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# **ECTS FROM THE PERSPECTIVE OF QA MECHANISM IN GEORGIA**

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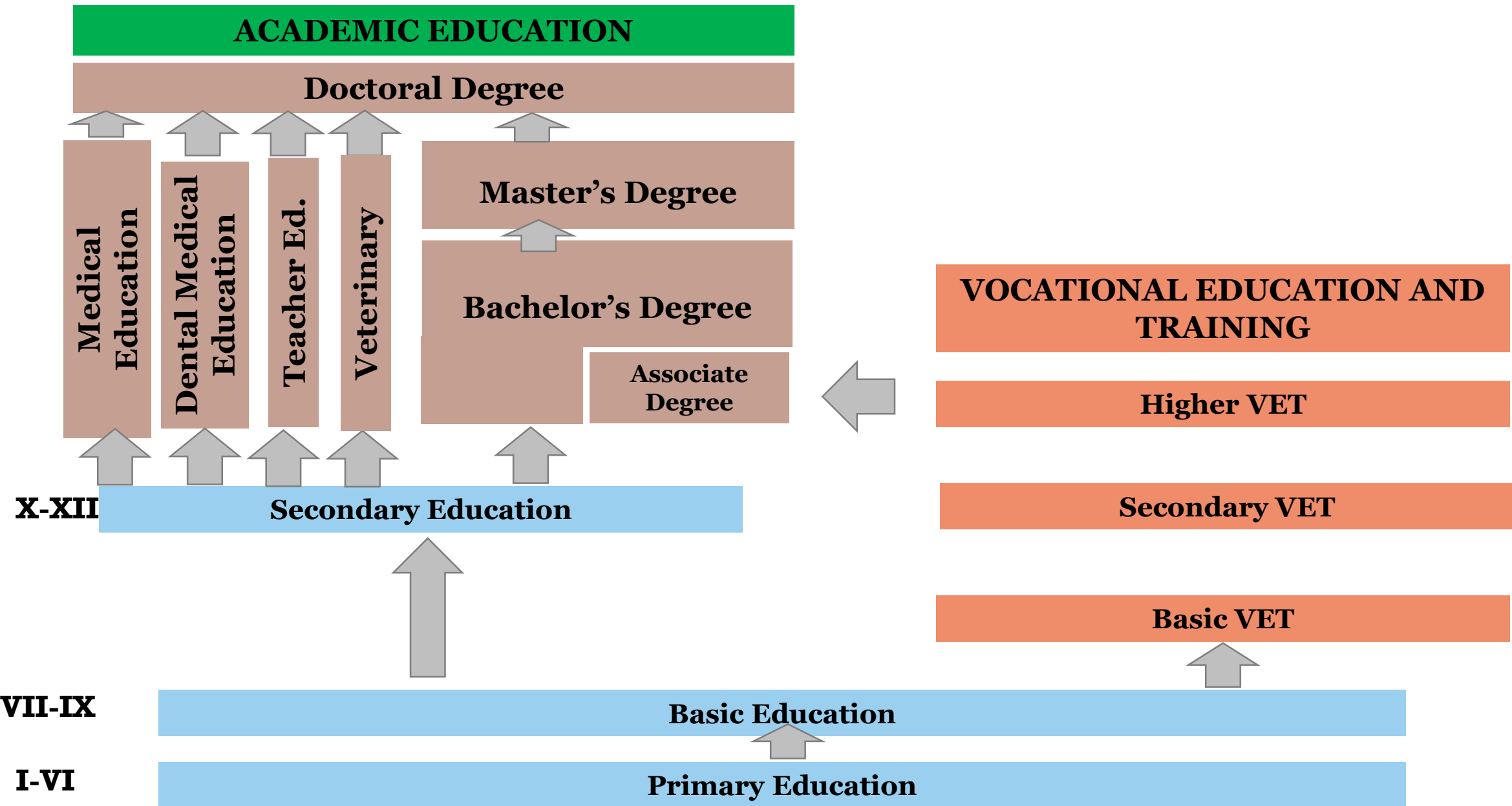


# MAIN ACTIVITIES OF NCEQE

- External Quality Assurance of Educational Institutions and Programmes (Schools, VETs, HEIs)
- Development of Qualifications (NQF,LLL)
- Recognition of Education (Foreign Education, licensed universities, Refugees and IDPs)
- Internationalization of Higher Education
- Register of HEIs
- Accreditation of Professional Development Programmes For The Public Officials



# EDUCATION SYSTEM IN GEORGIA



# HE QUALIFICATIONS

NQF Level	Qualification	ECTS
5	Associate Degree	90 - 120
6	Bachelor	180 - 240
	Teacher Training Certificate	60
7	Master	60 - 120
	Veterinary	300
	Teacher Training programme	300
	Doctor of Dental Medicine	300
	Medical Doctor	360
	Veterinarian training certificate	60
8	PhD	At Least Three years



# ESTABLISHMENT OF ECTS SYSTEM

- ❑ Ministerial Decree on Regulation of Calculation of Credits for Educational Programs (Ministerial Decree/Order No.3, 03.01.2007):
- ✓ credit is distributed among each component (Study Component and Scientific/Research Component) defined by the educational program and includes contact and independent hours for the learning outcomes to be achieved with a specific component
- ✓ One credit (ECTS) is equivalent to student training activities (student load) within 25-30 hours and includes both contact and independent hours
- ✓ Distribution of Credits Among different learning components should be based on the real assessment of the student's average academic achievement, Which is required for achieving the learning outcome for each component. The correctness of the credit distribution should be checked by the collection and analysis of the student's actual workload



# ESTABLISHMENT OF ECTS SYSTEM

- ❑ Ministerial Decree on Regulation of Calculation of Credits for Educational Programs (Ministerial Decree/Order No.3, 03.01.2007):
- ✓ One academic year includes 60 (ECTS) credits. Considering the peculiarities of the higher education program and / or student's individual curriculum, the student's annual workload may exceed 60 credits or be less than 60 credits. It is not permissible for student's annual workload to exceed 75 (ECTS) credits
- ✓ The higher education institution is entitled to carry out the teaching-learning process with incomplete loads (30 ECTS) within the framework of the Master's and Doctorate Educational Programs for educational purposes



# ASSESSMENT OF THE STUDENTS ACCORDING TO ECTS

- ❑ Ministerial Decree on Regulation of Calculation of Credits for Educational Programs (Ministerial Decree/Order No.3, 03.01.2007):
- ✓ Assessment of the student's learning outcomes in each component of the program should include mid-term and final assessment
- ✓ The assessment component, method and criterion must be adequate for assessing the learning outcomes defined in the educational program
- ✓ The minimum level of competences should be defined in each form of assessment (mid-term and final)
- ✓ The HEI is authorized to define the minimum competence level in each assessment component (written, verbal, performance, practical work, essay etc.)



# ASSESSMENT OF THE STUDENTS ACCORDING TO ECTS

- ❑ Ministerial Decree on Regulation of Calculation of Credits for Educational Programs (Ministerial Decree/Order No.3, 03.01.2007):
  - The assessment of the Study Component allows:
    - **Five types of positive assessment:**
      - ✓ (A) Excellent - 91-100 points
      - ✓ (B) Very good - 81-90 points
      - ✓ (C) Good - 71-80 points
      - ✓ (D) Satisfactory - 61-70 points
      - ✓ (E) Enough - 51-60 points
    - **Two types of negative assessment:**
      - ✓ (FX) Fails to pass - 41-50 points, which means that the student needs more work to pass and is allowed to pass the exam once more with independent work
      - ✓ (F) Failed - 40 points and less points, which means that the work carried out by the student is not enough and he has to learn the subject from the beginning





# ASSESSMENT OF THE STUDENTS ACCORDING TO ECTS

- ❑ Ministerial Decree on Regulation of Calculation of Credits for Educational Programs (Ministerial Decree/Order No.3, 03.01.2007):
  - **The assessment of the Scientific-Research Component allows:**
    - ✓ Excellent (summa cum laude)
    - ✓ Very good (magna cum laude)
    - ✓ Good (cum laude)
    - ✓ Average (bene)
    - ✓ Satisfactory (rite)
    - ✓ Unsatisfactory (insufficient)
    - ✓ Complete unsatisfactory (sub omni canone)
  - In the case of **Unsatisfactory** assessment, the student shall be entitled to submit the dissertation work within one year, In case of **Complete Unsatisfactory** assessment, the student will lose the right to submit the same dissertation work



# IMPLEMENTATION OF THE QUALITY ASSURANCE SYSTEM IN GEORGIA

- **2004** – Legislative Framework Development – New Law on Higher Education
- **2005** – Ministerial Conference Bergen and joining the Bologna process:
  - ✓ Three cycle structure of higher education
  - ✓ Quality Assurance of Higher Education System
  - ✓ ECTS System
  - ✓ Mobility and Recognition of Education
- **2005** – Institutional accreditation became mandatory for HEI's
- **2006** – Establishment of the National Center for Educational Accreditation



# **CHANGES IN THE EXTERNAL QUALITY ASSURANCE SYSTEM**

**2010** – New law on “Educational Quality Enhancement “ has been adopted and National Center for Education Quality Enhancement has been established

**National Center for Educational Accreditation (NCEA)**



**LEPL – National Center for Educational Quality Enhancement (NCEQE)**

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**Licensing + Institutional Accreditation**



**Authorization (General Education, VET, Higher Education) + HE Programs Accreditation**



# **PRIMARY OBJECTIVES OF THE REFORM IN QA SYSTEM**



<b>Enhancement the quality of higher education</b>
<b>Promotion the Student-Centeredness</b>
<b>Harmonization with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)</b>
<b>Fulfillment the Georgia-EU Association Agreement Obligations</b> <b>(Article 359 – Cooperation in Education and Trainings)</b>

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**Promotion the Student-Centeredness**

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**Fulfillment the Georgia-EU Association Agreement Obligations**

**(Article 359 – Cooperation in Education and Trainings)**



# **DEVELOPMENT OF THE QUALITY ASSURANCE SYSTEM**

**2016** – Amendments in the Law on Higher Education and in the Law on Educational Quality Enhancement aiming - shifting the system to outcome-based and development-oriented, enhancing the role of internal QA system.

## **Main directions of the reform:**

**1. Review of QA Standards** (Authorization, Accreditation, Sector Benchmarks)

**2. Review of QA Procedures**

- Promotion of the development-oriented evaluation process
- Flexible mechanisms for evaluation and decision-making (4 compliance levels, conditional accreditation)
- Appeal Procedure

**3. Engagement of International experts, student and labor marker experts in evaluation - 550 local and 261 international experts**

**4. Publicity and transparency of the process (publishing the reports etc.)**

**5. Development of follow-up procedures**



# AUTHORIZATION

An instrument for external evaluation of compatibility of an institution with standards. Authorization is obligatory for all types of educational institutions in order to carry out educational activities and to issue an educational document approved by the state.

## Authorization Standards for HEIs

1. Mission and strategic development of HEI
2. Organizational structure and management of HEI
3. Educational programs
4. Staff of HEI
5. Student Support Services
6. Research, Development and Innovation
7. Material, Information and Financial Resources



# ACCREDITATION

An external evaluation mechanism, which determines the compatibility of an educational program with standards. State funding goes only to accredited programs. Accreditation is mandatory for doctoral programs and regulated professions (**Teacher Education, Law, Medicine, Maritime, Veterinary**) as well as Georgian language and Liberal Arts programmes.

## Standards

1. Educational Programme Objectives, Learning Outcomes and Their Compliance With The Programme
2. Teaching Methodology and Organization, Adequate Evaluation of Programme Mastering
3. Student Performance, Individual work with them
4. Provision with Teaching Resources
5. Teaching Quality Enhancement Opportunity



# SECTOR BENCHMARKS FOR REGULATED PROFESSIONS

- Teacher Education
- Law
- Medicine (Medical Doctor)
- Maritime
- Veterinary (300 ECTS)
- Veterinary Training Programme (60 ECTS)





# **PROCEDURES FOR AUTHORIZATION/ACCREDITATION**

- ☐ **Submission of application by HEI (Self-Evaluation Report and annexed Documents)**
- ☐ **Recognition as an authorization/accreditation Seeker**
- ☐ **Establishment of authorization/accreditation expert panel**
- ☐ **Preliminary review of documents and determination of the agenda of the visit**
- ☐ **Conduct a site visit based on the agenda of the visit**
- ☐ **Elaboration of a draft evaluation report**
- ☐ **Submission of reasonable arguments on the factual errors from the HEI**
- ☐ **Elaboration of final report and its submission to the HEI**
- ☐ **Hold an oral hearing (council meeting) for decision-making**
- ☐ **Publication of the council decision and expert panel final report**

**Final decision shall be  
issued within 180 days**



# EVALUATION SCALE

In order to ensure development oriented quality assurance system the approach of evaluating the HEIs has changed, which allows flexibility of decision making and gives the HEIs an opportunity to improve its performance

## Previous Evaluation Approach

- HEI/programme complies with standard requirements
- HEI/programme does not comply with standard requirements

## Current Evaluation Approach

- HEI/programme complies with standard requirements
- HEI/programme substantially complies with standard requirements
- HEI/programme partially complies with standard requirements
- HEI/programme does not comply with standard requirements



# AUTHORIZATION/ACCREDITATION COUNCILS

- ❑ Decisions regarding authorization/accreditation of HEI's are made by the Authorization and Accreditation Councils
  - Term of authorization – 6 years
  - Term of accreditation
    - in case of reaccreditation of programme– 7 years
    - in case of accreditation of new programme- 4 years
    - in case of conditional accreditation of a programme – 2 years
- ❑ Authorization/Accreditation council makes decision based on documents submitted by the HEI, expert panel final report, examination of reasonable arguments provided by the HEI in regard of draft report and oral hearing
- ❑ Members of the council are appointed for one year by the Prime Minister of Georgia upon the recommendation of the Ministry
- ❑ The Decision of refusal of authorization or the Decision on cancellation of authorization may be appealed to the Appeal Council or to a court



# **AUTHORIZATION STANDARD 3: EDUCATIONAL PROGRAMMES**

## **❑ Design and Development of Educational Programmes**

- HEI has a policy for planning, designing, implementing and developing educational programmes

## **❑ Structure and Content of Educational Programmes**

- Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted
- HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their involvement into the educational process



# AUTHORIZATION STANDARD 3: EDUCATIONAL PROGRAMMES

## ☐ **Assessment of Learning Outcomes**

- HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance



# AUTHORIZATION STANDARD 5: STUDENTS AND THEIR SUPPORT SERVICES

- ☐ For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period
- ☐ Student support services



# **ACCREDITATION STANDARD 1: EDUCATIONAL PROGRAMME OBJECTIVES, LEARNING OUTCOMES AND THEIR COMPLIANCE WITH THE PROGRAMME**

## **□ Programme Objectives**

- Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society



# ACCREDITATION STANDARD 1: EDUCATIONAL PROGRAMME OBJECTIVES, LEARNING OUTCOMES AND THEIR COMPLIANCE WITH THE PROGRAMME

## □ Programme Learning Outcomes

- Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme
- Programme learning outcomes assessment cycle consists of defining, collecting and analysing data
- Programme learning outcomes assessment results are utilized for the improvement of the programme





# **ACCREDITATION STANDARD 2: TEACHING METHODOLOGY AND ORGANIZATION, ADEQUATE EVALUATION OF PROGRAMME MASTERING**

## **□ Programme Admission Preconditions**

- Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions



# ACCREDITATION STANDARD 2: TEACHING METHODOLOGY AND ORGANIZATION, ADEQUATE EVALUATION OF PROGRAMME MASTERING

## □ Educational Programme Structure and Content

- Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes
- Programme content takes programme admission preconditions and programme learning outcomes into account
- Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes
- Qualification to be granted is consistent with programme content and learning outcomes



# ACCREDITATION STANDARD 2: TEACHING METHODOLOGY AND ORGANIZATION, ADEQUATE EVALUATION OF PROGRAMME MASTERING

## □ Course

- Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes
- Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes



# ACCREDITATION STANDARD 2: TEACHING METHODOLOGY AND ORGANIZATION, ADEQUATE EVALUATION OF PROGRAMME MASTERING

## **□ The Development of Practical, Scientific/Research and Transferable Skills**

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



# **ACCREDITATION STANDARD 2: TEACHING METHODOLOGY AND ORGANIZATION, ADEQUATE EVALUATION OF PROGRAMME MASTERING**

## **□ Teaching and Learning Methods**

- Program is implemented using student centred teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement



# **ACCREDITATION STANDARD 2: TEACHING METHODOLOGY AND ORGANIZATION, ADEQUATE EVALUATION OF PROGRAMME MASTERING**

## **□ Student Evaluation**

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



# THE MAIN CHALLENGES

- Defining the volume of learning outcomes according to the average student's workload. Generally 5-6 credit courses are in practice
- Distribution of Independent and Contact hours according the student's workload and education level (Bachelor, Master, PhD)
- Lack of practice at HEI's in improving methodologies for measuring student's actual workload in ECTS for enhancing student-centeredness in teaching and learning
- Designing an individual curriculum adapted to student needs, including person with special needs
- Considering interconnections between teaching methods, student assessment and learning outcomes and applying these outcomes for programme development



# INTERNATIONALIZATION OF HIGHER EDUCATION QUALITY ASSURANCE

- ❑ Participating in Bologna Follow-up Group (BFUG) Meetings
- ❑ European Association for Quality Assurance in Higher Education **(ENQA)** – **Full Membership**
- ❑ World Federation for Medical Education **(WFME)** **Recognition**
- ❑ European University Association **(EUA)** – Member
- ❑ European Network of Information Centers **(ENIC-NARIC)** – Member
- ❑ **European Training Foundation (ETF) & EU office** – Revision and Development of National Qualifications Framework





**THANK YOU FOR YOUR ATTENTION!**

**WEB: [EQE.GE](http://EQE.GE)**

