



LEPL – National Center for Educational Quality Enhancement

**Guideline to Self-Evaluation Process and Report Preparation
for Higher Education Programme Accreditation**

For Higher Education Institutions

**Tbilisi
2023**

Self-Evaluation Report of Higher Education Programme¹

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¹ The present guide can be used by higher education institutions when submitting a self-evaluation report for the Georgian language preparation educational programme, although some issues may be less related to the implementation of the self-evaluation of this programme. For example, determining the composition of the self-evaluation team and the parties involved is related to the specifics of the programme requirements. The content of the programme takes into account the subject benchmarks developed by the Center.

1. Introduction

The purpose of this document is to define the instructions/references for the preparation of the self-evaluation report for higher education institutions. The instructions describe the information and the ways of presenting it, which the self-evaluation report provides.

Adherence to uniform approaches to the preparation of the self-evaluation report will help institutions in the process of preparing a self-evaluation report. In addition, the self-evaluation report will also be a good tool for the accreditation experts of the National Center for Educational Quality Enhancement (hereinafter - NCEQE, or the Center) to obtain relevant information in the evaluation process, which allows for the evaluation of the relevant educational programme. When implementing self-evaluation, the higher education institution (hereinafter - HEI, or the institution) should be guided by the accreditation standards of higher education programmes and according to the requirements of each standard component, carry out self-evaluation of the educational programme.

1. What ESG tells us about the self-evaluation process and report?

Part II of ESG² deals with standards and guidelines for external quality assurance, and its standard 2.3 refers to the implementation of these processes according to which:

The process of external quality assurance must be reliable, useful, predefined, consistently implemented and published.

It includes: -

- Self-evaluation or its equivalent (a process equated with it);
- External evaluation, which usually includes a visit by experts;
- Also, the report developed on the basis of the external evaluation and subsequent activities.

Based on the above, the accreditation regulation emphasizes that the submission of the report to the Center is preceded by an important work on the part of the institution, which is a self-evaluation process, in the context of which the self-evaluation group evaluates the programme based on the accreditation standards, and prepares a report.

2. Objectives of self-evaluation process

There are three main purposes for implementing the self-evaluation process and developing the self-evaluation report:

1. The implementation of the self-evaluation of higher education programme by the higher education institution is the basis of the programme accreditation process. By carrying out self-evaluation, the institution confirms the programme's compliance with the accreditation standards developed by NCEQE. The site visit verifies the evidence provided by the self-evaluation report.
2. The self-evaluation process also ensures the establishment of institutional/programme benchmarks (so-called "benchmarks"). It facilitates an in-depth analysis of the implementation of the educational programme and identifies its strengths and areas for improvement.
3. The self-evaluation contributes to the formation/development of the quality culture in the institution and the development of institutional capacities.

Review

During the self-evaluation process, the higher education institution carries out an analytical and critical evaluation of its activities related to the educational programme.

The self-evaluation process allows the higher education institution itself to analyze the experience gained during the programme implementation/self-evaluation process, the achieved outcomes, and based on this, determine ways to improve the programme.

² <https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/> - The Standards and guidelines for quality assurance in the European Higher Education Area (ESG)

A well- planned self- evaluation process, critical self- evaluation, setting goals to meet higher requirements and developing a plan to improve quality will help the programme implementer to perfect and develop their programmes.

3. Main principles of self-evaluation

During the implementation of self- evaluation, several basic principles need to be taken into account :

- Self- evaluation should be a purposeful process to improve quality;
- The implementer of the programme should be aware of the importance of self-evaluation and facilitate its objectivity;
- Self- evaluation should be an inclusive process reflecting the views of relevant stakeholders;
- The self- evaluation report should include a clear description of the current situation, a critical analysis and further steps to correct the deficiencies;
- Self- evaluation should be analytical and should be based on relevant quantitative and qualitative data and evidences.

4. Self-evaluation implementation process

In order to implement the self- evaluation process and prepare the self-evaluation report, the higher education institution creates a self-evaluation group which includes various stakeholders.

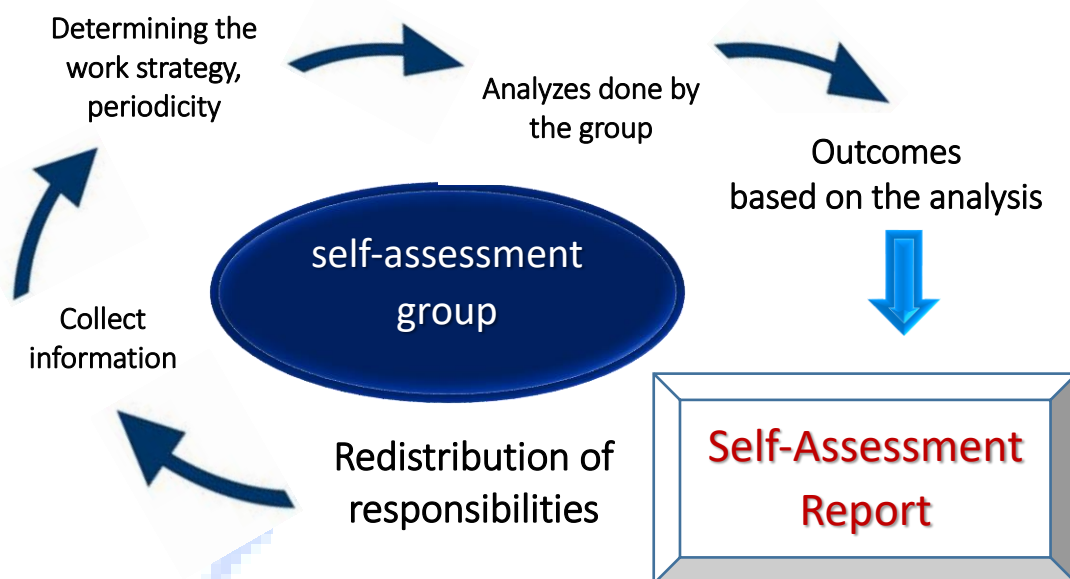
Implementation of self- evaluation is a coordinated process, and the aim of the self- evaluation team is to review and summarize the experience of the programme's previous accreditation (if any), as well as to concentrate on the collection and analysis of best practices within the field and, based on this, to set a strategy for the work to be performed during the self-evaluation period.

The self- evaluation team should identify the programme's strengths and weaknesses, the opportunities for programme development, and plan the development of the programme activities that will be shared with the institution's relevant positions/governing bodies. The self-evaluation of the programme may result in its further refining and, in order to improve the quality, making changes both in the programme itself and in the process of its implementation.

- **The purpose of the self- evaluation group should be closely related to the principles and procedures of designing and developing the educational programme**, which provides for multi- faceted observation/evaluation of the programme with the participation of various stakeholders and the procedures for developing, modifying, and approving the programme:
 - Taking into account the local labor market requirements and international market trends and needs;
 - Taking into account the development of field trends;
 - Internationalization issues of the programme (internationalization of teaching, learning and research);
 - In case of regulated educational programmes, taking into account the subject benchmarks developed by the Center;
 - Taking into account the requirements of the national legislation, including the National Qualification Framework and the Classifier of Field of Study;
 - Considering students' individual needs, providing various supporting services for students' studies and research;
 - Involving personnel with diverse expertise in the implementation of the programme and supporting their professional development; attracting young staff and promoting their professional growth;
 - Programme quality assurance, programme analysis, activities/outcomes for programme implementation.

4.1 Self-evaluation working process

Chart 4.1 illustrates the self-evaluation working process from the creation of the self-evaluation team to the preparation of the self-evaluation report.



4.2 Suggestions to institutions for implementing the self-evaluation process:

The self-evaluation process can be conventionally divided into 3 main parts.

Part I: Preparatory work - creating a self-evaluation group, determining facilitators, distributing responsibilities, gathering information, setting work strategies and organizing periodic meetings;

Part II: Implementation of the self-evaluation process of the educational programme, preparation for writing the self-evaluation report - implementation of the self-evaluation by the group, conducting analytical works, drawing up/reviewing the curriculum map; collecting and sharing information, presenting the strengths and areas for improvement of the programme, considering the results (modifications in the programme);

Part III: Writing the self-evaluation report.

Part I - Preparatory works:

It is desirable to create a self-evaluation group that has relevant competence, diverse experience, and properly distributed responsibilities, which ensures the comprehensive implementation of the self-evaluation, reducing individual workload, however, it is necessary to coordinate the process in order to ensure the unity and consistency of the self-evaluation process and the self-evaluation report.

Work strategy:

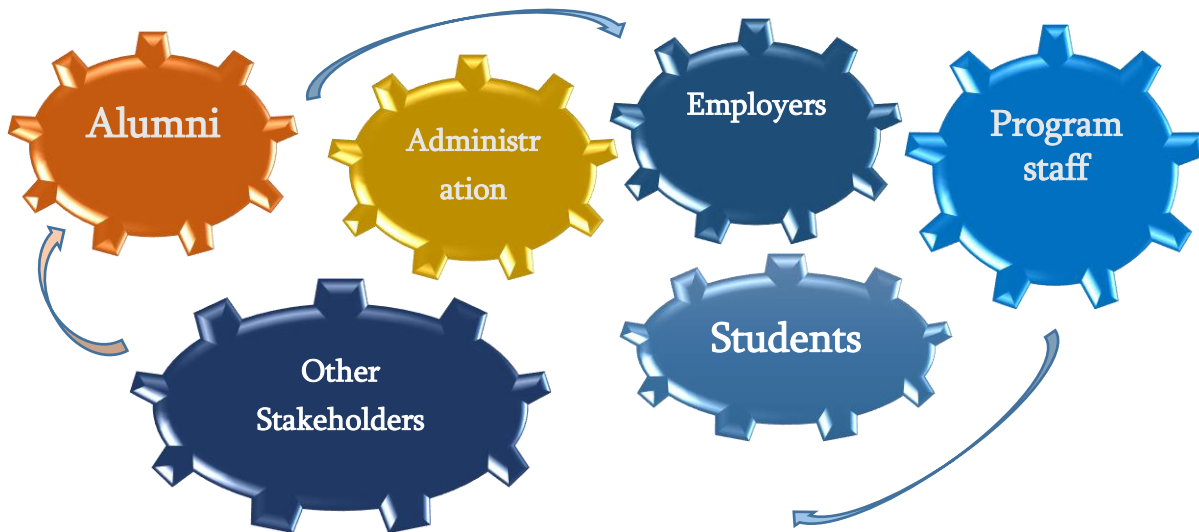
- Detailing the stages of the self-evaluation process by the self-evaluation group and developing an action plan for this process;
- Distributing the responsibilities and determining the process facilitators;
- Collecting information necessary to carry out the self-evaluation process; it is important that this information is accumulated in one common space.
- Setting the work strategy and determining the periodicity (i.e. the periodicity of meetings and report submission);

Who are the members of the working group?

- a. Programme staff (including the Head of the programme);
- b. Programme students;
- c. Programme alumni;
- d. Administration representatives of the faculty/HEI, including the representative(s) of the quality assurance service;

- e. Programme Employers / potential employers;
- f. Representative(s) of the university's scientific- research institute (taking into account the level and characteristics of the program);
- g. Supervisors of field/study/professional/clinical practice or representatives of vocational organizations/associations you have to work with;
- h. Foreign personnel (in case of need and the request of the programme personnel);
- i. Advisory Committee members (if any).

See Table 4.2 Members of the working group³



Self-evaluation methodology, selection of working group members

It is desirable for the institution to have a methodology for the self-evaluation of the educational programme, which will take into account, for example, the selection of the persons/work group participating in the self-evaluation, their work strategy and activity approaches (roles, functions, responsibilities). It is appropriate that the methodology encourages openness and self-criticism, as well as the expression of initiatives. However, it is important to see the flaw as the beginning of a new opportunity/improved process.

Working group members should develop an action plan for conducting the self-evaluation process, where they will take responsibility for specific tasks according to their competence; accordingly, it is desirable for the institution to have a predetermined number of participants in the self-evaluation working group. The degree and nature of involvement will depend on the specifics of the institution (mission of the institution, peculiarities of management, traditions); it can also depend on the scale of the institution and be different in large and small institutions.

The persons involved in the self-evaluation group are the representatives of the stakeholders who should ensure that their views are shared, then receive feedback/collect opinions from their representatives and present them to the self-evaluation group.

The integrity of the process is expressed in ensuring that all opinions are taken into account in such a way that they do not contradict each other, and in the end all perspectives are taken into consideration.

³ This is not an exhaustive list and the institution itself determines the composition of the group. An example is given for example.

Programme implementing staff - it is desirable to prioritize the involvement of academic staff with long experience and leading specialists of the field in the programme, because their participation in the implementation of the programme will clearly present the needs of the programme. It is also a priority for new staff to bring in new visions and perspectives. The self-evaluation group can also involve supervisor(s) of master's/doctoral theses, who will monitor the quality of the implementation of the research component. The role of the staff is to facilitate and get feedback from other academic/scientific/visiting staff.

Programme heads usually have facilitator or leader roles in the working group.

The staff pays attention to finding/discussing the current trends in the field, international analogue programmes, and introducing them in the programme. They look at the overall structure and content of the programme and share their vision;

Overall, the staff is responsible for the content changes implemented in the programme, including modifications based on recommendations from other involved parties.

Administration - coordinated work of administrative units is necessary to support self- evaluation. The working group may include, for example, the head of the faculty, the head/representative of the quality assurance service, the representative of the financial service and others. The member/members of the working group, the representative of the administration, closely cooperates with the representatives of the relevant services/structural units of the faculty/HEI in order to obtain the necessary information for the development of the self- evaluation report and, if necessary, to properly plan, for example, the programme budgeting, internationalization activities, resource renewal, etc.

Employers - The selection and involvement of employers in the self-evaluation process is a challenge for the system, as the quality culture is not yet fully established and therefore the importance of the involvement of all stakeholders is not fully understood. Nevertheless, purposeful cooperation with employers and choosing the right forms of communication with them, focusing on the goal of obtaining common benefits, will eventually lead the educational programme to good results.

Who can be the employer(s) of the programme?

According to the selection methodology of employers, it is desirable to focus on the field and scope of the employer's activity. Attention has to be paid to the compliance of the programme content and learning outcomes with the requirements of the employment segment.

In general, for the purposes of carrying out the self- evaluation process, the employer of the programme can be a company, an institution, an agency, a vocational organization, or any other type of organization for which cooperation with the institution is also important/beneficial. Their interest, in addition to their social responsibility towards society, is to find quality personnel.

The university chooses different forms of cooperation with the employer. For example, one of the forms of communication can be the use of semi- structured questionnaires, which can include questions and open answers about the content of the programme and the planned practical component, the evaluation of the knowledge and skills of the programme graduates, useful recommendations regarding the programme, etc.

The employer can be involved in the implementation of the programme in various ways, for example, planning and implementing the practical component, involvement in the teaching process, communication/introduction activities (seminars, workshops, etc.).

Employers' inclusion in the self- evaluation group is beneficial in terms of sharing insights related to the peculiarities and challenges of market demands. The accurately chosen employer can provide useful suggestion(s) regarding the competitiveness of the programme.

Students - students' engagement is also important in the self- evaluation process. Depending on the number of students, the self- evaluation group may include the programme student(s) who should ensure that the students' interests and opinions are reflected in the self-evaluation report.

Also, in order to take into account the students' opinion, the HEI may conduct surveys or focus groups/working meetings, etc. on specific issues. The student representative(s) in the working group can share reflections on student services, for example, consulting opportunities, teaching and learning methods, the effectiveness of the implementation of the research component, the quality of the internationalization component(s), and in the case of international students, the integration mechanisms and the general student-centered environment.

Alumni - It is also useful to involve alumni in the self- evaluation process. The faculty may have established an alumni network. It is a priority to create the most liberal environment for alumni involvement, where all representatives of the alumni network will be equally involved. In order to take into account the opinion of graduates, the HEI may conduct surveys or focus groups/working meetings, etc. on specific issues.

A graduate in the working group could share, for example, reflections on the difficulties identified in the curriculum, the difficulties associated with real post- graduate work experience, the skills necessary for their success, teaching methodology and assessment objectivity, and the development of a student-oriented environment in general.

In addition to the work carried out by the self- evaluation team, the institution can receive useful feedback during the self- evaluation process from an external evaluator, who can be, for example, a representative of another university/scientific- research institute/field association. Peer review will provide the institution with useful insights into programme development opportunities, therefore, the institution will be more confident in planning the programme's capacity building, which can be demonstrated to a panel of experts.

Part II: Implementation of the self- evaluation process of the educational programme - implementation of self- evaluation by the group, conducting analytical works, drawing up/reviewing the curriculum map; collecting and sharing information, presenting the strengths and areas for improvement of the programme, considering the results (changes in the programme);

Suggestions for the self- evaluation working group:

- From the beginning, you can develop a plan and timeline for submitting your programme for accreditation, which you will take into account during the work;
- You can verify that:
 - you have been provided with all materials related to the programme;
 - there is no overlap between group members' responsibilities;
 - the activities envisaged by the action plan are fully covered by the delegated responsibilities;
- It is desirable to share your experience with the programme in the working group;
- It is desired to review the programme documentation from your perspective and share your thoughts, including feedback from your party representatives;
- It is desirable to collect the opinions of the group members;
- It is important to assess the compliance of the programme's current state with each accreditation standard;
- It is important to carry out a SWOT analysis of the programme, analyze data, programme development needs and define realistic ways of programme development;
- It is useful to create, or review, the map⁴ of programme objectives and learning outcomes that has already been drawn up, which shows the logical connections between programme objectives and learning outcomes. According to the map, it is also possible to analyze which components were used to achieve each learning outcome and at what level.⁵

Part III: Writing of self-evaluation report

⁴ A curriculum map is a good tool for analysing programme content, which allows us to see the structure of the programme as a whole and to analyse the extent to which the programme content enables students to achieve the learning outcomes.

⁵ I – Introduction; II – Practiced; III – Mastered.

Finally, it is important to develop a self- evaluation report and, in addition, a programme development strategy document (in case of need and request by the staff), which reflects the development/implementation strategy of the identified areas for improvement. It is also necessary to develop a realistic action plan for the actions provided for in the process.

Before submitting the educational programme for accreditation, the final revision of the self-evaluation report document is necessary.

5. Technical aspects of filling and presenting the self-evaluation report

The HEI must present the self- evaluation report (cluster, individual) according to the self- evaluation form⁶ approved by the Director of the Center, with attached annexes in electronic form.

- The self- evaluation report should indicate the appropriate list of annex(es) attached to the report.
- It is recommended that the names of the attachments (file, folder) be in Latin letters with short names (eg: "programa_silabusebi"), to avoid issues with downloading/sending them to experts.

The report can also include relevant links as evidence, as well as appropriate charts and distribution diagrams for visualizing various data. In order to recognize the institution as an applicant for accreditation, the presented self-evaluation report must be completely filled out. The self- evaluation form is considered fully completed if:

- All the fields of the self- evaluation form are filled out (in case, for the moment of filling up the self- evaluation form, the institution does not possess particular information on specific issues, or the self- evaluation part/field is not relevant for the submitted programme, an appropriate explanation should be presented in the relevant field);

In accordance with each requirement presented in the form of the self- evaluation report, a description of the current situation (actual circumstances)/assessment and the activities planned by the institution for the development of the programme should be made.

6. Self-evaluation report

The self-evaluation report should reflect:

The self- evaluation report should reflect the evaluation of the results obtained during the previous evaluation (accreditation) of the educational programme; also, specify the future plans, projects and perspectives of the educational programme.

The higher education institution is entitled to include additional information in the report, if it considers that during the evaluation process, the evaluator can use this information as an interesting feature of the programme.

The higher education institution is obliged to provide the attached information in the form of evidence, and during the assessment process, the institution must be ready to present evidence to the expert group during the on- site visit about the facts indicated in the self- evaluation report, which were not mandatory in the appendices of the self-evaluation documents.

Features of filling out a self-evaluation report:

- The information presented in the self- evaluation report should directly refer to the requirements of the evaluation criteria of particular standard component;
- In order to confirm the information presented in the self- evaluation form, the list of relevant documents and/or information should be indicated in the column of evidence/indicators of the standard component;
- In relation to each standard, the strengths and areas for improvement of the educational programme should be presented, as well as the activities planned for the improvement of the programme (if any) taking into account each component of the standard;
- A self- evaluation report should be well- written, well- organized, and clear. Statements presented in the self- evaluation report by the institution must be realistic, proven with arguments and based on relevant evidences, and quantitative and qualitative data.

⁶ See the accreditation seeker self-evaluation on the following link [Forms \(ege.ge\)](https://ege.ge)

7. Structure of self-assessment report

The structure of the self-evaluation report form consists of four main parts:

- 7.1 Introductory part - includes information about the features of the educational programme and contact information
- 7.2 Quantitative indicators of the programme
- 7.3 Evaluation of compliance with accreditation standards
- 7.4 Annexes

7.1 Introduction

The introductory part provides for the factual and contact information about the higher education institution, such as the name of the higher education institution, legal form of the organization, type, identification code, name of the programme/programmes, level, language of instruction, qualification to be awarded based on the National Qualification Framework, indicating the qualification code, as well as contact data and information about the heads of the programme/programmes and others. The document is bilingual (Georgian and English) and the institution must provide the document in both languages.

Self-Evaluation Report Form

The form is identical for the higher education programme/cluster of programmes and for the Georgian Language Preparation Educational Programme.

However, in some cases, the various characteristic data is provided, which is only related to a specific programme, e.g.: for the Integrated Bachelor's/Master's Educational Programme of Teacher Training, as well as for the joint educational programme etc.

In the self-evaluation report, in the corresponding field of the qualification to be awarded, the qualification code must be indicated in accordance with the four-digit code of the detailed field of the Classifier of Fields of Study (qualification awarded - Bachelor of Business Administration, qualification code awarded - **0413**).

In the **introductory part**, the institution can also provide:

"A brief overview of the educational programme"/"a brief overview of the educational programmes grouped in the cluster", in which the history of the educational programme/programmes is introduced, for example, since when the programme has been implemented and during what period it was implemented in an accredited/authorized mode. It is possible to highlight the main/distinguishing features of the programme/programmes and indicate how the programmes are related to each other. It is also possible to indicate what changes were made to the programme/programmes during the last accreditation period and what was the purpose of the changes. In the relevant part, information (and so on) about programme/programmes analogues and target benchmarks may be provided (in the case of an individual programme, no more than 500 words, and for a cluster - 1500):

"Self-Evaluation Group and Description of the Self-Evaluation Process" – The higher education institution should describe the composition of the self-evaluation group, identify the areas of their responsibility, and describe the entire process of self-evaluation (in the case of an individual programme, no more than 500 words, and for educational programmes grouped in a cluster - 800). It is advisable the institution provides the description in accordance with the [scheme](#) of the "Self-Evaluation Group Work Process" given above.

7.2 Quantitative indicators of the programme

The self-evaluation document is accompanied by an annex on quantitative indicators in an Excel document and, in case of data filling, provides for the possibility of automatic data filling.

In the quantitative data section, the HEI should provide information about the *staff, students, and graduates* involved in the implementation of the programme.

Educational Programme - Title, Level			
Information on the staff involved in the programme			
Number of the staff involved in the programme (including academic, scientific, and invited staff)	0		
Total number of academic staff	0	Initial:	0
- Professor			
- Associate Professor			
- Assistant Professor			
- Assistant			
Scientific Staff	0		
- Scientist			
- Postdoctoral Student			
Total Number of the Affiliated Academic Staff	0		
- Affiliated Professor			
- Affiliated Associate Professor			
- Affiliated Assistant-Professor			
- Affiliated Assistant			
International Staff (if any)			

The given quantitative information creates a clear picture about the programme for the experts, the studying/analysis of which will become one of the additional indicators/measures for the evaluation of the programme. That is why it is important that the HEI provides accurate data. Also, it is advisable that the self-evaluation group analyse these quantitative data and present relevant conclusions.

It is also important that the institution enters this relevant data into the electronic database of the education management system (in the relevant records of the QMS database) and ensures the exact matching of the data. For this purpose, the programme's self-evaluation group should cooperate with the person responsible for the registry of the HEI, who can provide the data and also verify the accuracy of the data.

7.2.1 Personnel

According to component 4.1 of Accreditation Standard 4, HEI is required to provide *a methodology for determining the number of academic, scientific and guest personnel of the programme*. Based on it, the higher education institution should determine and present information about the number of academic (including affiliated), scientific, invited, foreign, as well as administrative and support personnel involved in the educational programme.

In the case of academic and scientific staff, the number of persons occupying specific academic positions should also be indicated, for example, in the case of academic staff, the number of professors, associate professors, assistant professors and assistants. Also, information on the ratio of academic and visiting staff to the number of students and the rate of their scientific research activity over the last 5 years

(number of publications at the local and international level; rate of participation in conferences at the local and international level, etc.) is indicated. Also, the rate of turnover of academic and visiting staff during the last 5 years.

7.2.2 Students

HEI should indicate the number of study quotas for admission to the programme during the last 5 years, the number of persons wishing to enroll in the programme, and the analysis of this data according to academic years in the last 5 years.

- ✓ In particular, the "number of students enrolled in the programme in the first academic year" is indicated and marked with 100%, then the "student admission in the 2nd academic year" is indicated, etc.

(Of course, the number of students in the first academic year at any admission will be 100%. And in each subsequent academic year, the percentage *relative to the initial data* should be determined based on how many students continued their studies from the following academic year).

- ✓ Then it is given, how many of the students enrolled in the first year continued their studies in the second academic year, and then the number is calculated as a percentage of the number of students enrolled in the first year. For example, in the first year, 50 students were accepted, which of course, means 100%. 40 students out of these continued their studies in the second academic year which is 90% of the 50 students enrolled in the first year, etc.
- ✓ The data of the third, fourth, fifth and sixth academic years are studied with the same logic (the number of academic years will be different depending on the level and duration of the programme).

In addition, the number and percentage of students with suspended and terminated status are indicated. The latter is calculated from the initial data, i.e. from the number of students enrolled in the first year. For example, 50 students were enrolled in the first year, which means 100% of the data; And the number of students whose status was terminated was 4, which is 8% of the students enrolled in the first year.

In addition, it should be noted that in the progression *it is better not to indicate the number of students who left by mobility*, because information about this is required in another column (mobility (within the last 5 years)). In the case, the HEI wants to refer to the mentioned data, then it is better to present it in the form of a footnote.

In the relevant data, the rate of students' involvement in scientific-research projects is also indicated during the implementation of the programme (scientific papers, conferences, etc.) as well as the student mobility during the last 5 years.

Example of Table 1 indicating students' progression:

Students progression according to academic years (Within the last 5 years - in the case of an active programme)	The first admission		The second admission		The third admission		The fourth admission		The fifth admission	
	n	%	n	%	n	%	n	%	n	%
	- Number and percentage of students for the first academic year	55	100	70	100	75	100	100	100	50
- Number and percentage of students for the second academic year	50	90.9	65	92.86	75	100	55	55		
- Number and percentage of the students for the third academic year	50	90.9	57	81.43	72	96				
- Number and percentage of students for the fourth academic year	35	63.63	57	81.43						
- Number and percentage of students for the fifth academic year										
- Number and percentage of the students for the sixth academic year										
- Number and percentage of the students with terminated status	5	9.09	10	14.29	1	1.33				
- Number and percentage of the students with suspended status	10	18.18	3	4.29	3	4	5	5		
- The number and percentage of graduates	40	72.72	57	81.43						

7.2.2 Graduates

The HEI should report various quantitative indicators of graduates within the 5-year progression. Also, the rate of employment of graduates should be presented, both in general and in accordance with the qualifications received within the programme. Along with this, the HEI must indicate the rate of continuation of the graduates to the next level of higher education during the last 5 years, and in the case of regulated professions, the results of the relevant certification exams in a specific field. (e. g. how many graduates passed and how many passed the threshold in the tests of the State regulatory agency of medical practice). Finally, the rate of evaluation results of graduates in the last 5 years is indicated.

In the case of graduates, it is possible to have a look at the following Table 2 as an example:

Please indicate in percentages, indicator of evaluation results of the graduates (for the last 5 years; in the case of existing programme)					
conditional sequence	5 years ago	4 years ago	3 years ago	2 years ago	1 year ago
- Excellent	e.g.: 5%				
- Very Good	10%				
- Good	60%				
- Satisfactory	10%				
- Sufficient	5%				
	<i><u>In total</u></i> <i><u>90%</u></i>				

In this case, first of all, the HEI should get ***the total data for both positive and negative evaluations by the individual year*** and calculate the percentages, of the achieved results, including how many percent were evaluated positively - "excellent", "very good" and etc.

Data on *positive and negative* results is counted in total, for example, 90% of the results of graduates are evaluated positively, and 10% - negatively (however, the latter will not be reflected in the table, it will simply be shown in total that the sum of positive evaluations is 90%).

8. Evaluation of compliance with accreditation standards

8.1 Description and evaluation

HEI should describe and analyze in accordance with every component how resources, regulations, practice and achieved results of the HEI ensures meeting every requirement of the standard components.

When forming the description and assessment of self-evaluation in relation to a specific component of the standard, the higher education institution can refer to the "Guideline for Evaluation of Higher Education Programme Accreditation Standards" as a guideline.⁷

References should be made to relevant evidence/indicators and sources in the self-evaluation report document (e.g. a particular document, quantitative indicator, etc.). It is advisable that the self-evaluation report does not convey the texts of the internal regulations, but provides an analysis of their development, introduction and implementation.

⁷ See the guideline on the following link - <https://eqe.ge/en/page/static/1064/gzamkvlevi-da-sakhelmdzghvanelo>

In this part of the self-evaluation, the HEI should also indicate those circumstances, which according to the assessment of the HEI, need further improvement to meet the requirements of and be compliant with the standard components; and also indicate the activities it aims to implement.

In the case of problematic issues and or/recommendations given in the HEI's previous authorization/accreditation (if it is relevant in the context of institutional assessment) expert reports, in the protocols of the authorization/accreditation council or other external assessment reports, the HEI should also describe how they considered them.

The form⁸ of the self-evaluation report of the educational programmes grouped in the cluster provides an opportunity for the HEI to reflect in the document the description/analysis of the educational programmes grouped in the cluster both by cluster criteria and by taking into account the individual features/approaches of the individual programmes.

Table 3. - Accreditation standards and assessment approaches gives an indication of which approach is given the main focus during the description/analysis of which component of the standard.

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster

⁸ <https://eqe.ge/en/page/static/561/formebi>

3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

- ❖ The "cluster" description/analysis of the component of the standard is done by unified, cluster approaches. For example, the institution has developed a mechanism for evaluating learning outcomes according to component 1.3 for educational programmes grouped in a cluster with unified approaches. In the self-evaluation report, the institution must describe how the mechanism works and how it takes into account the peculiarities of the field; *If necessary*, it is desirable to indicate the individual characteristics of a separate programme (results of the evaluation carried out on the programme, effectiveness of the involvement of the parties involved in the evaluation process, etc.).
- ❖ The description/analysis of the component of the standard with the mark "cluster and individual" is even more in-depth, and the emphasis is placed on the common features of the programme, as well as on the common characteristics of each educational programme grouped in the cluster. For example, in 1.1. The description and analysis of "programme goals" is done on the basis of "cluster and individual".

8.2 Evidences/Indicators

The self-evaluation made according to each components of the standard should be based on the relevant evidence. Therefore, the HEI should indicate all those sources and evidence in this part, which was used as a basis for writing the description and assessment part of the narrative (e.g. particular documents and/or other evidence).

Examples of presenting evidence/indicators:

- ❖ For programmes grouped in a cluster, evidence that is common to all programmes (for example, internal regulations) can be presented at the end of the component of the standard. Distinctive evidences specific to the programme should be indicated individually, at the end of the individual programme;
- ❖ However, the second approach is also possible. A unified list of evidence/indicators can be presented at the end of the component by specifying the name of the programme.

8.3 Strengths and areas for improvement

HEI should identify the main strengths and areas for improvement of the educational programme with regard to the standards as a whole, as a result of the analysis and self-evaluation made with regard to all components of the standard. The goal of the mentioned model is both to help the HEI and experts to structure the performed self-evaluation analysis with regard to the particular standard. On the basis of this analysis the experts will assess how realistically the HEI assesses the current situation, how it analyzes its strengths, existing challenges and how it sees the ways for their elimination. It is important that the formulation of the mentioned issues is done firmly and is based on visible evidence and results to the extent possible.

8.4 Annexes

The last part of the self-evaluation report includes a list of attachments that must be included in the accreditation application.

General information about the translation of self-evaluation documents

In accordance with the accreditation regulations, the participation of international experts in the process of accreditation of higher education programmes of all types and levels (except for individually presented Georgian Language Preparation Educational Programme, teacher training and veterinary training 60-credit educational programmes) is mandatory (with the status of the Chair of the expert panel). Based on the above, in order to conduct the accreditation process and create appropriate working conditions for experts, it is important to translate the predetermined part of the accreditation documentation (given in the end of the self-evaluation report - marked "EN" in the appendices section) into English.

The list of documents of the self-evaluation report does not imply the presentation of all documents in a separate form. It is possible to present several documents in the form of one document (i.e. in the form as accepted by the institution). It is also possible that the requested information is different from that given in the title document. However, in these cases, the above-mentioned document given in the list of attachments on the last page of the self-evaluation report, should indicate which other document contains specific information. The above [information about the technical details](#) will also be taken into account when the institution submits the annexes.

It is desirable that the documents presented as attachments are numbered in the text of the self-evaluation report and appropriate references are made in the evidence section.

Good Luck!