor's programme slightly decreased, from 65 in a first year of the observed period, to 50 in the last year of the same period. However, the number of seats is set by the Minister of Defence, the primary requester of this programme. When it comes to the number of people applying to the programme, there is clear indication of the high interest, the number of applicants ranging from 48 in the first year to 135 in the last year, with a peak in the third year, representing 195 applicants. Given the number of seats available, only a limited number of applicants have been enrolled, sometimes even less than the number of available seats (36 in the first year). For the first class/ promotion, the rate of completion has been 42% (15 graduates out of 36). However, the statistic for the observed period shows an ascending trend for the following promotions in completing the programme.

As far as the master's educational programme of Defence Analysis is concerned, its overall goal is to enhance knowledge of military personnel and civilians, develop skills in a specific field, and improve the standard of education. For military officers, the master's programme is the second stage of officer military higher education and academic higher education, which provides the development of the necessary competencies and skills for the officers of the Defence Forces of Georgia and the representatives of various agencies. The specific aim of the master's educational programme of Defence Analysis is to train qualified military and civilian personnel who will have the competence to work in leadership positions in a wide range of defence fields in the changing

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<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

security environment at the national and international levels. A graduate of the master's educational programme of Defence Analysis is awarded the master's academic degree in Defence Analysis. The rationale of establishing this programme has been the need to respond to modern hybrid challenges, to introduce a total defence system, and prepare officials able to solve complex problems, in a holistic, system-of-systems manner. The programme is relevant for career advancement and compliance with the existing system of military rank and the official promotion of senior officers.

Over the last five years, there were 15 seats/ year offered at the master's programme for the first four years and 30 seats/ year for the last year of the observed period. However, the number of enrolled students decreased significantly, from 10 in a first year of the observed period, to 3 in the last year of the same period, with a total number of 10 students with active status. The rate of completion shows an ascending trend, from 40% in case of first promotion to 100% in case of the third promotion.

- **Overview of the Accreditation Site Visit**

The accreditation experts' panel visited the Academy, its components and supporting departments and units from 21 to 22 September 2023, activity facilitated by the National Centre for Educational Quality Enhancement. The aim of the site visit was to verify the information provided by the Academy, in the self-evaluation report and explore other matters which might have been insufficiently presented in the documentation by means of interviews with the representatives of the programmes under evaluation. In this context, the panel of experts met over 11 sessions with the Academy's leadership, self-evaluation team, the heads of departments for the bachelor and master programmes, the heads of the two programmes under evaluation, the academic and supporting staff, students of the bachelor and master programmes, alumni of the two evaluated programmes, the representative of the employers and the Quality Assurance Office. In addition, the expert panel, visited the academic, training, and military facilities (conference rooms, classrooms, advance distribute learning department, foreign language department, the Command and Joint Staff Course, the library, laboratories, sport facilities, dormitories, dining facility, recreation space) and the Joint Simulation Centre, a facility owned by the Defence Forces Command and used by the Academy in support of its training needs. The expert panel interacted with the target audience by asking questions, requesting clarification, or observing the conditions of life and study at the Academy. Concluding the visit, the chair debriefed the representatives of the Academy on key preliminary findings. The Academy and National Centre for Educational Quality Enhancement organised the site visit in excellent conditions, all needs and questions of the expert panel being fully satisfied or answered.

- **Brief Overview of Education Programme Compliance with the Standards**

The educational programmes grouped in a cluster offer a solid and cohesive basis for education and training of the military and civilian personnel selected to occupy specific posts not only in the units and structures of the Ministry of Defence (the main beneficiary), but also other entities of the security sector. Both educational programmes are designed based on the National Qualifications Framework levels 6 and 7 and under detailed field descriptors for the field of study classifier - Military Science and Defence (1031).

The learning outcomes of educational programmes at different levels, grouped within the cluster, comply with the level of learning complexity required by the National Qualifications Framework, and content pertaining to the field of study. At the same time, it should be noted that most of the learning outcomes are limited to the domain of knowledge and skills and do not contain any responsibility and autonomy, except some disciplines at the master's educational programme of Defence Analysis. The learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner with the periodicity specific to the characteristics of the field.

The educational programmes grouped in a cluster are developed in accordance with the "Rules of analysis, planning, design, development, implementation, evaluation and approval of academic educational programmes".

The learning outcomes of each academic courses of the field of study are aligned with the learning outcomes of the programmes under evaluation, in terms of learning complexity, as required by the National Qualifications Framework. However, the alignment is not clearly identified by learning domains since the programmes' learning outcomes are not grouped by 'knowledge/ understanding', 'skills' and 'responsibility/ autonomy'. The course syllabi indicate the compulsory literature and learning resources which are relevant to the course topics and lessons thus having the capacity to achieve the intended learning outcomes. The courses have been evaluated by the Quality Assurance Service against multiple criteria aimed to ensure, on the one hand the necessary consistency of each programme with their overall goal and the unnecessary redundancy and duplication between the two programmes, on the other hand.

The programme's admission preconditions are tailored and adapted to suit the programme characteristics by targeting candidates with the right knowledge and skills for the targeted competence profile of the graduates.

In anticipation of the skills, autonomy and responsibility required by future officers or senior experts in the field of defence, both educational programmes have been conceived with important practical and creative dimensions. Both programmes require Junkers to conduct research on topics of interest for the Defence Forces of Georgia that exploits their capacity to think critically and integrate the knowledge and skills acquired throughout the programme, attend, and participate with papers at national and international conferences and other activities of a scientific nature.

Teaching and learning methods of each academic course correspond to the level of education, course content and learning outcomes and ensure their achievement. The teaching staff has the knowledge and skills to plan and conduct students-centred sessions after having attended or graduated from international education and training institutions with experience in this field. The inclusion of permanent feedback for Junkers, as well as responsive measures following student feedback, demonstrates a commitment to continuous improvement.

The institution's proactive approach to feedback, ethical considerations, use of technology, and continuous improvement reflects a dedication to providing quality education. The comprehensive support system, diverse opportunities for participation, international collaborations, emphasis on research, cultural integration, and financial support collectively contribute to the positive learning experience for Junkers. The Academy's commitment to continuous improvement is evident in its proactive measures and approaches to education.

Academic staff, as well as military instructors and invited lecturers, are involved in the implementation of both the bachelor's and master's educational programmes. Staff in academic positions are selected through academic competition and the staff selection policy is in accordance with the Academy's internal regulations. The number of administrative personnel involved in the implementation of both programmes fully ensures student services and the sustainability of the learning process.

The Academy has a well-developed infrastructure, with auditoriums and conference halls equipped with desks, chairs, blackboards, computers, internet, and projectors. The Academy's library includes printed books and PDF versions of books and readers and provides access to mandatory or additional literature necessary for the implementation of educational programmes.

The budget of the programmes grouped in a cluster (for both programmes – bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis) is sufficient to ensure the achievement of their objectives.

The internal quality assurance mechanisms are well established in the Academy and the overall quality culture is an integral part of the Academy working process. At the same time, the Academy actively uses external

assessment tools for programme accreditation in the process of developing higher educational programmes. The institution has established and enforced rules on monitoring and periodic evaluation of the educational program, which are presented in the programme's regulations, such as the procedures for initiating, approving, modifying and periodic evaluations of the programme.

In conclusion, the accreditation experts' panel considers that the education programmes comply with the standards, as follows:

#### Bachelor's Educational Programme of Defence and Safety, First Level

1. Educational Programme Objectives Learning Outcomes and their Compliance with the Programme - Substantially complies with requirements.
2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering - Complies with requirements.
3. Student Achievements, Individual Work with them- Complies with requirements.
4. Providing Teaching Resources- Complies with requirements.
5. Teaching Quality Enhancement Opportunities- Complies with requirements.

#### Master's Educational Programme of Defence Analysis, Second Level

1. Educational Programme Objectives Learning Outcomes and their Compliance with the Programme - Substantially complies with requirements.
2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering - Complies with requirements.
3. Student Achievements, Individual Work with them- Complies with requirements.
4. Providing Teaching Resources- Complies with requirements.
5. Teaching Quality Enhancement Opportunities- Complies with requirements.

### • Recommendations

#### Cluster level

- It is recommended to review the programmes' learning outcomes, by reducing the number, expanding their object, and grouping them on the learning domains described by the Georgian National Qualifications Framework ('knowledge/ understanding', 'skills' and 'responsibility/ autonomy'). Moreover, it is recommended, where relevant and important, to separate civilian and military aspects in learning outcomes more clearly and review and reformulate those learning outcomes that are written in terms of competences so that they can be measured in school environment, as learning outcomes.
- It is recommended to review the courses' learning outcomes, by considering the 'responsibility/ autonomy' domain and realign them with the programme learning outcomes by domains ('knowledge/ understanding', 'skills' and 'responsibility/ autonomy').

#### Bachelor's Educational Programme of Defence and Safety, First Level

- It is recommended to review and reformulate the learning outcomes having a narrow, limiting focus. The learning outcomes can be written using the descriptors of the Georgian National Qualifications Framework adapted to the field of study. For example, the learning outcome „*Analyses* basic concepts and theories of political, economic, social, legal, military, diplomatic and humanitarian sciences to solve complex problems/challenges/cases” would become „*Advanced knowledge* of the theories of political, economic, social, legal, military, diplomatic and humanitarian sciences, including critical analysis of



theories and principles”, and be grouped under the learning domain „knowledge/ understanding”. In this way, this learning outcomes would cover multiple subordinated course learning outcomes, written in a more behaviouristic, descriptive, and measurable manner, which can be then reflected in the mapping of learning outcomes matrix.

#### **Master’s Educational Programme of Defence Analysis, Second Level**

- It is recommended to assign prerequisites at all electives except "History of International Relations" and "Management Psychology".
- It is recommended to update the literature section of the syllabi with modern references to reflect recent developments in the field of study (e.g., implications of the war in Ukraine on Georgia’s security, the latest NATO and EU security strategies and military doctrines).

#### **• Suggestions for the Programme Development**

##### **Cluster level**

- It is suggested to strengthen the promotion of gender equality, diversity, and inclusion within the Academy as a central institutional focus. This objective can be achieved through the implementation of specialized programmes designed to address biases and stereotypes while underscoring the significance of gender equality and diversity. By incorporating these strategies, military education schools can actively contribute to fostering a more inclusive and equitable military culture, resulting in mutual benefits for national security and societal progress.
- Review the Academy’s mission to include civilian audience thus reflecting the aspirations to promote a total defence culture through common education (e.g., the mission of the Academy is to prepare officer *and civilian personnel* to...).
- It is suggested to consider using the EU best practices in the area (Sectoral Qualifications Framework for the Military profession Officers<sup>3</sup>, which is fully aligned to the European Qualifications Framework and, thus, compliant with the Georgian National Qualifications Framework) to indicate the sectorial specificity of the learning outcomes.
- It is suggested to enhance the programme's completion rate for initial admissions, as the number of students with suspended status remains relatively high. Programme leaders should proactively investigate and adopt strategies designed to tackle this challenge. By doing so, they can pave the way for a higher percentage of students to successfully complete the entire programme.
- It is suggested to further prioritize the sustainability of the outcomes resulting from programme development efforts. Additionally, it is important for the Academy to incorporate an internationalization component into its educational mission, promoting a diverse and enriched learning environment. This approach can help mitigate the constraints faced by students and teachers in accessing modern literature in the field of security and defence. Moreover, enhancing English language proficiency will prove advantageous for both students and faculty members.
- It is suggested to consider becoming an associate network partner of the European Security and Defence College and subsequently join the so-called “Military ERASMUS” initiative by incorporating in the programme curricula, common modules developed and agreed at the EU level, under this initiative.
- It is suggested to elaborate a closer connection of the scientific centre with the staff and students of bachelor’s and master’s programmes.

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<sup>3</sup> <https://esdc.europa.eu/sqf-milof/>

- It is suggested to elaborate additional mechanisms for staff: long-run courses for English language proficiency and special trainings in Academic Writing for mastering scientific skills.
- It is suggested to prioritize the acquisition of field-related English language literature published recently in international publishing houses.

#### **Bachelor's Educational Programme of Defence and Safety, First Level**

N/A

#### **Master's Educational Programme of Defence Analysis, Second Level**

- It is suggested to strengthen collaboration with other security institutions and expand the enrolment of students in the master's educational programme of Defence Analysis to include both military and civilian professionals, as well as security sector civil servants. It is important to emphasize that there is currently no equivalent programme within the Georgian education system that can provide a holistic education in military skills, resources, and perspectives to individuals from diverse backgrounds, while also addressing the advantages of civilian-military cooperation. The opportunity for collaboration presented by the master's educational programme of Defence Analysis significantly enhances our collective capacity to respond effectively to future emergencies, conflicts, and disaster situations within Georgia. By bridging the divide between civilian expertise and military capabilities, this initiative not only reinforces national security policy but also promotes peace, stability, and resilience throughout our society.
- It is suggested to investigate in a multi-departmental setting (to include human resources department of the Ministry of Defence, legal service, Defence Forces, and the academy's representative) the causes of the low interest of military officers to join the master's educational programme of Defence Analysis by capitalizing on the benefits of this programme from both a military and a civilian career perspective. This may result in changing the admission preconditions, accordingly.
- It is suggested to ensure the maximum involvement of Junkers in exchange programs at the master's level.
- It is suggested, to find new mechanisms for deepening military-civilian cooperation, for example, the possibility of having a co-supervisor from another higher educational institution, and/or adding an external reviewer in the process of defending the master's thesis.
- It is suggested that the supervisor of the master's thesis is not involved in the evaluation process of the thesis.
- It is suggested to develop additional mechanisms to strengthen the involvement of the scientific centre in the implementation of the master's educational programme of Defence Analysis.
- It is suggested to appoint a coordinator (an academic, invited, or scientific person with a degree) to monitor the process of preparing master's theses (to be responsible for the unification of academic style, to monitor standards of literature selection, and for the implementation of the anti-plagiarism policy).

#### **• Brief Overview of the Best Practices (if applicable)<sup>4</sup>**

- The unique nature of the educational programmes grouped in a cluster and clear connection to the needs of the labour market (General Staff and the Ministry of Defence) and secure employment on graduation. The programmes are aligned to the operational and human resources requirements of the Ministry of

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<sup>4</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

Defence, in full compliance with the national educational laws and regulations issued by the Ministry of Education and Science.

- The learning and social infrastructure is impeccable, the Academy ensures excellent conditions for Junkers to learn (e.g., providing individual laptops for all Junkers at the bachelor's programme and ensuring the availability of Internet throughout the campus), to train (e.g., access to the state-of-the-art simulation and wargaming facilities of the Defence Forces) and live (e.g., well-equipped catering, sport, and recreation facilities).

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

The draft evaluation report was analysed by the Academy which, in turn, presented an argumentative position with regard to the recommendations made by the accreditation experts' panel on reviewing the learning outcomes. The Academy considers that:

- reducing the number of learning outcomes while separating civilian and military aspects in learning outcomes would be difficult.
- grouping learning outcomes according to the descriptors of the National Qualifications Framework ("Knowledge and Understanding", "Skills" and/or "Responsibility/Autonomy") is not mandatory, in particular writing learning outcomes under the learning domain "Responsibility/Autonomy".
- reformulating learning outcomes having a narrow, limiting focus would contravene to the best practices of using active verbs of Bloom's Taxonomy.

The accreditation experts' panel does not share the argumentative position of the Academy and decided not to reflect it in the report, for the following reasons:

- With regard to separating civilian and military aspects in learning outcomes, the accreditation experts' panel recommended: '...where relevant and important, to separate civilian and military aspects in learning outcomes more clearly'. Therefore, the extent of implementing this part of the recommendation remains to be assessed by the Academy.
- With regard to writing learning outcomes under the learning domain "Responsibility/Autonomy", the accreditation experts' panel considers that the learning domain 'Responsibility/Autonomy' is key in expressing the ability of the learner to use the knowledge and skills autonomously and with responsibility. One of the main purposes of learning outcomes is to communicate to potential future students and other interested audiences what they will 'know, do, be' at the end of the programme. However, whether the interpretation of the conjunctions '*and/ or*' within the expression 'Knowledge and Understanding', 'Skills' *and/or* 'Responsibility/Autonomy' means that the use of 'responsibility and autonomy' is optional for the Academy, it remains to be established by the Academy in consultation with the Qualifications Development Service of NCEQE.
- With regard to reformulating learning outcomes having a narrow, limiting focus, the example proposed by the accreditation experts' panel was taken almost verbatim from the Georgian National Qualification Framework (NQF), level 6 (knowledge/ understanding), which reads: „Wide knowledge (following full general education) of study or/and work field, which includes critical analysis of theories and principles and some latest aspects of knowledge” (see <https://eqe.ge/res/20191007105945NQFofGeorgia.pdf> ). In the proposed example, the accreditation experts' panel have used the general learning outcome of the Georgian NQF and tailored it on the defence domain. However, the key element of this recommendation is to expand the scope of the programme learning outcomes so that they can cover subordinated course learning outcomes. Although they are written in measurable terms (define, describe, analyse etc.) the scope of „define”, „describe”, „explain” is too narrow to encompass subordinated course learning

outcomes and limit the students' freedom of action and thinking. At level 6 (advanced) students should know and do more than 'define' and 'explain' a specific body of knowledge.

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

Since the initial accreditation in 2016, the programmes have been continuously reviewed internally, by the Quality Assurance Office, and externally, by panel of experts, such as the one called to evaluate the Academy for its authorisation in 2022. According to the self-evaluation report, the main achievements have been to align the programmes in accordance with national qualification framework and accreditation standards of educational programmes. Constant and due care was given to update the structure of the programmes by replacing courses which have been assessed as less responsive to the programmes' learning outcomes, to review and rewrite the learning outcomes in measurable terms, to update the reading materials/ literature, to diversify the teaching methods and to adopt the best practices from local and foreign higher education institutions in the field of study.

As far as the master's educational programme of Defence Analysis is concerned, the main achievements are related to the status of teaching staff and several aspects of structural dimension. As of the date of the self-evaluation, most of the faculty (94%) were permanent members and all of them were affiliated with the Academy. Structurally, the master's educational programme of Defence Analysis has become a composite programme by including both an academic and research component, in line with the requirements of the higher education standards and a military career programme (Command and Joint Staff Course), which can be taken independently as part of the military career system (officers intermediate military education- tactical-operational level). The military component has been developed in compliance with NATO standards and doctrine, ensuring a high degree of interoperability between officers from NATO countries and Georgia.

#### **Evaluation approaches for the accreditation experts:**

The accreditation experts' panel met over several sessions, in person and online to prepare the site visit, discuss the evaluation approach and the results of evaluation to be reflected in the evaluation report. Before the site visit, the experts have studied the self-evaluation report and supporting documentation made available by the Academy and got familiarised with the Academy's website. Based on this preliminary work, interviews were prepared for each category of audience by discussing and selecting the most relevant questions to be asked in view of verifying and validating the statements and analysis made by the self-evaluation team with the Academy's staff and students. The accreditation experts' panel concluded the site visit with several preliminary findings, expressed as potential areas to be improved and areas to be highlighted which, pending validation through further analysis, would drive the formulation of recommendations, suggestions, and best practices.

After the site visit, in view of preparing the evaluation report, the chair assigned responsibilities among the panel members in accordance with the level of expertise of each expert. The programmes in a cluster have been evaluated against each standard and the report was compiled and cross-checked in several iterations based on information provided by the self-evaluation report, interview results and supporting documents.

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

1. Cluster and individual evaluation<sup>5</sup>

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<sup>5</sup> **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.

## 2. Cluster evaluation<sup>6</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes, and their Compliance with the Programme</b>	
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
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
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
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
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
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster

<sup>6</sup> **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.

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

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

Educational programmes grouped in a cluster 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

Both educational programmes are designed under detailed field descriptors for the field of study classifier – Military Science and Defence. The study courses of both educational programmes refer to the above-mentioned detailed area, however, based on the National Qualifications Framework levels 6 and 7, it is clear that the difference between them is in the in-depth study of the area and the development of relevant skills, which is declared as the learning outcomes of both programmes.

The evaluation of the programmes' objectives has taken into consideration the unique nature of the field of study. In particular, the evaluation investigated the programme's alignment with the academic level, and the extent to which it equips students with the requisite knowledge, skills, and responsibility and autonomy. Moreover, the evaluation aimed to ascertain the programmes contribution to the advancement of the field and society, in accordance with the Accreditation Standards for Higher Education Programmes in Georgia.

The bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis have been consolidated within a cluster. The objectives and learning outcomes of both programmes are in complete alignment with the Academy's mission, objectives, and strategic plan. Furthermore, the objectives of the bachelor's educational programme of Defence and Safety can serve as a foundation for attaining the goals of the master's educational programme of Defence Analysis.

##### Description and Analysis – Bachelor's Educational Programme of Defence and Safety, First Level

The official programme's guidelines for the bachelor's educational programme of Defence and Safety state that it has been structured to adhere to the guidance and standards provided by two key Georgian institutions: the Ministry of Defence of Georgia and the Ministry of Education and Science. The Ministry of Defence of Georgia plays a pivotal role as the principal sponsor of the bachelor's academic programmes at the Academy. Besides, the Ministry of Defence is the primary employer of Academy's graduates. Accordingly, bachelor's educational programme of Defence and Safety has been designed to encompass the educational requirements, interests, and priorities of the Ministry of Defence of Georgia.

In accordance with the official programme guidelines, the programme was formulated to provide future officers of the Georgian Defence Forces with the necessary knowledge and competencies to address challenges associated with contemporary international and regional security concerns. Additionally, the programme aims to enhance the nation's defence capabilities, including the modern, high-technology information space.

Overall, according to the official documents, the bachelor's educational programme of Defence and Safety

aims to produce a competitive and qualified Bachelor of Defence and Safety who will have knowledge on general defence concepts and security theories and analyse current processes of the field in accordance with the requirements of the local and international labour market. The graduate will be able to carry out practical military activities and pursue further his/her education at higher levels both within Georgia and abroad.

During the accreditation evaluation, the accreditation experts panel visited the Academy, experts met with the high rank officials of the Ministry of Defence, Deputy Chief of the Georgian Defence Forces. The group members hold meetings with officials from the Academy as well - the Rector, Vice-Rectors, Head of Administration, and academic staff. These discussions substantiated the rationale outlined in the bachelor's Academic Programme. The Academy and Ministry of Defence's leadership confirmed that the Academy as an LEPL is subordinated to the Ministry of Defence, financed through the Ministry of Defence budget and management systems. The General Staff of the Defence Forces defines objectives and tasks to be accomplished by the Academy's programmes.

It is important to note that the accreditation experts' panel learnt from the meetings that programme's objectives comply with the mission, objectives, and strategic plan of the Academy. Besides, the programme objectives comply with the accreditation standards for higher education established by the Ministry of Education and Science in Georgia. In particular, the programme objectives are tailored to equip graduates with the requisite knowledge, skills, and autonomy and responsibility for a successful career in military service. Importantly, the Ministry of Defence and the General Staff have expressed their commitment to facilitating cadet employment upon completion of the bachelor programmes and providing opportunities for military career development in the future.

At the same time, the accreditation experts' panel observed that the Academy endorses all standards and regulations of Georgia's education system, The guarantees for potential contributions of bachelor's graduates to Georgia's defence and Safety system, as well as to society at large, are well-documented in publicly accessible documents and on the Academy's official websites. These contributions are aligned with the mission, objectives, and strategic goals of the Higher Education Institution. According to the programme objectives bachelor's graduates can further their studies at higher academic levels, both within Georgia and internationally, enhancing the attractiveness of the programme to young Georgian citizens.

During meetings with Academy's officials, the accreditation experts' panel learned that the Academy actively supports the Georgian government's policy to advance gender equality, diversity, and inclusion within public institutions, with a particular focus on security sector institutions. The Rector of the Academy disclosed during the meeting that approximately 48% of the Academy's staff are women, and there has been a notable increase in the enrolment of female cadets in recent years (61 women currently study among 418 cadet bachelor students at the Academy).

### **Description and Analysis - Master's Educational Programme of Defence Analysis**

The master's educational programme of Defence Analysis represents an educational tier—the 7th level—within the National Qualification Framework. This programme was designed to play an important role in establishing a cohesive cluster of educational programmes at the Academy.

The master's educational programme of Defence Analysis is primarily designed and aim to serve officers and military personnel within the Ministry of Defence of Georgia, specifically those holding the ranks of "Major" and "Lieutenant-Colonel." Eligible candidates should have successfully completed the Captain Career Course or an equivalent military training programme. Additionally, applicants are required to hold a bachelor's degree, possess



at least 5 years of remaining service time before reaching their age limit, and not have completed the Command Staff Course or its foreign equivalent. Notably, individuals with special ranks or civilians within the MOD system, as well as those from other institutions within the security sector and public servants, are also encouraged to apply to this programme. Furthermore, civilian individuals employed within various state structures, who already meet the admission prerequisites by working in the state or security sector, are also eligible for enrolment in the master's programme. This inclusive approach makes the programme unique within the Georgian education system, creating an environment where both civilians and military personnel can acquire knowledge and collaborative problem-solving skills tailored to their specific roles within their respective institutions.

In addition, as it is mentioned in the official statement of the Academy, the main reason for offering the master's educational programme of Defence Analysis is the necessity of this unique programme at the master's level of higher education in the military sector of Georgia. In particular, to respond to modern hybrid challenges, to introduce a total defence system, and to solve complex problems, the Georgian Defence Forces and the security sector in general need professionals with deep system knowledge. The programme is relevant for career advancement and compliance with the existing system of military rank and the official promotion of senior officers.

Moreover, the master's educational programme of Defence Analysis offers a training component at the Command and Staff College, which provides students, with military and civilian ranks, with specialized military training opportunities. These topics collectively make a significant contribution to the professional development of high-ranking officers within the Georgia Defence Forces as well as deepening knowledge of civilian personnel/public servants in military affairs/strategies. However, the Academy's mission makes no reference to the civilian personnel and other servants that may take part in the master's programme.

Overall, the master's educational programme of Defence Analysis aims to provide highly qualified military and civilian personnel with in-depth knowledge and professional skills who, in the changing security environment: have deep and systematic knowledge of defence concepts and theories; participate in the refinement of military policy and defence strategy and their proper implementation; are capable to prepare, plan and participate in the execution of military operations/campaigns and are able to occupy leadership positions within a broad spectrum of defence sector institutions, both nationally and internationally.

The primary employer of graduates from master's educational programme of Defence Analysis is the Ministry of Defence. As mentioned in the official documents, graduates will be employed in the strategic political field, in advisory positions, in the Ministry of Defence, Ministry of Foreign Affairs, National Security Council, and other institutions related to defence and safety. Along with the military sector, graduates can contribute to the civilian sector: in state and private organizations, as they have experience of working in areas of security policy/practice, counter-terrorism policy, and others.

#### **Evidences/Indicators**

- Educational programmes grouped in cluster.
- Academy development strategic plan.
- Programmes strategy.
- Analysis of the labour market and employers' requirements.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster:** N/A

#### **General suggestions of the cluster:**

- It is suggested to strengthen the promotion of gender equality, diversity, and inclusion within the Academy as a central institutional focus. This objective can be achieved through the implementation

of specialized programmes designed to address biases and stereotypes while underscoring the significance of gender equality and diversity. By incorporating these strategies, military education schools can actively contribute to fostering a more inclusive and equitable military culture, resulting in mutual benefits for national security and societal progress.

- It is suggested to review the Academy's mission to include civilian audience thus reflecting the aspirations to promote a total defence culture through common education (e.g., the mission of the Academy is to prepare officer and *civilian personnel* to...).

#### Recommendations and Suggestions according to the programmes:

##### Bachelor's Educational Programme of Defence and Safety, First Level

Recommendation(s): N/A.

Suggestion(s): N/A

##### Master's Educational Programme of Defence Analysis, Second Level

Recommendation(s): N/A

Suggestion(s): N/A

#### Evaluation <sup>7</sup>

Please, evaluate the compliance of the programme with the component.

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

<sup>7</sup> Evaluation is performed for each programme separately.

## **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 programme framework, as described in the self-evaluation process, an initial assessment was conducted to compare the topics covered in the master's educational programme of Defence Analysis's study courses, with the aim of eliminating any redundancy in subject matter. Additionally, a thorough comparison was made between the subjects and literature utilized in both the bachelor's and master's programmes.

The outcome of this effort has revealed that the learning outcomes of educational programmes at different levels, grouped within the cluster, comply with the level of learning complexity required by the National Qualifications Framework and content pertaining to the field of study. At the same time, it should be noted that most of the learning outcomes are limited to the domain of 'knowledge and skills' and do not contain any 'responsibility and autonomy', except some disciplines like Brigade operations at the master's educational programme of Defence Analysis. Moreover, there is not clear how sectoral benchmarks provide sufficient and detailed information necessary for the development of the learning outcomes.

The accreditation experts' panel reviewed the assessments conducted by the Academy's self-evaluation team and explored the syllabi for both the bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis. Their review placed particular emphasis on comparing the topics and curricula. Notably, the master's educational programme of Defence Analysis places a strong emphasis on military education, primarily targeting the military officer corps. The subjects covered within this program include Brigade Operations; Defence and National Security; Defence Management; Fundamentals of Conducting Military Operations; Analysis of Foreign Policy; Planning and Execution of Military Campaigns; Research Methods and Design; Stability and Civil Support Operations; Transformation of War. Moreover, the master's educational programme of Defence Analysis offers a training component at the Command and Staff College, which provides students with specialized military training opportunities. These topics collectively make a significant contribution to the professional development of high-ranking officers within the Georgia Defence Forces. And, as it was mentioned above, the master's educational programme of Defence Analysis in particular, can offer diverse skills, resources, and perspectives to both – civilian and military high rank officials, to bridge the gap between civilian expertise and military capabilities, to strengthen overall national security through the establishment of long-lasting cooperation links between civilians and professional military.

During interviews with the Academy's staff and a visit to the Command and Staff College in Krtsanisi, Tbilisi, it became evident that the infrastructure and the readiness of the staff are well-suited to deliver high-quality learning outcomes for master's students.

The information on learning outcomes for both, the bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis are accessible to interested individuals through various means, including the Academy's website, informational meetings, and the electronic document circulation program Emod.

### **Description and Analysis - Bachelor's Educational Program of Defence and Safety, First Level**

Learning outcomes of the bachelor's educational programme of Defence and Safety are officially presented by the Academy in the program curriculum. The outcomes listed in the document correspond to the aims of the programme and cover main knowledge and skills envisaged to be obtained by the student.

According to the programme, after completing the programme, the graduate should be able to:

- Define the principles of political, economic, social, legal, military, diplomatic and humanitarian sciences.

- Describe the basic principles of the structure of the Georgian state, distribution of power, democracy, and the essence of law.
- Explain the principal assumptions of the theories of international relations and critically examines the cases in the security sector.
- Establish oral and written communication in Georgian and foreign languages on the issues related to the field.
- Analyses basic concepts and theories of political, economic, social, legal, military, diplomatic and humanitarian sciences to solve complex problems/challenges/cases.
- Write a bachelor's thesis using research methods in accordance with predetermined guidelines.
- Consistently determine his/her further learning needs.
- Conduct his/her professional activities (civil/military) in accordance with the statutes, etiquette, personal and ethical values established within the organization.
- Explain the troop leading principles for a platoon-level unit as well as the fundamentals of operations planning and execution.
- Plan and execute various types of ground operations within a platoon-level subunit.

In general, learning outcomes indicate an appropriate level of learning complexity, in accordance with the National Qualifications Framework (NQF) – level 6. However, although the object and context of the programme learning outcomes are broad and meaningful, the action verbs used for some of the learning outcomes are too narrow (e.g., describe, define, explain) to reflect the broad range of behaviours students would express at the end of the learning process and may prove difficult to cover the subordinate courses' learning outcomes. Writing learning outcomes at the programme level in very specific terms may limit and inhibit the academic freedom and critical thinking. We consider that the very specific, behaviouristic verbs (e.g., describe, define, explain) may be used at the course level, where the student's behaviour is actually measured. At the same time, some learning outcomes are written as competences (i.e., what future graduates should do on the job, and which cannot be measured at the end of the learning programme). For example, „conduct his/her professional activities (civil/military) in accordance with the statutes, etiquette, personal and ethical values established within the organization” or “plan and execute various types of ground operations within a platoon-level subunit” are competences, since they describe the behaviour on the job and should not be listed as learning outcomes.

The interviews conducted during the field visit of evaluation expert group confirmed that the learning outcomes are well understood and internalized by the Academy's leadership, heads of bachelor and master programmes, academic staff, and invited staff members of the programmes under evaluation.

The labour market demands for this programme are determined by the needs of the General Staff and the Ministry of Defence, which are in harmony with the unique characteristics of the field of study.

No instances have been documented wherein the Ministry of Defence was unwilling to employ a graduate of the programme. However, it is worth noting that given the relatively small number of students graduating from this programme, the accreditation experts' panel has not encountered any situations where a graduate remained unemployable by the Ministry. In fact, the program boasts a remarkable 100% employment rate among its graduates.

Furthermore, it is important to examine statistical indicators that reveal the percentage of graduates compared to the number of admitted students. The program has seen a 42% completion rate from the initial admissions, a figure that deserves attention, particularly due to the number of students with suspended status.

In light of this, the programme leaders are encouraged to explore and implement mechanisms aimed at addressing this issue. By doing so, they can ensure that most students are able to successfully complete the entire program.

The programme's distinct features are also reflected in the learning outcomes, which encompass the training of students for tasks assigned to platoon-level subunits, as well as the planning and execution of various types of group operations at the tactical level within a platoon-level subunit.

Notably, the development of the programme's learning outcomes is a collaborative process, including academic, research, and visiting staff, students, graduates, employers, and others. This collaborative approach was clear during the accreditation experts' panels site visit at the Academy, where discussions with various stakeholders highlighted a strong understanding of the program's objectives and its relevance to the learning outcomes.

It is worth noting that the bachelor's educational programme of Defence and Safety can be seamlessly integrated and grouped within a cluster program alongside the master's educational programme of Defence Analysis. Furthermore, the bachelor's educational programme of Defence and Safety equips graduates to pursue advanced studies and aligns effectively with the employment requirements of the program.

### **Description and Analysis - Master's Educational Program of Defence Analysis**

Programme description document outlines learning outcomes for master's educational programme of Defence Analysis. According to this document, at the end of the programme, the graduates will:

- Have in-depth knowledge of defence analysis, defence concepts and theories that will enable them to develop or participate in the process of developing new approaches and concepts.
- Have deep and systematic knowledge of various theories of military leadership, modern approaches in military leadership.
- Deeply and methodically describe security documents, based on which they will be able to guide the military decision-making process and operational design in the right direction.
- Methodically analyse the tools of national power, which will allow them to develop new original ideas and put them into practice in a modern operational environment.
- Have in-depth knowledge of military intervention, occupation, and annexation, thoroughly describe the essence of the history of wars and military art, modern combat tactics and strategy, illustrate the issues of the recent history of Georgia in the military-political aspect.
- Coordinate defence force resource planning, budgeting, and programming.
- Review the essence and requirements of the law of armed conflicts.
- Integrate combat functions into full spectrum operations.
- Choose appropriate methods for analysing national security issues.
- Make decisions independently under conditions of decentralized management.
- Use the tools of national power in the modern operational environment to fulfil the set tasks and solve the problems.
- Conduct operational design based on analysis of national security documents.
- Critically analyse regional and international security aspects.
- Deeply and methodically describe the basic principles of defence analysis and national defence policy.
- Make reasoned decisions in a changing operational environment.
- Communicate one's conclusions, argumentation, and research methods to the academic or professional community, taking into account the standards of academic integrity.
- Successfully integrate the mission command philosophy into military leadership.

The learning outcomes are in alignment with the level 7 descriptors of the National Qualifications Framework, permitting graduates to seamlessly pursue further studies in educational programs at the next level. However, the statements are a mix of learning outcomes (what the student should know and do at the end of the learning process) with competences (what future graduates should do on the job and which are not measured at the end of the learning programme) and do not distinguish between 'knowledge/ understanding' and 'skills'. For example, 'coordinates defence force resource planning, budgeting and programming' or 'integrate combat functions into

full spectrum operations' are competences, since they describe the behaviour on the job and should not be listed as learning outcomes.

Learning outcomes resonate with the interests of key employers, such as the Ministry of Defence, other security institutions, and civil state agencies, all of whom seek to train specialists in this field. Upon closer examination of the learning outcomes, it becomes evident that the programme holds considerable appeal for these institutions. The curriculum covers a wide spectrum of facets relevant to their operations, including military leadership theories, which hold particular significance for the training of graduates from the Command and Staff College. The potential for master's students from diverse state civil and military institutions to share their experiences can further enhance the programme's allure to a broader audience.

Furthermore, it's worth highlighting that the programme's development and implementation have benefitted from the expertise of 4 full professors and 3 associate professors, totalling 21 academic personnel.

As it is stated in the Academy's self-evaluation report, the Academy administration led by the rector, as well as bachelor and master programmes' management staff – all were involved in the process of developing and modifying the program, and they themselves are graduates of this programme.

#### **Evidences/Indicators**

- Educational programmes grouped in cluster.
- Results of evaluation of learning outcomes.
- Results of monitoring academic performance.
- Map of programme objectives and learning outcomes.
- Document confirming the participation of persons involved in the preparation of learning outcomes of the programme - minutes of meetings.
- Report on evaluation of learning outcomes of the programme.
- External evaluations of the programme.
- Employers' requirements.
- Information about the career development of graduates.
- The rate of continuation of studies by graduates at the next level.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

#### **General recommendations of the cluster:**

- It is recommended to review the programmes' learning outcomes, by reducing the number, expanding their object, and grouping them on the learning domains described by the Georgian National Qualifications Framework ('knowledge/ understanding', 'skills', 'responsibility and autonomy'). Moreover, it is recommended, where relevant and important, to separate civilian and military aspects in learning outcomes more clearly and review and reformulate those learning outcomes that are written in terms of competences so that they can be measured in school environment, as learning outcomes.

#### **General suggestions of the cluster:**

- It is suggested to consider using the EU best practices in the area (Sectoral Qualifications Framework for the Military profession Officers<sup>8</sup>, which is fully aligned to the European Qualifications Framework and, thus, compliant with the Georgian National Qualifications Framework) to indicate the sectorial specificity of the learning outcomes.

## Recommendations and Suggestions according to the programmes:

### Bachelor's Educational Programme of Defence and Safety, First Level

#### Recommendation(s):

- It is recommended to review and reformulate the learning outcomes having a narrow, limiting focus. The learning outcomes can be written using the descriptors of the Georgian National Qualifications Framework adapted to the field of study. For example, the learning outcome „*Analyses* basic concepts and theories of political, economic, social, legal, military, diplomatic and humanitarian sciences to solve complex problems/challenges/cases” would become „*Advanced knowledge* of the theories of political, economic, social, legal, military, diplomatic and humanitarian sciences, including critical analysis of theories and principles”, and be grouped under the learning domain „knowledge/understanding”. In this way, this learning outcomes would cover multiple subordinated course learning outcomes, written in a more behaviouristic, descriptive, and measurable manner, which can be then reflected in the mapping of learning outcomes matrix.

#### Suggestion(s):

### Master's Educational Programme of Defence Analysis, Second Level

Recommendation(s): N/A

Suggestion(s): N/A

## 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>8</sup> <https://esdc.europa.eu/sqf-milof/>



### 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 analysing 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

The learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner with the periodicity specific to the characteristics of the field.

The Self-Evaluation Report prepared by the Academy outlines the methods used for evaluating learning outcomes. The document affirms that the evaluation process adheres to transparent criteria and principles of fairness. It assesses students' achievements as they progress through specific academic courses.

The methods employed within the Academy educational programmes, particularly in the bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis integrated in a cluster, encompass both direct and indirect evaluation approaches. Direct methods include written exams, presentations, essays, and similar forms of assessment. Indirect evaluation methods involve surveys of employers, graduates, students, programme analysis, external programme evaluations, and more.

The Academy's evaluation system is rooted in transparency and communication. Information meetings are conducted to elucidate the goals and mission of the internal evaluation system to students. They are provided with clear insight into the criteria, benchmarks, and expected results throughout their studies. Accessible platforms such as ILIAS and Moodle enable students to familiarize themselves with the evaluation system. Academic course supervisors are tasked with initiating and addressing comments and suggestions submitted by students.

Importantly, the Self-Evaluation Report, as prepared by the Academy, highlights the application of Kirkpatrick's methodology. This approach facilitates programme evaluation across four levels: reaction, learning, behaviour, and results. Staff representatives received training through NATO courses, enabling them to apply this methodology to the programmes under evaluation. Consequently, student achievements regarding programme learning outcomes are determined through an analysis of their academic performance, including current data and the study of the dynamics of percentage distribution.

This method allows the Academy to assess various aspects, including the difficulty of the educational programme and individual training courses, the suitability of assessment methods, the students' level of preparedness, and the complexity of exams and tests, among others.

It is also important to note the Academy practice of conducting a programme analysis where programme staff compares the Academy's programme with similar programmes implemented by other institutions. If necessary, good practices are taken into account.



The accreditation experts' panel suggests that the analysis presented in the Self-Evaluation Report, along with the statistical data shared with external experts, offers a valuable mechanism for assessing the level of achievement of learning outcomes. However, it is important to acknowledge that this analysis indicates a few deviations from the normal distribution ranking scale. It's worth highlighting that this observation can primarily be attributed to the relatively small number of students in both the bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis, which poses challenges when attempting to assess the process using the same method, as noted by an external expert.

The accreditation experts' panel conducted interviews with the top leadership of the Academy, along with the heads of the bachelor's and master's programmes, as well as department heads who are also graduates of the Academy to assess the learning outcomes of the programmes grouped in a cluster. Additionally, students' participation was of importance throughout this evaluation process. The accreditation experts' panel members share the findings of the Self-Evaluation Report, which underscores the value of mutual attendance and evaluation of classroom activities. The practice of peer attendance is particularly noteworthy, as it serves the purpose of fostering the exchange of ideas and experiences among educators within the teaching-learning process. This approach contributes to the development of teachers' skills and competencies while actively involving them in collegial discussions regarding existing teaching and learning practices.

The accreditation experts' panel members learnt that the Academy Quality Assurance Office conducts a survey of employers, graduates, administration of the bachelor's and master's programmes and the heads of the departments, bachelor's students. Their opinion is obviously of special importance in which the main emphasis is placed on researching the issue of compatibility of learning outcomes of educational programmes with practice.

The accreditation experts' panel also took note of the Academy's regular meetings with the Commanders of the Defence Forces to consider programme details and their alignment with the future requirements of the Defence Forces. This practice serves a dual purpose: on the one hand, it allows the Academy to meet the demands of the Defence Forces, and on the other hand, it ensures that graduates are well-prepared to immediately join the Defence Forces upon program completion. The knowledge and skill requirements for future Academy graduates are regulated and established by their employer, the Georgian Ministry of Defence.

In this context, it's important to mention that by 2021, the Academy had collaborated closely with the Ministry of Defence and all relevant stakeholders to develop several crucial documents, including the "Rules for Analysis, Planning, Development, Implementation, Evaluation, and Approval of Academic Educational Programmes" (2021) and the "Educational Programmes Implementation Evaluation Indicators and Evaluation Procedure" (2018). As indicated in the Self-Evaluation Report, these documents were crafted at the Academy with the support of the NATO DEEP program (Defence Education Enhancement Programme) based on the process known as ADDIE (Analysis, Designing, Development, Implementation, Evaluation). Both documents underline that the relevant units of the Ministry of Defence are to be engaged in all programme's evaluation process. The documents indicate that the client of the Academy is the Ministry of Defence of Georgia. Accordingly, planning, elaborating, and developing an educational programme at the academy is a collaborative process. The educational programme(s) and all stakeholders involved (staff, cadets / graduates, employers, professional associations) ensure the creation of a quality and labour market-oriented, modern educational programme. In addition, international practice and compliance with NATO standards are also considered during the development of the programmes, learning outcomes as well as evaluation mechanisms of the learning outcomes.

In the opinion of accreditation experts' panel, successful implementation of these documents could ensure continuous improvement and development of academic educational programmes at the Academy, underpinned by a robust system for the proper evaluation of such programmes.

It was crucial for the accreditation experts' panel to note in the Self-Assessment Report that during the pandemic period, the utilization of modern teaching, learning, and evaluation methods became significantly important, particularly in the context of distance learning. Given that this approach was not very traditional in the Georgian university landscape before the pandemic, the Academy encountered a particular challenge – specifically, introducing and developing methods that would be both flexible and effective for distance learning.

To address this challenge, the Academy convened a meeting with representatives from DEEP with one of the key priorities being the adoption of modern teaching, learning, and evaluation methods in the context of distance learning. Subsequently, the Academy conducted training sessions for its personnel on the use of the NATO DEEP ADL Portal, a platform designed for knowledge exchange and the generation of ideas related to distance learning.

Furthermore, in response to the ongoing challenges, the Academy, in collaboration with LEPL - National Centre for Teachers Professional Development, organized training sessions on contemporary assessment methods, involving the Academy's faculty. The topics covered in these training sessions were of significant importance, encompassing modern and diverse evaluation methods, assessment techniques tailored for distance learning, principles of testing, and more.

The Academy has also established an effective assessment appeal system. In the event of dissatisfaction with exam results, Junkers can submit a written appeal to the head of the bachelor's or master's programme within three working days following the announcement of the results. A complaint committee at the Academy will then duly consider the appeal.

#### **Evidences/Indicators**

- Educational programmes grouped in a cluster.
- Methodology of planning, development, and development of educational programs, evaluation.
- Quality assurance manual.
- Programme learning outcome evaluation plan/mechanisms.
- Tools and instruments developed to evaluate learning outcomes.
- Learning outcomes evaluation results and analysis.
- External evaluation documents.
- Student papers.
- Programme analysis documents.
- Results of academic performance monitoring.
- The results of the Junker survey.
- Staff survey results.
- Alumni survey results.
- The results of the employers' survey.
- Programme maps.
- Programme strategies.
- Documentary material for the review of learning outcomes evaluation results.
- Target marks.
- Rules for analysis, planning, development, implementation, evaluation, and approval of academic educational programmes (2021).
- Educational programmes implementation evaluation indicators and evaluation procedure.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

**Recommendations and Suggestions according to the programmes:**

**Bachelor's Educational Programme of Defence and Safety, First Level**

Recommendation(s): N/A

Suggestion(s): N/A

**Master's Educational Programme of Defence Analysis, Second Level**

Recommendation(s): N/A

Suggestion(s): N/A

**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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.4. Structure and Content of Educational Programme**

➤ 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**

In accordance with the Self-Evaluation Report both educational programmes grouped in a cluster are developed in accordance with the "Rules of analysis, planning, design, development, implementation, evaluation and

approval of academic educational programmes". The level of complexity of both programmes are aligned to corresponding level of the National Qualifications Framework (level 6 for the bachelor's educational programme of Defence and Safety and level 7 for the master's educational programme of Defence Analysis) and the European system of transfer and accumulation of credits (ECTS).

The educational programmes grouped in a cluster have distinguishable characteristics that make them unique in the Georgian educational landscape. In doing so, the programmes are aligned to the operational and human resources requirements of the Ministry of Defence, in full compliance with the national educational laws and regulations issued by the Ministry of Education and Science.

Overall, the programmes' structure is coherent, with the teaching and scientific components, including individual courses, logically organized. There is potential for further development of the programme's content, including the admission prerequisites for progressing from the one course to the next component.

It is imperative for the Academy to incorporate an internationalization component into its educational mission, promoting a diverse and enriched learning environment. This approach can help mitigate the constraints faced by students and teachers in accessing modern literature in the field of safety and defence. Moreover, enhancing English language proficiency will prove advantageous for both students and faculty members.

### **Description and Analysis - Bachelor's Educational Program of Defence and Safety, First Level**

According to the Self-Evaluation report the bachelor's educational programme of Defence and Safety is prepared in accordance with the "Rules of analysis, planning, design, development, implementation, evaluation and approval of academic educational programmes". The statement was confirmed during the site visit of the accreditation experts' panel visit and meeting with the Academy administration and staff. The programme is compiled taking into account the level 6 descriptors of the National Qualifications Framework, the detailed field descriptors of the field classifier "Defence and Military Science", and the European system of transfer and accumulation of credits (ECTS).

As mentioned previously, the bachelor's educational programme of Defence and Safety is distinguished by specific characteristics that set it apart from similar programmes at other universities. This programme has been designed to align with the requirements of the Ministry of Defence on the one hand, while also adhering to relevant regulatory documents issued by the Ministry of Education and Science, on the other hand.

The programme's structure, which follows the 3+1 model, has been evaluated positively by both the Academy and programme leadership as conducive to achieving the intended learning outcomes. Over the last year, students exclusively participate in field training courses, specifically Fire Training, Military Support Course, and Combined Arms Tactics 2, which are integrated into Combined Arms Command academic courses (Military Science) with a total of 75 credits.

The structure of the bachelor's educational programme of Defence and Safety also entails that students in the 1st semester engage in common core mandatory academic courses, which partially include mandatory courses relevant to their major. This sequencing of subjects during the following semester studies are based on prerequisites, which stipulate that students must submit a bachelor's thesis in the VI semester of the program.

It's worth highlighting that the programme also offers courses in English, German, and French languages. To assess language proficiency levels, a placement test is administered at the outset of the first and second years at the Academy. Consequently, students' language competencies are categorized into six levels: A1, A2, B1, B1+, B2, and B2+.

The accreditation experts' panel conducted a thorough review of the structural organization of the programme and found no inconsistencies. This well-founded structural approach has garnered no complaints from students, alumni, or other stakeholders during interviews.

Furthermore, it is evident that the programme's content aligns with the qualifications required and largely facilitates the attainment of programme learning outcomes. The accreditation experts' panel examined the curricula of the bachelor's educational programme of Defence and Safety to assess its relevance in addressing contemporary challenges in the field of education.

It is incumbent upon the programme's faculty to ensure the integration of contemporary research findings and modern scientific advancements into the curriculum. During their visit to the Academy and subsequent discussions with the professors and instructors of the bachelor's educational programme of Defence and Safety, the accreditation experts' panel acknowledged their possession of appropriate professional qualifications and proficiency in English. A notable observation, upon reviewing the programme's syllabus, is that the faculty members are well-acquainted with recent international scientific literature, which they incorporate as reading material and convey to students during lectures.

It is of significance to highlight that the Academy actively supports the operations of a Scientific Research Centre, representing a valuable opportunity for faculty to enhance the programme's content and involve students in scientific research activities.

According to the Self-Evaluation Report, students with a strong command of the English language have the option to engage with English-language literature. Conversely, for those who may find reading English literature challenging, translated versions in Georgian have been provided. This ensures that both students with advanced English language skills and those who may require assistance in reading English literature have access to appropriate materials.

Of particular note, the accreditation experts' panel paid special attention to the importance of introducing an internationalization component at the Academy, specifically involving international teachers and experts in programme development. As indicated in the Self-Evaluation Report, international expert Bob Hand, a member of the American advisory group at the Academy, was actively engaged in the programme and even conducted two military history courses. However, the accreditation experts' panel were unable to find evidence confirming the inclusion of military history courses in the current curriculum of the program. It would be beneficial for the administration to ensure the sustainability of the achieved outcomes from the programme development efforts and to preserve the courses already established as integral components of the programme.

According to the documents provided by the Academy to the accreditation experts' panel, the Academy has been actively involved in approximately 18 Erasmus+ programs since 2018. These programmes encompass participation in exchange initiatives for academic professionals and students, including online courses for students. The Academy has established collaborative partnerships with Military Academies from Bulgaria, Romania, Hungary, Greece, which represent a significant and valuable contribution toward the Academy's internationalization objectives.

It would be advisable to continue active interactions with counterparts from Erasmus+ network universities and intensify cooperation with partner institutions. This increased engagement can significantly bolster the attainment of programme learning outcomes, further enrich the programme's content, and expose academic personnel to the latest research findings and contemporary scientific advancements. In this context, it is equally crucial to further develop and intensify collaborations with other partners of the Academy who could contribute to the continued development of the curricula. Examples of such partners include the NATO DEEP and the

Partnership for Peace Consortium. These partnerships can offer valuable insights and resources for continuous enhancement of the curriculum.

The website of the Academy provides and ensures publicity and availability of the information on the bachelor's educational programme of Defence and Safety, which is easily accessible in the Catalogue of the programme: [https://eta.edu.ge/uploads/katalogebi\\_axali/23tavdacvadausafrtxoeba.pdf](https://eta.edu.ge/uploads/katalogebi_axali/23tavdacvadausafrtxoeba.pdf)

### **Description and Analysis - Master's Educational Program of Defence Analysis**

Master's Educational Program of Defence Analysis is compiled using the Academy's methodology of planning and development of educational programs. The program structure includes Major Compulsory Courses (101 ECTS, including master's thesis 30 ECTS) and elective courses (20 ECTS) and does not include free elective courses. The Compulsory courses are focused on various topics dealing with defence tackled from a holistic perspective of state security and some military oriented subjects. Two methodological courses (academic writing, research methods and design) are also presented in the compulsory part. The elective module of the programme is focused on studying specific aspects of security. Thus, in the structure of the program, the division of compulsory and elective modules follows the principle "from general to a more limited topic" and the ratio of compulsory and elective courses ensures the sustainability of the program. This mix of courses is aimed at providing future graduates with a deep understanding of the total defence architecture which is founded on all elements of power Georgia has at its disposal to defend not only against conventional aggression but also against threats of a hybrid nature.

The accreditation experts' panel noticed that although electives are field-related courses and they need to be connected to compulsory courses with prerequisites, none of the electives of the master's educational program of Defence Analysis have prerequisites. For example, the compulsory course "History of Wars and Military Art" should be defined as a prerequisite for the elective course "New and Latest Military History of Georgia". The compulsory course reviews military history in general while the elective one narrows and specifies the topic (case of Georgia). Moreover, both courses are taught by the same lecturer. According to the contents of these syllabi, the elective course continues the main course and the syllabi do not require content changes for synchronization. In the opinion of accreditation experts' panel, only two elective courses do not need prerequisites: "History of International Relations" and "Management Psychology".

The accreditation experts' panel appreciates that other elective courses can be divided into two groups: courses focused on regional issues (European Union, Caucasus...) and courses focused on different aspects of security (terrorism, conflicts...). Courses focused on the region should be preceded by a course focused on international politics (or similar), and courses focused on various aspects of security should be preceded by a theoretical course on security. The content of the mandatory course "Defence and National Security" is a mixture of issues of international politics, international security, and national security that needs a better structure so that it serves the theoretical basis for several elective courses (electives are mainly focused on case studies).

### **Evidences/Indicators**

- Educational programmes grouped in a cluster.
- Syllabi of academic courses.
- Programme maps.
- Programme analysis document.
- Methodology of planning, design, and development, evaluation of educational programmes.
- Evidence of participation of persons involved in the program.
- Interview Results.
- Academy website <https://eta.edu.ge/>

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:**

- It is suggested to enhance the programme's completion rate for initial admissions, as the number of students with suspended status remains relatively high. Programme leaders should proactively investigate and adopt strategies designed to tackle this challenge. By doing so, they can pave the way for a higher percentage of students to successfully complete the entire programme.
- It is suggested to further prioritize the sustainability of the outcomes resulting from programme development efforts. Additionally, it is important for the Academy to incorporate an internationalization component into its educational mission, promoting a diverse and enriched learning environment. This approach can help mitigate the constraints faced by students and teachers in accessing modern literature in the field of security and defence. Moreover, enhancing English language proficiency will prove advantageous for both students and faculty members.
- It is suggested to consider becoming an associate network partner of the European Security and Defence College and subsequently join the so-called "Military ERASMUS" initiative by incorporating in the programme curricula, common modules developed and agreed at the EU level, under this initiative.

**Recommendations and Suggestions according to the programmes:**

**Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):**

- It is recommended to assign prerequisites at all electives except "History of International Relations" and "Management Psychology".

**Suggestion(s):**

- It is suggested to strengthen collaboration with other security institutions and expand the enrolment of students in the master's educational programme of Defence Analysis to include both military and civilian professionals, as well as security sector civil servants. It is important to emphasize that there is currently no equivalent programme within the Georgian education system that can provide a holistic education in military skills, resources, and perspectives to individuals from diverse backgrounds, while also addressing the advantages of civilian-military cooperation. The opportunity for collaboration presented by the master's educational programme of Defence Analysis significantly enhances our collective capacity to respond effectively to future emergencies, conflicts, and disaster

situations within Georgia. By bridging the divide between civilian expertise and military capabilities, this initiative not only reinforces national security policy but also promotes peace, stability, and resilience throughout our society.

## 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
Bachelor's Educational Programme of Defence and Safety First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the 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

The learning outcomes of each academic courses of the field of study are aligned with the learning outcomes of the programmes under evaluation, in terms of learning complexity captured by the National Qualifications Framework. However, the alignment is not achieved by learning domains ('knowledge/ understanding', 'skills' and 'responsibility/ autonomy') since the programmes' learning outcomes are not grouped by 'knowledge/ understanding', 'skills' and 'responsibility/ autonomy'. In this context, the accreditation experts' panel noticed some differences in approaching the structure of course syllabi when formulating the learning outcomes. For example, some course' syllabi indicate the level of 'autonomy and responsibility' as a learning domain, while most of them limit the definition of learning outcomes to 'knowledge/ understanding' and 'skills'. There is merit in reviewing the course syllabi where 'autonomy and responsibility', as a learning outcome, could be envisaged from students at the end of the learning process, which is consistent with the Georgian National Qualification Framework. This should be also reflected at the programme level where the learning outcomes are not differentiated along the three domains. Given the fact that the programme curricula list a mix of 'competencies' and 'learning outcomes' it is difficult to align the programme learning outcomes with course learning outcomes (see the discussion and recommendation at the standard component – learning outcomes).

The students' workload expressed by the number of credits (ECTS) correspond to the requirement set for each course and is sufficient to cover the content and reach the intended learning outcomes. The number of ECTS varies from 3 to 17 ECTS in case of bachelor's programme and 4 to 12 ECTS in case of the master's programme. The ratio between independent hours and contact hours varies from 1:0.35 to 1:5 in case of bachelor's educational



programme of Defence and Safety and from 1:0.3 to 1:3.3 in case of master's educational programme of Defence Analysis. In case of courses with an important practical dimension (e.g., combined arms tactics at bachelor's programme, brigade operations at master's programme), the ratio may be higher (between 1:2 and 1:3) given the characteristics of contact hours (e.g., field exercises, working groups). All courses have clear assessment criteria for each type of evaluation as showed by the course syllabi and assessment plan.

The course syllabi indicate the compulsory literature and learning resources which are relevant to the course topics and lessons thus having the capacity to achieve the intended learning outcomes. The literature spans a wide range of research periods, although not in sufficient volume to reflect current achievements in the field of study (e.g., implications of the war in Ukraine on Georgia's security, the latest NATO and EU security strategies and military doctrines).

According to the Self-Evaluation Report, all courses have been evaluated by the Quality Assurance Service against multiple criteria aimed to ensure, on the one hand the necessary consistency of each programme with their overall goal and the unnecessary redundancy and duplication between the two programmes, on the other hand. For example, the evaluation checks the clarity and alignment of each courses' goals to the overall programme's goals, the correspondence of the courses' learning outcomes with the programmes' learning outcomes, the learning complexity of the courses' learning outcomes relative to the overall learning complexity level of the programme, the compliance of the distribution of credits with the curriculum or the distribution of hours per various types of activities within the total number of hours.

#### **Description and Analysis - Bachelor's Educational Programme of Defence and Safety**

The bachelor's educational programme of Defence and Safety consists of 57 courses distributed over eight semesters. The general academic courses and military specific courses are delivered in an alternate and logical manner, considering the requirement of building specialised formation on general education. The most complex specialised education on military topics is delivered in the last two semesters, representing 60 out of 75 credits allocated to the compulsory academic courses of a military nature (Combined Arms Command).

The course topics are relevant to the achievement of the overall goal of the Academy's bachelor programmes and specific aim of the bachelor's educational programme of Defence and Safety. The diversity of the course portfolio and weighted allocation of ECTS per each course ensure a broad understanding of the security and defence in the current geostrategic environment, with due consideration of Georgia's security interests at the regional (South Caucasus and Black Sea) and international level. The division of course portfolio in compulsory and elective considers the importance of each of the topics within the overall education goals and needs of the young generation of future officers. This is expressed in number of ECTS allocated to various types of courses. For example, out of 257 ECTS at the programme level, 222 credits are allocated to compulsory academic courses (122 credits to major compulsory academic courses and 110 credits to compulsory academic courses of free component) and 25 ECTS allocated to elective courses.

In terms of learning complexity, even if some courses deliver 'fundamentals' of the topic, the average level of learning complexity of the programmes is aligned to level 6 of the Georgian National Qualification Framework.

#### **Description and Analysis - Master's Educational Programme of Defence Analysis**

The master's educational programme of Defence Analysis consists of 23 courses distributed over three semesters, with the fourth semester reserved for preparing the master's thesis. There is a balanced blend of courses that cover the learning needs of a mixed audience of military and civilian students that should visualise at the end of the programme the big picture of Georgia's grand strategy of total defence. There are three key major compulsory courses required to prepare a mid-level career officer to operate at the high tactical-operational incorporated in the programme from the Command and Staff Course and that are worth 30 ECTS (Fundamentals of Conducting Military Operations, Planning and Execution of Military Campaigns and Brigade Operations). The intended learning outcomes and content of these courses contribute consistently to the overall aim of the master's

programme, by meeting one of the programmes objectives: “to provide highly qualified military and civilian personnel [...] able to prepare, plan and participate in the execution of military operations/campaigns”.

The student’ workload at most course allow sufficient time for self-study, in particular for the electives where, the ratio independent-contact hours range from 1:0.35 to 1:0.58. The lowest ratio independent-contact hours (1:1,8 to 1:3.3) is noticed at courses where the teamwork skills are critical (Fundamentals of Conducting Military Operations, Planning and Execution of Military Campaigns and Brigade Operations).

In terms of learning complexity, even if some courses deliver ‘fundamentals’ of the topic (e.g., Fundamentals of Conducting Military Operations), the average level of learning complexity of the programmes is aligned to level 7 of the Georgian National Qualification Framework. This is reflected through the formulation of learning outcomes (e.g., critically evaluates theoretical approaches in international relations, in case of Analysis of Foreign Policy Course or deeply analyses the types and characteristics of defensive and offensive operations, in case of Brigade Operations Course).

According to the Self-Evaluation Report, citing the “Report on the changes made in the educational programmes as a result of the studies conducted by the Quality Assurance Service”, there is a lack of modern literature in the field of Defence, a weakness which has been considered by the Quality Assurance Service, hence the recommendation to update the literature assigned for this programme.

Although one of the admission prerequisites for the master’s educational programme of Defence Analysis admission is knowledge of the English language at the B2 level and the involvement of students in international projects is considered the priority of the Academy, English-language literature is scarcely included in the mandatory and additional literature of syllabi. This problem is especially important for some syllabi. For example, the course "Defence and National Safety " does not consider English-language literature at all, even for topics such as US security strategy. The accreditation experts’ panel noticed that several course syllabi should be reviewed as far as the update of literature is concerned, in particular at topics such as the European Union or hybrid wars and similar. Over the last ten years, a lot has changed in the European Union, and the emphasis on hybrid warfare in international studies was mostly made after the intervention in Ukraine (Crimea) in 2014.

#### **Evidences/Indicators**

- Educational programmes grouped in a cluster.
- Self-Evaluation Report.
- Assessment plan, map of assessment methods and learning outcomes.
- Report on the changes made in the educational programmes as a result of the studies conducted by the Quality Assurance Service.
- Interview results

#### **General recommendations of the cluster:**

- It is recommended to review the courses’ learning outcomes, by considering the ‘responsibility/ autonomy’ domain and realign them with the programme learning outcomes by domains (‘knowledge/ understanding’, ‘skills’ and ‘responsibility/ autonomy’).

**General suggestions of the cluster:** N/A

#### **Recommendations and suggestions according to the programmes:**

### Bachelor's Educational Programme of Defence and Safety, First Level

Recommendation(s): N/A

Suggestion(s): N/A

### Master's Educational Programme of Defence Analysis, Second Level

Recommendation(s): N/A

- It is recommended to update the literature section of the syllabi with modern references to reflect recent developments in the field of study (e.g., implications of the war in Ukraine on Georgia's security, the latest NATO and EU security strategies and military doctrines).

Suggestion(s):

- N/A

### 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **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**

Both educational programmes grouped in a cluster have clear and transparent prerequisites for admission, which are published on the Academy website and mentioned in the programmes' curricular documentation made available to the accreditation experts' panel. The programme admission preconditions and procedures are consistent with the relevant existing national and sectorial (defence) legislation, given their unique character within the Georgian education ecosystem. The candidates should pass unified exams at the national level, have foreign language requirements (in case of master's degree) and pass supplementary exams (in case of military officers, candidates to the master's programme and wishing to also enrol to the military career component of the master's programme).

Programme admission preconditions are tailored and adapted to suit the programme characteristics by targeting candidates with the right knowledge and skills for the targeted competence profile of the graduates.

In allocating the number of seats, the Academy takes into consideration multiple conditions and criteria like the needs of the Defence Forces of Georgia (the main employer), the capacity of classrooms, material base (infrastructure, accommodation, didactic logistics etc.), the existing number of organic and invited teaching staff and experts and the number of supporting and administrative staff.

The programme admission preconditions are transparent, fair, and accessible, with no discriminatory references of any kind.

#### **Description and Analysis - Bachelor's Educational Programme of Defence and Safety, First Level**

The programme admission prerequisites are influenced by the needs of the Georgian Defence Forces, which employs all graduates from this programme. The preconditions include the requirement for candidates to have passed the Unified National Examinations for the current year, have selected the Academy's educational programme/programmes during registration and who are not 24 years old and more for the current year. The Academy offers alternate paths for enrolment, in accordance with national legislation.

To ensure that candidates have the right profile for this programme (future officers), in addition to general preconditions described above, the Academy organises supplementary checks and tests based on the Internal Admission Regulations (Medical Examination, Physical Test, Interview) and should pass the Basic Combat Training before starting the academic process.

To advertise the programme and military profession, the Academy organizes various sessions and events to ensure a large pool for selection and reach out diverse and broad categories of population. For example, the Academy's recruitment personnel visit regularly public schools not only to advertise the profession and the Academy, but also to familiarise the young citizens with the concept of total defence and its importance for survival of the nation. In the same vein, at the initiative of Junkers, potential candidates may join summers schools organised by the Academy, in which school students participate and learn about the specifics of the Academy from the staff and Junkers as well. Not least important, the Academy's representatives attend local and international education exhibitions, visit public gathering places and TV channels, and use the platforms of social networks and the official website to pass on the information about the profession, Academy, and exams.

### **Description and Analysis - Master's Educational Programme of Defence Analysis, second Level**

As with the bachelor's educational programme of Defence and Safety, the admission preconditions for the master's educational programme of Defence Analysis have peculiar characteristics due to its unique place within the national education framework. According to the academy's website, in addition to general conditions (passing the unified master's exam; passing the English language exam or proving the competence thorough valid certificates), the candidates should also pass an internal exam. Moreover, for military officers, there are clear and specific preconditions to join the programme: they have to be in the rank of "major" or "lieutenant colonel", who have completed the captain's career course or a military education programme equivalent to it, awarded at least a bachelor's academic degree and have less than 5 years remaining before the age limit and have not completed the Command and Staff Course and/or its foreign equivalent.

The target audience for the master's educational programme of Defence Analysis includes persons with a special rank in the system and civilian personnel from the Ministry of Defence as well as employees of the security sector and state structures. Given the fact that the candidates are employed, deconflicting the study time with work schedule may be an issue which also explains the limited number of Junkers enrolled in the programme.

The programme is advertised through various channels and means, such as the website, letters sent by the Academy to the relevant structures, social networks, TV channels, local and international exhibitions or distributing brochures at various public gatherings and events.

The information from statistical data provided to the accreditation experts' panel and the Academy's self-evaluation report shows the increasing percentage of graduate students compared to the number of admitted students, which has grown year by year—40%, 75%, and an impressive 100% for the third cohort (30 is the overall number of graduates from the master's educational programme of Defence Analysis).

During the interview, the Alumni of the master's educational programme of Defence Analysis emphasised the value of education that positively affected their carrier development path.

Although, the Ministry of Defence allocates an important number of seats for this programme (over the last five years, there were 15 seats/ year for the first four years and 30 seats for the last year of the observed period), the number of enrolled students decreased significantly, from 10 in a first year of the observed period, to 3 in the last year of the same period. The exact causes of the low interest for military officers to join the programme should be investigated by the competent national body, but these causes may be related to the human resources policy at the Ministry of Defence, which may not provide for enough and long-term incentives for officers advancing in the career to attend this programme.

### **Evidences/Indicators**

- Educational programmes grouped in a cluster.

- Self-Evaluation Report.
- Interview with the Academy's leadership.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### Recommendations and suggestions according to the programmes:

##### Bachelor's Educational Programme of Defence and Safety, First Level

**Recommendation(s):** N/A

**Suggestion(s):** N/A

##### Master's Educational Programme of Defence Analysis, Second Level

**Recommendation(s):** N/A

**Suggestion(s):**

- It is suggested to investigate in a multi-departmental setting (to include human resources department of the Ministry of Defence, legal service, Defence Forces, and the academy's representative) the causes of the low interest of military officers to join the master's educational programme of Defence Analysis by capitalizing on the benefits of this programme from both a military and a civilian career perspective. This may result in changing the admission preconditions, accordingly.

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#### 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

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#### **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**

In anticipation of the skills, autonomy and responsibility required by future officers or senior experts in the field of defence, both educational programmes have been conceived with important practical and creative dimensions. This is obvious not only from the types of learning and teaching methods employed at relevant courses but also through the formulation of learning outcomes. The practical character of education is so significant that, very often learning outcomes take the appearance of competencies that should be proven on the job (e.g., plans and executes various types of ground operations within a platoon-level unit, in case of bachelor's programme or conducts operational design based on analysis of national security documents, in case of master's programme). All courses that are directly linked to the military profession include practical activities carried out as working groups, simulation, field exercises, most of them being performed in complex and realistic scenarios that create challenging conditions to achieve high level of learning.

Both programmes require Junkers to conduct research on topics of interest for the Defence Forces of Georgia that exploits their capacity to think critically and integrate the knowledge and skills acquired throughout the programme, attend, and participate with papers at national and international conferences and other activities of a scientific nature. The published research papers' rate stands at 55. Additionally, over the last 5 years, 8 graduates have pursued further studies at the next level of higher education.

The practical character of learning at both programmes is strengthened by the intervention of practitioners and experts invited to lecture (e.g., Commander of the Defence Forces, Chief Sergeant of the Defence Forces, commanders, representatives of the defence and safety field, state, and private structures, etc.).

#### **Description and Analysis - Bachelor's Educational Programme of Defence and Safety, First Level**

The bachelor's Educational Programme of Defence and Safety is specific by organising the studies in a so called "3+1" format, where 1 represent the last year of the programme which is organised predominantly as a compulsory practical term (Tactics, topography, fire training, communications, etc.). Practical activities are conducted and supervised by experienced instructor that evaluate Junkers' performance against clear criteria using preformatted evaluation checklists as provided by the course syllabi.

At the end of the programme (8<sup>th</sup> semester), Junkers will perform a 2–3-week period of internship in the relevant units of Defence Forces, where they have opportunities to meet the representatives of army branches schools (manoeuvre, artillery, logistics, air defence etc.) and learn about these specialities in depth. Although this is considered an extracurricular activity, Junkers' behaviour during this period is exposed in their rating score and evaluation.

Junkers have many opportunities to participate in international exchange programme at the military education institutions from NATO countries (e.g., USA, France, Romania) or visits national organisations where activities have a very practical character.

#### **Description and Analysis - Master's Educational Programme of Defence Analysis, second Level**

As reflected in the course syllabi, the practical dimension of the master's educational programme of Defence Analysis is materialised through specific activities and exercises where Junkers practice key operational skills, they should be able to carry out as soon as they graduate. In particular, Junkers train under pressure, in conditions simulating real situations, as members of a military headquarters, the operational planning process, the command and staff procedures or leadership and communication skills.

At the master's educational programme of Defence Analysis, the research dimension is more developed and specialised, where Junkers prepare and defend a master thesis. The research activities are supported and promoted by the Scientific Research Centre, which oversee and encourage Junkers' participation in various projects like the one on "Total Defence as a Determining Factor of the Stability of Defence and Security of Georgia". Moreover, as a prerequisite of defending the thesis, with effect from the academic year 2022-2023, Junkers are required to prepare at least one publication and publish it in a refereed journal and participate in at least one scientific conference on topics related to their master's thesis.

#### **Evidences/Indicators**

- Self-Evaluation Report.
- 7-year strategic and 3-year action plans of the Academy.
- Memoranda.
- Implemented, ongoing and/or planned scientific research projects.
- Collections of conferences and scientific works.
- List of conferences where the Junkers are involved.
- Information about the career development of the graduates.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### **Recommendations and suggestions according to the programmes:**

##### **Bachelor's Educational Programme of Defence and Safety First Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

##### **Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

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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
Bachelor's Educational Programme of Defence and Safety, First Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### 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

According to the Self-Evaluation Report and the programme curricula, teaching and learning methods of each academic course correspond to the level of education, course content and learning outcomes and ensure their achievement. In particular, courses with a high practical character, that deliver key professional analytical and psychomotor skills envisage methods where Junkers are faced with challenging situations, such as group discussions, wargaming, role play and field exercises, fire training, where the autonomy and responsibility of their actions can be tested and evaluated.

The teaching staff has the knowledge and skills to plan and conduct students-centred sessions after having attended or graduated from international education and training institutions with experience in this field (e.g., NATO School Oberammergau, USA defence and military colleges, NATO DEEP activities and working groups).

To support teaching staff in improving their skills to teach in an interactive manner and hone their evaluation competencies, the Quality Assurance Service of the Academy runs regularly the "Effective Teaching" Course. As far as Junkers are concerned, they can take a course on "Critical thinking", to improve their ability to analyse specific learning problems in depth and effectively.

Following the COVID19 crisis, the Academy increased the use of asynchronous and synchronous teaching and learning in an online environment, as evidenced by the online training concept available on the website. The Academy, through the Advanced Distributed Learning Department, is well manned and equipped to facilitate the conduct of stand-alone or blended learning sessions by deploying the ILIAS Learning Management System (NATO and the EU preferred system), providing individual laptops for all Junkers at the bachelor's programme and ensuring the availability of Internet throughout the campus, including at dormitories and social corners.

#### Evidences/Indicators

- Educational programmes grouped in a cluster.
- Self-Evaluation Report.
- Site visit and interviews.
- Syllabus of academic courses.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### Recommendations and suggestions according to the programmes:

##### Bachelor's Educational Programme of Defence and Safety, First Level

**Recommendation(s):** N/A

**Suggestion(s):** N/A

##### Master's Educational Programme of Defence Analysis, Second Level

**Recommendation(s):** N/A

**Suggestion(s):** N/A

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#### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's Educational Programme of Defence and Safety First Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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**

The Academy adheres to Order N3 of January 5, 2007, ensuring the fairness and transparency of evaluation procedures.

The inclusion of permanent feedback for Junkers, as well as responsive measures following student feedback, demonstrates a commitment to continuous improvement. Efforts to address concerns about post-examination feedback highlight responsiveness to student needs.

The institution employs mechanisms of academic and research ethics, academic integrity, and plagiarism prevention, aligning with established norms. The utilization of Turnitin and a clear regulation on plagiarism underscore the commitment to maintaining academic integrity.

The transparent and objective appeal process, involving the review of evaluation results by another evaluator(s), ensures a fair mechanism for addressing concerns. This aligns with accreditation standards, promoting accountability.

The integration of e-learning and distance learning methods, while considering the specificity of the components, reflects adaptability and responsiveness to evolving educational practices.

The Academy places emphasis on monitoring the reliability and validity of student assessments, even in the context of e-learning, demonstrating a commitment to maintaining assessment quality.

The master's educational programme of Defence Analysis incorporates transparent and fair procedures for thesis defence, including peer review by a commission. Involvement of external evaluators in the dissertation defence, adherence to academic style requirements, and the public nature of the defence align with accreditation standards.

The Academy's commitment to ethics and integrity is evident in the approval of various documents, including a code of ethics, research ethics, and plagiarism prevention mechanisms.

In conclusion, the Academy demonstrates a commendable commitment to student evaluation practices aligned with accreditation standards. The institution's proactive approach to feedback, ethical considerations, use of technology, and continuous improvement reflects a dedication to providing quality education.

### **Evidences/Indicators**

- Educational programmes grouped in a cluster.
- Self-Evaluation Report.
- Interviews.
- Instruction for conducting and evaluating exams at the level of academic higher education.
- Syllabi of the academic courses.
- Plagiarism prevention, detection, and response mechanism.
- Code of ethics.
- Statute of the Academy.
- Academic style guide of the Academy.

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

**Recommendations and suggestions according to the programmes:**

**Bachelor's Educational Programme of Defence and Safety, First Level**

Recommendation(s): N/A

Suggestion(s): N/A

**Master's Educational Programme of Defence Analysis, Second Level**

Recommendation(s): N/A

Suggestion(s): N/A

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**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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

Based on the Self-Evaluation Report submitted for the purpose of accreditation of the bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis, other documents and information obtained at the site visit, it is determined that the Junkers are supported in many ways by the Academy.

The Academy demonstrates a strong commitment to providing comprehensive support and consultations for Junkers. The academy ensures that Junkers receive detailed information about academic and military life, fostering a supportive environment. Consultations are not only offered by academic staff but also by military personnel, reinforcing a holistic approach to guidance.

The Academy excels in integrating Junkers into the university space and international projects. The wide array of activities, including conferences, sports events, and international exchanges, showcases the institution's commitment to providing diverse opportunities for student engagement.

The Academy's robust international partnerships contribute significantly to the enrichment of the academic experience for Junkers. Collaborations with military institutions globally, participation in exchange programmes, and hosting international weeks underscore the Academy's commitment to fostering a global perspective among Junkers. However, as the academy itself notes, in the Self-Evaluation Report, it would be suggested to take effective measures to ensure the maximum involvement of Junkers in exchange programs at the master's level.

The Academy's emphasis on scientific research is commendable. The requirement for master's thesis defence to be accompanied by at least one publication in a refereed journal reflects the commitment to advancing scholarly pursuits. The integration of Junkers into various research projects, conferences, and the establishment of electronic journals further enhances the research culture within the institution.

The Academy prioritizes the cultural, social, and academic integration of Junkers. Initiatives such as psychological support, consideration of holidays, and orientation weeks contribute to creating an inclusive environment. The engagement with state agencies, cultural institutions, and participation in national and international events further enriches the cultural experience for Junkers.

The Academy's provision of scholarships based on academic performance, leadership, and physical standards demonstrates a commitment to recognizing and rewarding excellence. The unique financial support structure, including fixed scholarships and additional incentives, contributes to motivating Junkers to excel in their studies.

The Academy's commitment to providing essential infrastructure, including individual laptops, access to literature, and facilities such as sports complexes, sewing rooms, laundries, and dry cleaners, contributes to creating a conducive learning environment.

In conclusion, the Academy exhibits a strong adherence to the accreditation standard. The comprehensive support system, diverse opportunities for participation, international collaborations, emphasis on research, cultural integration, and financial support collectively contribute to the positive learning experience for Junkers. The Academy's commitment to continuous improvement is evident in its proactive measures and approaches to education.

#### **Evidences/Indicators**

- Educational programmes grouped in a cluster.
- Self-Evaluation Report.
- Interviews.
- Memoranda and agreements with employers and partners.
- Workload, functions, and duties of the people involved in the Junker counselling service, their job descriptions.
- Planned and implemented consulting services.
- Documents/information about students' involvement in local and international activities.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### **Recommendations and suggestions according to the programmes:**

##### **Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

##### **Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A

**Suggestion(s):**

- It is suggested to ensure the maximum involvement of Junkers in exchange programs at the master's level.

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#### **Evaluation**

Please, evaluate the compliance of the programmes with the component.

Component 3.1 Student consulting and support services		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's Programme of Defence and Safety, First Level	Educational	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Programme of Defence Analysis, Second Level	Educational	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

The Academy has established comprehensive regulatory documents outlining the rights and duties of supervisors and co-supervisors for master's students. The process of appointing, changing, and evaluating supervisors is well-defined. The Academy has demonstrated a commitment to effective supervision by developing a methodology for the ratio of supervisors to Junkers, ensuring efficient management.

The Academy's master's thesis instruction outlines the role of supervisors in advising Junkers on various aspects, such as topic selection, research design, methodology, and professional development. The integration of Junkers into the local and international scientific network is a commendable aspect, fostering a holistic educational experience.

The requirement for master's students to participate in conferences and publish articles in refereed journals demonstrates a proactive approach to developing research skills.

According to the syllabus, the student has a supervisor (and there is no possibility of having a co-supervisor), the master's thesis has 1 reviewer (only an internal reviewer), and both the reviewer and the supervisor are involved in the evaluation of the thesis.

Taking into account that most of the people involved in the program are military personnel, it is desirable to find new mechanisms for deepening military-civilian cooperation, for example, the possibility of having a co-supervisor from another higher educational institution, and/or adding an external reviewer in the process of defending the master's thesis. Also, it is preferable that the supervisor of the master's thesis is not involved in the evaluation process of the thesis.

The Academy has implemented robust mechanisms for evaluating the quality of supervisor and co-supervisor activities, ensuring the continuous improvement of the supervision process. The involvement of various stakeholders, including heads of departments and the Quality Assurance Service, contributes to a comprehensive evaluation.

The Academy's commitment to supporting Junkers is evident in various initiatives. The preliminary hearings, where Junkers present their research topics, provide valuable feedback. The integration of Junkers into the scientific network, participation in events, and guidance on publishing scientific papers contribute to a well-rounded academic experience.

<b>Data related to the supervision of master's/doctoral students</b> <b>Master's educational programme of Defence Analysis, Second Level</b>	
Number of master's/doctoral theses supervisors	<b>8</b>
//Number of doctoral thesis supervisors	<b>N/A</b>
Number of master's students	<b>10</b>
//Number of doctoral students	<b>N/A</b>
Ratio - supervisors of master's theses/master's students	<b>0.80</b>
Ratio - supervisors of doctoral theses/doctoral students	<b>N/A</b>

#### **Evidences/Indicators**

- Educational programmes grouped in a cluster.
- Self-Evaluation Report.
- Interviews.
- The form of the agreement of the supervisor/co-supervisor of master's students and/or the document defining the appointment, replacement and rights and duties of the supervisor.
- Methodology for determining the number of supervisors in the programme.
- Evidences of conducted consultations.
- The ratio of supervisors and active status graduate students.
- Quality assessment mechanisms and evaluation results of the head/co-head's activity.
- Public information about the research interests and publications of the leaders.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### **Recommendations and suggestions according to the programmes:**

##### **Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A



### Master's Educational Programme of Defence Analysis, Second Level

Recommendation(s): N/A

Suggestion(s):

- It is suggested, to find new mechanisms for deepening military-civilian cooperation, for example, the possibility of having a co-supervisor from another higher educational institution, and/or adding an external reviewer in the process of defending the master's thesis.
- It is suggested that the supervisor of the master's thesis is not involved in the evaluation process of the thesis.

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### Evaluation

Please, evaluate the compliance of the programmes with the component

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
Bachelor's Educational Programme of Defence and Safety, First Level		N/A	N/A	N/A	N/A
Master's Educational Programme of Defence Analysis, Second Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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**

Academic staff, as well as military instructors and invited lecturers, are involved in the implementation of both the bachelor's and master's educational programmes. Qualification of all the personnel is proved by their CVs and follows qualification requirements and functions defined by the Academy's regulations. According to the personal files, the staff is involved in scientific research activities. Agreements signed with both academic and invited personnel describe in detail the rights and obligations of the parties. According to the Consultation schedules presented by the Academy, both academic staff and invited lecturers of both programmes provide consultations for students.

Staff in academic positions are selected through academic competition and the staff selection policy is in accordance with the Academy's internal regulations. All academic staff in both programmes are affiliated with the Academy under its regulation and the Academy monitors the workload of academic staff in other higher education institutions and controls affiliation on relevant bases, the workload scheme of the staff is updated every semester. The ratio of staff to the ratio of Junkers is in accordance with the Academy's regulations. The number and workload of both programmes staff ensures the sustainability of the educational process and also, the proper execution of their research duties.

The Academy operates a scientific research centre that issues academic papers (proceedings).

The number of administrative personnel involved in the implementation of both programmes fully ensures student services and the sustainability of the learning process. Qualification of administrative and support staff is consistent with their functions.

#### **Description and Analysis - Bachelor's Educational Programme of Defence and Safety, First Level**

Academic staff, as well as military instructors and invited lecturers, are involved in the implementation of the bachelor's educational programme of Defence and Safety. According to the personal files of academic staff, the staff is involved in scientific research activities (CVs include lists of published scientific articles, textbooks, and monographs; participation in national and international conferences; some of the personnel have experience of participation in scientific projects supported by national or international funds). The qualifications of invited lecturers are also proved by their CVs. It should be noted, that one of the invited lecturers is a foreigner (native speaker) with impressive qualifications and experience. Most of the staff (academic, invited, scientific) hold PhD degrees. In addition, the Academy operates a scientific research centre consisting of 10 personnel (head of the centre; leading scientist; specialists; and translator). Personal files of scientific personnel are also presented in accreditation materials. Qualification of all the personnel follows qualification requirements and functions defined by the Academy's regulations. Accordingly, the knowledge, competence, and experience of all the staff

are consistent with the accreditation requirements. The qualifications of both academic and invited staff are in correspondence with Academy's qualification requirements and help students achieve the learning outcomes of the program. Agreements signed with both academic and invited personnel describe in detail the rights and obligations of the parties.

Staff in academic positions are selected through academic competition. All academic staff in the program (8 in total) are affiliated with the Academy under its regulation and the Academy monitors the workload of academic staff in other higher education institutions and controls affiliation on relevant bases, the workload scheme of the staff is updated every semester. The ratio of staff to the ratio of Junkers is in accordance with the Academy's regulation (1 academic staff/40 Junkers; at least 1 professor, 1 associate professor, 1 assistant professor for each program). According to the presented statistics, a decrease in the number of academic personnel is not observed over the years. The number and workload of programme staff ensure the sustainability of the educational process and also, the proper execution of their research duties.

Both academic staff and invited lecturers provide consultations for students. Consultation schedules are presented in the accreditation materials.

As explained in the Academy's Self-Evaluation Report, the post of the head of the undergraduate program was militarized in 2020 due to the programme structure, where military and civil components are combined. The head of the program is actively involved in military teaching and has no experience in programme management, but his competence is confirmed by relevant education and practical experience. During interviews, the administration and the head of the programme confirmed the active involvement of the head of the programme in the accreditation process.

Eight administrative staff (among them, 1 military person) are involved in the implementation of the bachelor's educational programme of Defence and Safety. The number of administrative personnel fully ensures student services and the sustainability of the learning process. Qualification of administrative and support staff is consistent with their functions.

<b>Bachelor's Educational Programme of Defence and Safety, First Level</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>9</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>10</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>8</b>
<b>- Professor</b>	3	1	1	
<b>- Associate Professor</b>	2	1	1	
<b>- Assistant-Professor</b>	3	2	2	
<b>- Assistant</b>	0	0	0	
<b>Invited Staff</b>	9	5	2	

<sup>9</sup> Staff implementing the relevant components of the main field of study

<sup>10</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

Scientific Staff	10	8	4	
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### **Description and Analysis - Master's Educational Programme of Defence Analysis, Second Level**

Academic staff, as well as military instructors and invited lecturers, are involved in the implementation of the master's educational programme of Defence Analysis. According to the personal files of academic and invited staff and instructors, the staff is involved in scientific research activities (published scientific articles, textbooks, and monographs; participation in national and international conferences). A specific feature of the programme is that the majority of the academic staff are Ph.D. students and do not hold a scientific degree. In the process of personnel selection, the Academy gives preference to practical activities (most of the staff are either active military or have experience working in the defence system). The staff selection policy is in accordance with the Academy's internal regulations.

Most of the staff holds academic positions (9 in total) and there are very few ones (2 in total) involved in programme implementation as invited lecturers. The qualifications of invited lecturers are proved by their CVs.

The Academy operates a scientific research centre consisting of 10 personnel (head of the centre; leading scientist; specialist; and translator). Personal files of scientific personnel are also presented in accreditation materials. It should be noted that the scientific staff is not directly involved in the implementation of the master's educational programme of Defence Analysis. The centre issues academic papers (proceedings). Several articles authored by staff involved in the programme have been published in the proceedings. Considering the level and content of the master's educational programme of Defence Analysis, it would be desirable to elaborate a closer connection of the scientific centre with the staff and students. It is suggested that the Academy develop additional mechanisms to strengthen the involvement of the scientific centre in the implementation of the master's educational programme of Defence Analysis.

Qualification of all the personnel follows qualification requirements and functions defined by the Academy's regulations. Accordingly, the knowledge, competence, and experience of all the staff are consistent with the accreditation requirements. The qualifications of both academic and invited staff are in correspondence with Academy's qualification requirements and help students achieve the learning outcomes of the programme. Agreements signed with both academic and invited personnel describe in detail the rights and obligations of the parties.

Staff in academic positions are selected through academic competition. All academic staff in the programme are affiliated with the Academy under its regulation and the Academy monitors the workload of academic staff in other higher education institutions and controls affiliation on relevant bases, the workload scheme of the staff is updated every semester. The ratio of staff to the ratio of Junkers is in accordance with the Academy's regulation (1 academic staff/10 Junkers for MA level; at least 1 professor, 1 associate professor, 1 assistant professor for each program). According to the presented statistics, a decrease in the number of academic personnel is not observed over the years. The number and workload of programme staff ensure the sustainability of the educational process and also, the proper execution of their research duties.

Both academic staff and invited lecturers provide consultations for students. A sample consultation schedule is presented in the accreditation materials.

As explained in the Academy's Self-Evaluation Report, the post of the head of the programme was militarized in 2020 due to the programme structure, where military and civil components are combined. The head of the

programme is actively involved in military teaching and his competence is confirmed by relevant education and practical experience. During the visit conducted by the accreditation team, the head of the programme was actively involved in the process.

Administrative staff (among them, 1 military person) members of the Academy are involved in the implementation of the master's educational programme of Defence Analysis. The number of administrative personnel fully ensures student services and the sustainability of the learning process. Qualification of administrative and support staff is consistent with their functions.

<b>Master's Educational Programme of Defence Analysis, Second Level</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>11</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>12</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>9</b>
- <b>Professor</b>	4	4	2	
- <b>Associate Professor</b>	3	2	-	
- <b>Assistant-Professor</b>	2	2	-	
- <b>Assistant</b>	0	0	0	
<b>Invited Staff</b>	2	2	1	–
<b>Scientific Staff</b>	10	8	4	–

#### **Evidences/Indicators**

- Self-Evaluation Report and annexes.
- The rule for determining the number of academic, scientific, and visiting personnel.
- Personal files of the staff.
- List of the personnel and personnel workloads.
- Functional duties of the scientific research centre of the National Defence Academy of Georgia.
- Documents of Functional Duties of personnel (the head, academic staff, administrative staff).
- Proceedings of the Academy.
- Samples of Consultation Schedules.
- Samples of Contracts.
- Contest materials (protocols, regulations, qualification criteria, samples).
- Statistics 2016-2023.
- Reports of academic staff's scientific-research activities.
- The Academy's Research Policy.
- Resolution № MOD 7 23 00369686.

<sup>11</sup> Staff implementing the relevant components of the main field of study

<sup>12</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Interview results.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster: N/A**

**General suggestions of the cluster:**

- It is suggested to elaborate a closer connection of the scientific centre with the staff and students of bachelor's and master's programmes.

**Recommendations and Suggestions according to the programmes:**

**Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A

**Suggestion(s):**

- It is suggested to develop additional mechanisms to strengthen the involvement of the scientific centre in the implementation of the master's educational programme of Defence Analysis.

## 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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.

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#### 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

N/A (only one programme is at master level)

#### Description and Analysis - Master's Educational Programme of Defence Analysis, Second Level

Master's Educational Programme of Defence Analysis, Second Level			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>13</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	3	9
- Professor	4	2	
- Associate Professor	3		
- Assistant-Professor	2		
Invited Staff	1	1	–
Scientific Staff	10	3	9

It should be noted that the structure of the Academy is different from other universities. In the Academy, the head of the Master's Department in general, as well as the head of this master's programme, are military personnel. The head of the master's programme teaches military courses and does not supervise the preparation of the master's thesis. During the interviews with the graduates during the visit, the graduates described to us the process of selecting the title of the master's topic and supervisor and defending the master's thesis. The academic staff involved in the implementation of the programme is selected as the supervisor of the master's thesis on the basis of mutual agreement. In the process of preparing the master's thesis, both the supervisor and the Junker rely on the master's thesis syllabus, the academic guidelines (where both the technical characteristics and content requirements of the master's thesis are detailed), and the Academy's regulation about plagiarism.

Within the framework of the accreditation visit, the accreditation experts' panel had the opportunity to see the samples of master's theses. The theses dealt with different issues and various academic staff were selected as supervisors of the master's thesis based on their competencies. Accordingly, the staff involved in the implementation of the programme should be considered as supervisors of master's theses, and their competencies are confirmed by their personal files.

The master theses presented during the visit did not have a unified academic style. Considering the fact that the head of the programme is a military person and most of the academic staff do not have a Ph.D. degree, it is suggested to appoint a coordinator (an academic, invited, or scientific person with a degree) to monitor the

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<sup>13</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

process of preparing master's theses (to be responsible for the unification of academic style, to monitor standards of literature selection, and for the implementation of the anti-plagiarism policy).

#### **Evidences/Indicators**

- Self-Evaluation Report and annexes.
- Documents of Functional Duties of master's programme personnel.
- Personal files of the personnel.
- The guidelines for academic style.
- The regulation of plagiarism.
- Master's theses.
- Interview results.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### **Recommendations and Suggestions according to the programmes:**

##### **Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

##### **Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A

**Suggestion(s):**

- It is suggested to appoint a coordinator (an academic, invited, or scientific person with a degree) to monitor the process of preparing master's theses (to be responsible for the unification of academic style, to monitor standards of literature selection, and for the implementation of the anti-plagiarism policy).

#### **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
<b>Bachelor's Educational Programme of Defence and Safety, First Level</b>	N/A	N/A	N/A	N/A
<b>Master's Educational Programme of Defence Analysis, Second Level</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

##### 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 Academy conducts the evaluation of programme staff and analyses evaluation results on a regular basis. The evaluation process is carried out by different methods. The quality assurance service evaluates the technical side of the lectures by academic and guest personnel. Also, both academic and visiting staff are evaluated using special assessment/self-assessment questionnaires covering both teaching activities and research activities. In addition, peer assessment in the form of lecture attendance is accepted practice in the Academy. Based on the analysis of the results, lecturers are warned or encouraged. Both material and non-material methods of incentives are practiced at the Academy.

The Academy has mechanisms to encourage academic, scientific, and invited staff research activities (participation in international conferences, publication of scientific articles in National and International journals, and participation in international projects).

It should be noted that the Academy cooperates with the DEEP (Defence Education Enhancement Programme) and with the help of this cooperation, various trainings conducted by Georgian and foreign specialists were held for the staff of the Academy. These trainings covered both field-related issues and issues related to teaching processes and methods. The university also actively uses Erasmus + opportunities to improve the qualifications of its staff. In addition, the university also periodically conducts training courses on various issues related to the teaching-learning process (including issues of e-learning during the pandemic). For example, the quality assurance department of the Academy introduced the certificate programme "Effective Teaching", which aims to introduce modern teaching methods and an effective evaluation system in the Academy. Accreditation materials include the syllabus, materials, and schedules of this programme.

In addition to the materials presented by the Academy during the accreditation process, during the visit the accreditation experts' panel requested additional documentation about the events that took place in the Academy and about the international activities in which the staff and students of the academy participated. According to the presented documentation, from 2015 to the present, up to 300 events have been recorded.

According to the Self-Evaluation Report of the academy, there are two areas of improvement: intensification of scientific activity of staff and improvement of English language proficiency of staff, that is the crucial element to use international opportunities offered by the academia (research cooperation or professional development). The issues of internationalization and intensification of research activities are also stressed out by the accreditation experts' panel in other standards of the report. To intensify Professional Development of Academic, Scientific and Invited Staff it is suggested, to elaborate additional mechanisms for staff: long-run courses for English language proficiency and special trainings in Academic Writing for mastering scientific skills.

#### **Evidences/Indicators**

- Self-Evaluation Report and annexes.
- Personal files of the staff.
- Survey of professional needs of personnel.
- Lists of conferences, events, Erasmus+ activities.
- Materials of the certificate program "Effective teaching".
- Samples of personnel evaluation/self-evaluation surveys.
- Interview results.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster:** N/A

#### **General suggestions of the cluster:**

- It is suggested to elaborate additional mechanisms for staff: long-run courses for English language proficiency and special trainings in Academic Writing for mastering scientific skills.

#### **Recommendations and Suggestions according to the programmes:**

##### **Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

##### **Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A

**Suggestion(s):** N/A

#### **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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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 information collected through the Self-Evaluation Report, the enclosed documents and the site visit, the Academy has the developed infrastructure. Auditoriums and conference halls are equipped with desks, chairs, blackboards, computers, internet, and projectors. The students (Junkers) of each programme are given a personal computer as a gift at the beginning of the studies. While on-site the team of accreditation had the possibility to see equipped laboratories (among them, a computer laboratory), the video recording studio, and the military museum located in the academy.

The Academy's library includes printed books and PDF versions of books and readers and provides access to mandatory or additional literature necessary for the implementation of educational programmes (during the visit, some books and teaching materials mentioned in the syllabi were checked in the library and they were available). Books are listed in the electronic catalogue "Evergreen" (<http://eta.library.ac.ge>) and if necessary, library staff help students work with the catalogue. The library staff also provides an introductory library tour for newly admitted Junkers. The Academy has its own printing house and during interviews with students and graduates, it was confirmed that the library prepares printed/scanned copies of various educational materials for the needs of students. Various services are developed in the library. In case of necessity, all the staff and students engaged in the programmes are provided with appropriate resources in electronic form. Junkers and staff with disabilities or in the academy's medical facility can use the book delivery service. With the interlibrary service, Junkers and staff can also use the resources of the National Parliamentary Library of Georgia.

Accreditation materials include documents for the purchase of books in the library. There is less emphasis on new books in English, which is especially important at the graduate level. It is suggested that the library prioritize the purchase of field-related English language literature published recently in international publishing houses.

The Academy's library offers students and staff access to more than a dozen international electronic library databases. Among them, there are databases that are relevant considering the needs of the field (ELSEVIER, SAGEjournals, Cambridge Journals Online, e-Duke Journals, EDWARD ELGAR, Openedition Journals). During the visit, statistics on the use of international databases were requested as an additional document. The Academy provided the ELSEVIER usage statistics, which is satisfactory.

During the visit, the accreditation experts' panel visited the examination centre where the cadets take midterm and final exams. The centre is equipped with modern technologies and ensures a high degree of objectivity in assessment.

The electronic platform ILIAS operates in the Academy, where study materials, exams, and other activity scores are uploaded. Also, it is possible to communicate with the lecturer on the platform. The Moodle platform is also used in the Academy.

The Academy has an anti-plagiarism program called Turnitin. The anti-plagiarism policy is based on local regulations and the academy informs students about the anti-plagiarism policy.

Due to the specifics of the Academy (Junkers live in the facility), modern residential buildings are located within the perimeter of the Academy and the Junkers have at their disposal living, dining, and working spaces, sports halls, and a swimming pool. The Junkers are served by the medical station, the laundry, and the barbershop. Accreditation materials present a list of employees in the field of services, which consists of more than 30 civilians. A chaplain is also mentioned among them.

All the mentioned material resources are freely available to students and staff, and they are informed about the availability of the resources and know how to utilize them. The Academy takes care of updating all the resources.

In addition to the multifunctional complex within the perimeter of the Academy, the Junkers have at their disposal the infrastructure of the National Training Centre "Krtsanisi" to attend military courses and simulations. Due to the policy of confidentiality, the Academy has not provided a documentary description of the Krtsanisi National Training Centre (some information is classified), although the accreditation experts' panel was given the opportunity to tour the centre. The Krtsanisi Centre has multiple infrastructures for various purposes, including equipped simulation centres, which are used for training Junkers.

#### **Evidences/Indicators**

- Self-Evaluation Report and annexes.
- Resolutions on quota determination.
- Rate of use international electronic library databases.
- Book purchase documents.
- Guidelines for conducting exams.
- List of civilians employed in the service sector.
- Interview results and site visit.
- Academy website: <https://eta.edu.ge/> .

**General recommendations of the cluster:** N/A

#### **General suggestions of the cluster:**

- It is suggested to prioritize the acquisition of field-related English language literature published recently in international publishing houses.

### Recommendations and Suggestions according to the programmes:

#### Bachelor's Educational Programme of Defence and Safety, First Level

Recommendation(s): N/A

Suggestion(s): N/A

#### Master's Educational Programme of Defence Analysis, Second Level

Recommendation(s): N/A

Suggestion(s): N/A

### 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

The budget of the programmes grouped in a cluster (for both programmes – bachelor's educational programme of Defence and Safety and the master's educational programme of Defence Analysis) is a part of the Academy Central Budget, which in turn is an integral part of the budget of Ministry of Defence of Georgia. The range of expenses provided in the budget includes salary, goods and services, office costs, medical costs, inventories, staff development costs, etc. In case of the master's educational programme of Defence Analysis the costs of scientific research activities and other costs related to the scientific research activities can be identified as a separate expense, differently from the bachelor's educational programme of Defence and Safety where it is presented as an integral part of the section named "other goods and services". Stakeholders, including academic staff and

students have confirmed the financial support of the university for their professional development. The budget also includes the funds for development of university infrastructure.

During the interviews, it was mentioned by the university administration that the university diversifies various sources of income and does not depend only on the single source of income (state budget of the Ministry - which is however the biggest source). It offers various financial benefits to the students. The academic and visiting staff of the university also mentioned that the university finances them both for professional development and various scientific activities and with the funding of the university, they are given the opportunity to be fully involved in the processes.

In addition, the structure of expenses to be borne by the university is well broken down in the presented budget, and it can be said that the existing budget ensures the sustainability of the academic programmes in the cluster.

#### **Evidences/Indicators**

- Budget –Defence and Safety; Defence Analysis; Command and Staff College course budget.
- Self-Evaluation Report.
- Interview with the rector of the university, representatives of the administration.
- Interview with the academic and invited staff implementing the programme, with the students of the programme.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### **Recommendations and Suggestions according to the programmes:**

##### **Bachelor's Educational Programme of Defence and Safety First Level**

**Recommendation(s):** N/A.

**Suggestion(s):** N/A.

##### **Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A.

**Suggestion(s):** N/A.

#### **Evaluation**

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
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Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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

Issues related to internal quality assurance are coordinated by the Quality Assurance Service of the Academy according to the "Quality Assurance Handbook". The goals of internal quality assurance are to continuously improve educational activities and strengthen the culture of quality. With this focus, the academy has developed several regulations and frameworks related to the elaboration and development of educational programmes, as well as the procedure for review of educational programmes and the mechanisms for ensuring programme quality.

Quality assurance operates in accordance with the "plan-do-check-act" (PDCA) cycle and is used as follows: (1) programme development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation, and analysis (survey of students and academic staff, analysis of the results of student's academic performance, etc.); (4) considering the results and modifying the programme.

The quality assurance service and the faculty are involved in the process of continuous monitoring of the educational process. Monitoring is mainly carried out through surveys of target groups and systematic observation of sessions.

Survey forms include the assessment of such issues as - satisfaction with educational programmes, learning outcomes, assessment of management processes, infrastructure, needs for development, assessment of academic staff, etc. Considering the results of the obtained information, data is processed, strengths and weaknesses are revealed, problems are identified, and ways to solve them are selected. The Academy has presented analysis of the regular surveys conducted with the stakeholders, as well as the reports of changes they have made within the curricula.

The quality assurance service provides regular consultations to academic, scientific, invited, administrative, and support staff on issues related to internal and external quality assurance, authorization, and accreditation.

From the self-evaluation report and the interviews conducted by the accreditation experts' panel, the involvement of the academic/invited staff in the programme development is observed.

The involvement of employers was confirmed during the interviews, as the direct and main employer of the programmes is the Ministry of Defence, and their contribution is a valuable asset for the programmes' development. The contribution and engagement of administrative staff in this process were obvious.

Various events and training are conducted by the quality assurance service to improve the development of programmes and the teaching process at the university.

To summarize, the internal quality assurance mechanisms are well established in the Academy and the overall quality culture is an integral part of the Academy working process.

#### **Evidences/Indicators**

- Educational programmes grouped in a cluster.
- Self-Evaluation Report.
- Internal Quality Assurance Mechanisms.
- Quality Assurance Handbook.
- Survey Results.
- Interview Results.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### **Recommendations and Suggestions according to the programmes:**

**Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A.



**Suggestion(s):** N/A.

**Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A.

**Suggestion(s):** N/A.

**Evaluation**

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

Component 5.1 Internal Quality Evaluation		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's Educational Programme of Defence and Safety, First Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.2. External Quality Evaluation**

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 Academy actively uses external assessment tools for programme accreditation in the process of developing higher educational programmes. The Academy closely cooperates with the National Centre for Educational Quality Enhancement of Georgia. In addition to the external evaluation carried out during authorization/accreditation, the university collaborates with local and international stakeholders and experts in the field to evaluate the programmes. Among them, the leading international standard they are following is the NATO standards.

The Academy has recently gone through the authorization process, as well as the accreditation of both programmes in the cluster. They have presented a detailed report about the changes made as a result of the recommendations given at that time.

Additionally, the Academy has used the reviews of the field experts from three higher education institutions' representatives of Georgia. Expert reviews are very comprehensive and some of the recommendations are taken into the account in the recent programmes.

**Evidences/Indicators**

- Self-Evaluation Report.
- Educational Programmes and Syllabi.
- External Evaluations – reports of the field experts.
- Report on changes made as a result of External Quality Evaluation
- Interview Results.
- Academy website - [www.eta.edu.ge](http://www.eta.edu.ge).

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

**Recommendations and Suggestions according to the programmes:**

**Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A.

**Suggestion(s):** N/A.

**Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A.

**Suggestion(s):** N/A.

**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
Bachelor's Educational Programme of Defence and Safety, First Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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**

Information and rules on monitoring and periodic evaluation of the educational program are placed in the programme's regulations, in particular, according to the mentioned document, the procedures for initiating, approving, modifying and periodic evaluations of the programme are defined.

For each programme, a programme development committee is established, which is responsible for evaluating/analysing the achievement of the outcomes defined by the program. Accordingly, the assessment of programme outcomes is carried out periodically by direct and indirect methods.

The direct methods of evaluating the results involve the assessment of student's academic performance.

The indirect method of evaluating the results involves studying the attitude of all stakeholders of the programme: a) students, b) academic/invited staff involved in the implementation of the program c) employers d) graduates of the program. The programme learning outcomes are assessed using questionnaires to: a) evaluate the educational courses and/or processes by the students in an electronic database, b) assess students' satisfaction.

As per the self-assessment report, the Academy incorporates feedback from its master's students, as well as graduates when establishing or refining its programs. Student feedback is collected through surveys organized by the Quality Assurance Service, with support from both bachelor and master programmes' staff. Additionally, valuable insights are gathered through qualitative interviews conducted with programme staff members and teachers.

The process of synthesizing this feedback involves the Academy's Quality Assurance Service, which formulates conclusions and recommendations. These findings are subsequently discussed with the relevant structural units. In accordance with established practice, as highlighted in the Self-Assessment report, programmes modifications are implemented, with ongoing monitoring overseen by the Quality Assurance Service.

Accreditation experts' panel considers this practice useful for the achievement of the learning outcomes.

Additional to this, the Academy regularly uses the classroom observation by peer-reviewing process of academic/invited personnel attending each other's classes, according to pre-defined schedules.

### **Evidences/Indicators**

- Self-Evaluation Report.
- Educational Programmes and syllabi.
- Regulations of Quality Assurance.
- Survey results and reports.
- Interview results.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

**Recommendations and Suggestions according to the programmes:**

**Bachelor's Educational Programme of Defence and Safety, First Level**

**Recommendation(s):** N/A.

**Suggestion(s):** N/A.

**Master's Educational Programme of Defence Analysis, Second Level**

**Recommendation(s):** N/A.

**Suggestion(s):** N/A.

**Evaluation**

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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
Bachelor's Educational Programme of Defence and Safety, First Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Educational Programme of Defence Analysis, Second Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable): N/A

Name of the higher education institution: David Aghmashenebeli National Defence Academy of Georgia

Name of Higher Educational Programmes, Levels:

- Bachelor's Educational Programme of Defence and Safety, First Level
- Master's Educational Programme of Defence Analysis, Second Level

### 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
<b>Bachelor's Educational Programme of Defence and Safety, First Level</b>	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
<b>Master's Educational Programme of Defence Analysis, Second Level</b>	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

### Signatures

#### Chair of Accreditation Experts Panel

Alin BODESCU



#### Of the members of the Accreditation Experts Panel

Tamar PATARIA



Gvantsa ABDALADZE



Tamta LEKISHVILI



Nino JAVAKHISHVILI

