



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report on Higher Education Program

Doctoral Program in Economics
Samtskhe–Javakheti State University

December 3, 2019

Tbilisi
2019

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Samtskhe-Javakheti State University
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HEI's Identification Code	424066977
Type of Institution	University

Higher Education Program Information Profile

Name of the Program	Doctoral Program in Economics
Level of Education	Doctoral
Qualification Granted Indicating Qualification Code	PhD in Economics, 0311
Language of Instruction	Georgian
Number of Credits	180
Program Status (Authorized/ Accredited/New)	Accredited 19.11.2014.

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Mindel van de Laar Maastricht University / UNU-MERIT The Netherlands
Member (Name, Surname, University/organization/Country)	Maya Baramidze Caucasus University. Tbilisi, Georgia.
Member (Name, Surname, University/organization/Country)	Nana Pirtskhelani Caucasus University. Tbilisi, Georgia.
Member (Name, Surname, University/organization/Country)	
Member (Name, Surname, University/organization/Country)	

Accreditation Report Executive Summary

▪ **General information on the education program**

The doctoral program in economics was set up in 2014. It has been operational since and enrolled 14 students. The program consist of a teaching element of 60 ECTS equivalence workload, and a research element of 120 ECTS equivalence. Doctoral students enrolled follow the program in a parttime fashion, and all are also employed in the region (either at the university or external employers).

▪ **Brief overview of the accreditation site-visit**

29 October the university was visited by the entire accreditation team. During the visit, meetings were held with the university administration, self-evaluation team, program director, vice-program director, affiliated academic staff, invited academic staff, program students, employers, quality assurance department. At the end of the day, a brief presentation of main findings was offered to all involved.

▪ **Summary of education program's compliance with the standards**

The program complies to the standards. It is designed in line with the aim to develop capacity in the region. The course program is offered in a timely matter and completed by the students. The research phase is started and all students have dedicated supervisors. However, there are no graduates yes, mainly since the challenge to combine work with research is difficult.

Having examined the compliance of the Doctoral Program in Economics of Samtskhe-Javakheti State University with the accreditation standards, the expert team identified:

The first standard complies with the requirements, as the 1.1 complies and 1.2 component of the standard are substantially compliant with the requirements.

The second standard substantially complies with the requirements, as components 2.1, 2.4 and 2.5 comply with the requirements, and 2.2, 2.3 and 2.6 substantially comply with the requirements;

The third standard, both 3.1 and 3.2 comply with the requirements

The fourth standard complies with the requirements, as components 4.1, 4.3 and 4.4 were assessed as compliant to the requirements of the standard, and component 4.2 is substantially compliant to the requirements of the standard;

The Fifth Standard is in substantial compliance with the requirements, as the components of Standard 5.2 and 5.3 have been assessed as substantially compliant with the standard requirements; 5.1 component of standard complies with requirements.

• **Summary of Recommendations**

Create monitoring and support mechanism that allow students to successfully complete the research phase within dedicated time.

Be clear on investment requirements and expectations on the programs end in relation to the research phase (minimum investment time) as well as the consequences of not fulfilling the expectations (suspension, stopping, restarting rules)

In case students are requested or expected to teach at universities, provide didactical / teaching methods training

Have course syllabi up to date, reflecting what readings actually are covered and what learning methods are really used. In case English readings are too challenging for some students/staff, add Georgian alternatives. Include the content of the thematic seminar in the syllabus, and connect that to the research phase of the student.

Think of mechanisms to monitor wellbeing and build in moments / mechanisms to specifically focus on the ability to complete the research during the research phase. PhD wellbeing is known globally to be a difficult issue, as the expectations and self-pressure on PhD students is high. Guide the process both cognitive and mentally.

As the PhD programme has no graduates after 5 years, presented quality assurance mechanisms and procedures should be re-elaborated and strengthened to provide programme outcomes.

- **Summary of Suggestions**

Sharpen the application criteria to include a research proposal. Strengthen the regional focus in the program objectives. This focus is unique and relevant, yet it is not positioned as the backbone of this program. Consider making regional focus a requirement for the research topics studied in this program.

The research interest of the student is currently only asked for in the motivation letter. Requesting both a motivation letter inquiring why they engage in the PhD as well as a (short) research proposal to see if their idea matches the program interest. Also staff can identify interesting topics that they would consider valuable for the region and that they would be willing to supervise. The cooperation of the employers and student in the research phase can be a great stimulation to complete the research. In case employers can provide data, can allocate working time for the research or can offer analytical support to the work done, the student may benefit from the complementary interest in the research by both employer and university.

You could consider offering levelling courses in economic core topics, for non economic MSc graduates. Level of English at B2 should be strict, as lower level makes reading the difficult course readings less feasible. In order to prove compliance with the B2 level of a foreign language as a prerequisite for admission to a doctoral program, it would be also appropriate to reflect the necessity of foreign language proficiency in the qualification requirements of the Teaching personnel.

A clear classification of what is expected from students, in terms of research outputs and publications, in order for the thesis to be sufficient quality to be accepted, would be good. The alternative to stop enrollment, instead of suspending should also be on the table, in case really limited progress is made. Identify which softer skills are in particular useful for doctoral students and discuss with the core staff in which course those skills are specifically trained. Use the university skill offering that would benefit from them. It could potentially be an option to not offer the teaching program each year to three students, but once every other year to 6 students. That would half the teaching expenses and would allow for more interaction among students within that year.

In order to better evaluate the quality of the program, it will be relevant to design and implement an assess mechanism of PhD students' well-being during research phase.

Beside the fact that within the university space some special dining area is allocated, it still needs to be equipped and maintained. Hereby it should be underlined that relevant administrative staff is working on promotion of this issue.

- **Summary of best practices (If Applicable)**

The university highly supports both staff and doctoral students to acquire English language skills up to B2 level.

With class sizes up to max 3 people, individual based teaching, allowing teachers to focus more specifically on individual student needs is a good method. It allows for just in time teaching.

Include doctoral students in the ERASMUS+ training programs, or train them in the skills learned in those programs.

Within the framework of the Tempus - international project "Student Career Services in Georgia's Higher Education Institutions" (2012-2014), the University Career Services staff was trained, new position was allocated within the department of public relations supporting students in coordination their career promotion.

Dedicated area for PhD students is allocated in the university building, where they can perform their research activities.

Given regional importance to build analytical skills, for the university and the employers, the university is now funding a substantial part of the tuition. This approach is welcome, it puts the money where the mouth is. Capacity development often takes a long time, and long-term commitment by the administration to support this program makes it possible for the program team to develop a good program.

- **In case of accredited program, summary of significant accomplishments and/or progress (If Applicable)**

Compliance of the Program with Accreditation Standards

1. Educational program objectives, learning outcomes and their compliance with the program

A program has clearly established objectives and learning outcomes, which are logically connected to each other. Program objectives are consistent with the mission, objectives and strategic plan of the institution. Program learning outcomes are assessed on a regular basis in order to improve the program.

1.1 Program Objectives

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

Descriptive summary and analysis of compliance with standard requirements

The doctoral program in economics is offered with aim to increase capacity of local staff and students, in order to boost development within the economy and the region in the medium/long run. Doctoral thesis topics are encouraged to deal with regional societally relevant topics, and employment relations are developed with local key institution to strengthen ties with the local labour market.

The region is a politically sensitive region, and economically disadvantaged region. The set up if the doctoral program allows for study of locally relevant topics, as well as build capacity locally. Students currently enrolled in the program indeed all work on topics relevant to the region and are employed in local institutions or the university. Approximately half of them started the doctoral program, upon which they were employed in a relevant analytical position in an institution and the other half were employed and decided to enroll in the program. The program does not have graduates, so it is not possible to identify how well their educational track will fit local needs. However, both the university and local employers indicated a desire to hire students with analytical capacity.

The aim and teaching program component comply well. The structure and length of the research part of the program needs to be clarified and evaluated, as to better inform students what is required to graduate within reasonable time and make that feasible. Internationalization level/degree is still low, likely because of a lack of English language skills of staff and students.

Evidences/indicators

- Doctoral Program in Economics of Samtskhe-Javakheti State University
- The program design and development methodology (PDF, annex 8, Georgian)
- Self-evaluation Report (English/Georgian versions, pdf)
- SJSU mission and strategy (<http://www.sjuni.edu.ge/ge/en/mission-2/>; <http://www.sjuni.edu.ge/ge/მობილს-2/>)
- Internationalization Policy (PDF, annex 12, Georgian)
- Analysis of labor market and employers
- Interviews during the Site visit
- web-page: <http://www.sjuni.edu.ge>

Recommendations:

Suggestions for program development:

We advice to strengthen the regional focus in the program objectives. This focus is unique and relevant, yet it is not positioned as the backbone of this program. It could be consider making a regional focus / focus of the research on a regional relevant topic a requirement for the research topics studied in this program. We thus

advice to include an Evaluation of the research proposal upon acceptance to ensure local relevance as well as an evaluation of the research proposal after year one (the course program year) to ensure viability of the research within the 2-year time period.

Best Practices (if applicable):

In case of accredited program, significant accomplishments and/or progress

Evaluation

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

1.2. Program Learning Outcomes

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

Descriptive summary and analysis of compliance with standard requirements

The 8 learning outcomes of the Doctoral program in Economics describe the specific knowledge and skills to be achieved upon completion of the program. The Program learning outcomes are in compliance with the program objectives.

The program holds an elaborate learning phase, including content core courses, electives and additional learning elements. This learning phase takes 1 year, and students have no main problems completing this phase. The research phase of the program includes the research study done. This phase is less structured, and up to now did not lead to successful completion. All students do have supervisors and all research phases started. No one yet completed, and evaluation or improvements of this phase are not formally implemented, although informally known.

Information shared by the staff and the students confirmed that all coursework was offered in a timely manner, learning was tested, and this learning phase was completed in intended time by all students. However, during student interviews it became clear that time investment is the main hurdle at this stage to complete the research phase. With a workload of 120ECTS equivalence, the nominal time to complete the research phase is estimated to be 2 years. However, students work part time or full time. As a result, they have less time to focus on the study, resulting in no graduates within the 5-year period. The university and students agreed to suspend students for shorter or longer periods of time, allowing them to complete the study. During suspension there

is no tuition requested, but supervision and university support is offered. How long and how often students can be suspended, and until what time after completing the coursework they can restart the thesis is unclear. At this point no student was asked to stop with their study.

The research phase should be better explained. It is clear from the documents that the research workload is set at 120 ECTS. Time to complete the program is set optimally at three years and maximum 5 years. It is clear from the evaluation of the results after 5 years that students are unable to complete their doctoral in the maximum 5 years.

The doctoral workload or quality of the doctoral thesis should not decrease if students perform their doctoral research in a part-time fashion. Standards and requirements for the degree are set and should be met in order to obtain the degree. Yet, it would be good to communicate more clearly that doing the research in a part-time fashion, means extending the study time. As is specified in the program, working 40 hrs a week on the research is equivalent to 2 years research time, in total leading to a 3 yrs program (1 year coursework, 2 years research). That means that with a time investment of 20 hrs a week, the research phase is estimated to take 4 years research, leading to 5 yrs program enrollment. Most students indicated they spend about 10 hrs a week on their research, which would likely lead to an 8 yrs research time required to complete the research phase, and a total program enrollment of 9 yrs. Some students indicated to work less than 5 hrs a week on the research, meaning it would take them at least 16 years to complete the research phase. It is essential for the program directors to rethink if a minimal number of hours to be invested in the research per week is required from the students. In addition, it is recommended to inform students very clearly in advance that their time investment is the key to fast graduation, with simply examples like shown above. While we understand that the program management does not determine how much students need to work and can spend on study, they should be clear about consequences of not investing sufficient time. Lastly, specifications should make clear what the rules are of being suspended, what max. time of suspension is allowed, what a five year maximum enrollment means in light of all suspensions (is suspension included in the max time) and how long after completion of the teaching phase students are required to complete the research phase.

Evidences/indicators

- Doctoral Program in Economics of Samtskhe-Javakheti State University
- The program annexes (1, 2, 3, 4, 5. Georgian. MS Word)
- Self-evaluation Report (English/Georgian versions, pdf)
- Syllabi
- Interviews during the Site visit

Recommendations:

- Create monitoring and support mechanism that allows students to successfully complete the research phase within dedicated time.
- Be clear on investment requirements and expectations on the programs end in relation to the research phase (minimum investment time) as well as the consequences of not fulfilling the expectations (suspension, stopping, restarting rules)
- In case students are requested or expected to teach at universities, provide didactical / teaching methods training

Suggestions for program development:

Best Practices (if applicable):

In case of accredited program, significant accomplishments and/or progress

Evaluation

- Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

Program's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational program objectives, learning outcomes and their compliance with the program	X			

2. Teaching methodology and organization, adequate evaluation of program mastering

Program admission preconditions, program structure, content, teaching and learning methods, and student assessment ensure the achievement of program objectives and intended learning outcomes.

2.1. Program Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible program admission preconditions.
Descriptive summary and analysis of compliance with standard requirements
<p>The Doctoral program in economics allows for students with different disciplinarian background to enter. That means that people without economic BA/BSc or MA/MSc are allowed in the program. It would be useful to verify how skills and trained they are in basic economic components (we did not see the entrance test, so we do not know if this is tested - they submitted an oral exam test in Georgian). In case basic economic skills are a requirement for the program it may be good to specify in the application criteria that you only allow people with BA/MA in for instance economics/public policy/business administration/econometrics, but potentially exclude not political science/sociology/psychology/law. While we have no suggestion on what is preferred, we do advice to be clear in the admission criteria on what discipline is eligible.</p> <p>It is likely that research interest of the student, as is indicated in the motivation letter, will change due to the coursework followed. In particular, the knowledge obtained in the research methods and econometrics classes will be crucial for the proposal development. It could be an option to build in a proposal development / reshaping / presentation moment after completion of the coursework, in which supervisors and students decide what their research component will entail.</p>
Evidences/indicators
<ul style="list-style-type: none"> • Self-evaluation Report (English/Georgian versions, pdf) • Doctoral Program in Economics • Program Admission Preconditions (PDF, Georgian) • Interviews during the Site visit
Recommendations:
Suggestions for program development:
<ul style="list-style-type: none"> • The research interest of the student is currently only asked for in the motivation letter. With the strict focus on regional development within economic discipline, it would be essential to know about the student's preference and be able to select/reject based on their research topic. Requesting both a motivation letter inquiring why they engage in the PhD as well as a (short) research proposal to see if their idea matches the program interest would be optimal. • Level of English at B2 should be strict, as lower level makes reading the difficult course readings less feasible. • The cooperation of the employers and student in the research phase can be a great stimulation to complete the research. In case employers can provide data, can allocate working time for the research or can offer analytical support to the work done, the student may benefit from the complementary interest in the research by both employer and university.
Best Practices (if applicable):
The university highly supports both staff and doctoral students to acquire English language skills up to B2 level.
In case of accredited program, significant accomplishments and/or progress
Evaluation

o Please mark the checkbox which mostly describes your position related to the programs compliance with this specific component of the standard

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

2.2 Educational Program Structure and Content

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

Descriptive summary and analysis of compliance with standard requirements

The program consists of a learning component and a research component. The program was revised in the running up for this evaluation, and will be offered to new students in the following setting:

Total Program volume 180 credits (3 years full time workload).

Learning component of the program (1 year full time workload):

Core courses - 35 credits;

Elective courses- 5 credits;

Professor's Assistance - 5 credits - core,

Thematic seminar - 15 credits - core.

The program research component- 120 credits (2 years full time workload).

The learning component core courses are well defined, within the detailed syllabus. Course readings are in line with readings offered in doctoral programs at large, and sufficient in scale to merit the course credits. The course descriptions in the syllabus also include clear information on ways of examination. However, the courses as provided to us were not the courses offered in the past years, but the intended course program for the next rounds. We thus do not know yet how well students will do in those courses.

The thematic seminar is less clearly defined. The research component of the program is not yet described with milestones, progress markers and success or failure indicators.

Evidences/indicators

Educational program for the next rounds

Course syllabi for the next rounds

Students survey

Requested extra information on the enrollment track and publication output of the students.

Requested extra information on the course performance of the students (pass, resit, fail).

Interviews during site visit

Recommendations:

The implementation of the coursework, including lectures and groups discussions with various learning methods in practice is done different from what is written up in the syllabus. (or, the syllabus we were given was the syllabus of the renewed program, only to be offered next year). With small groups of up to 3 persons, several group formats will not work. Also, lecturing may be inefficient time use for teachers, and individual discussion sessions of the readings may be better format. The syllabus should reflect what is currently offered to the students. If staff find the described methods, for whatever valid reasons, do not work, the syllabus should be adjusted to include what is done.

The high-level English readings in the syllabus are challenging for staff and students, due to challenges with language. There is frequent use of the Georgian translations (using google translate, which is not ideal) or alternatives in Georgian language are used. The syllabus should include a section if alternative Georgian readings in addition to the required English readings – at least if not all staff/students acquire B2 English language skills. It is accepted though that this will become better, if language becomes a stricter measure for application.

The thematic seminar, with a high workload of 15 ECTS credits, is not included in the syllabus. As we understand, it is now also not strictly connected to the research that the student intends to study. However, as the thematic seminar is aimed to build / train research skills under guidance of the professor, it would be most useful if the student does this within the field of their own thesis topic, as to support proposal development, literature review or already be part of the research. We thus recommend that the thematic seminar aims, activities and outputs are clearly defined in the syllabus and link to the PhD research.

The research phase is currently the phase where students are facing most difficulty. The current solution to suspend enrollment does ensure that there are no financial consequences for delays in research progress but does not solve the academic problem that students find it hard to graduate in the time that the program aims them to (3-5 yrs). The program should include more clear semester milestones as well as consequences of not reaching milestones within a certain time. Mechanisms to support students in reaching their milestones should be developed. More clarity is needed if delays are due to lack of time investment in the research, lack of data, extended data collection periods, shortage of sufficiently high-quality literature to build on, lack of feedback from supervisors, job changes, family situations etc. Without knowing the reasons of delay, it is difficult to assess which cases can be dealt with within program settings and which others are beyond program control.

Best Practices (if applicable):

In case of accredited program, significant accomplishments and/or progress

The coursework revision, including research methodology and econometric methods.

Evaluation

o Please mark the checkbox which mostly describes your position related to the programs compliance with this specific component of the standard

Complies with requirements

Substantially complies with requirements

<input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

2.3 Course
<ul style="list-style-type: none"> ➤ Student learning outcomes of each compulsory course are in line with program 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 program learning outcomes.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The courses, as included in the syllabus, include doctoral level readings compared to the standards of international doctoral programs in economics. Literature is made available to the students through the library. Students complete courses satisfactory.</p> <p>Core courses each count for 5 ECTS credits (125 hours). They include reading lists, course structure and examination methods. The course descriptions, for 10 courses provided, are up to date and in line with currently taught materials.</p>
<p>Evidences/indicators</p> <p>List of course enrollment and completion (in Georgian) Doctoral program description Syllabi of the newly designed courses Library visit and explanation of library services Interviews during site visit Program annexes 2-3-4 (in Georgian)</p>
<p>Recommendations:</p>
<p>Suggestions for program development:</p> <p>Strictly speaking, a doctoral program in economics does not need to include courses or skills training on didactics. However, in the case of this programme, the aim is to train students to become university staff. If students are asked to also teach BA or MA students as a requirement within the doctoral program, it would be essential to offer them didactical trainings. The courses “Management of Higher Education” and “Modern Teaching Methods” were taken from the list of core courses. This is fine for those students that are not teaching, but we would suggest those students that will teach to be included in learning methods / didactical trainings offered to other teaching staff, to empower them in their ability to teach.</p>
<p>Best Practices (if applicable):</p> <p>With class sizes up to max 3 people, lectures and class sessions may not be the most effective way to teach. Staff informed us that they adjust the teaching time / format to a more individual based teaching, allowing them to focus more specifically on individual student needs. (Just in time teaching)</p>
<p>In case of accredited program, significant accomplishments and/or progress</p> <p>Syllabus revision for the courses to be fully in line with doctoral program standards.</p>
<p>Evaluation</p>

o Please mark the checkbox which mostly describes your position related to the programs compliance with this specific component of the standard

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills

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

Descriptive summary and analysis of compliance with standard requirements

In the syllabus, skill building takes a place within course offering. When asked, it was not entirely clear which skills were considered most relevant for the doctoral students, and how staff focused on skill building within these courses. There are however skill building trajectories ongoing within the universities that will also be available for doctoral students.

As indicated before, didactical skills are not part of the curriculum yet.

Research skills, in particular research design and writing methods, are included in the core course offering, and each count for 5 ECTS (125 hrs). Practice of those skills happens during the professor assistance period (5 ECTS) and the research phase.

Evidences/indicators

- Syllabi
- Self-evaluation report
- Interviews during the site visit
- Demonstration of the skill package

Recommendations:

Suggestions for program development:

Identify which softer skills (for instance presentation, memo writing, academic writing, literature search, literature analysis) are in particular useful for doctoral students and discuss with the core staff in which course those skills are specifically trained.

Use the university skill offering that would benefit from them. Which skill to be strengthened could be discussed on individual basis with the students in their semester evaluation talk.

Best Practices (if applicable):

Include doctoral students in the ERASMUS+ training programs, or train them in the skills learned in those programs.

In case of accredited program, significant accomplishments and/or progress

Evaluation

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

2.5 Teaching and learning methods

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

Descriptive summary and analysis of compliance with standard requirements

The students develop practical skills in teaching mainly through the *Professor's Assistance* course, during which the Doctoral student is obliged to assist academic staff and participate in the education process of the University. Course descriptions mainly include lectures and group discussions as main formats of offering classes. Given small classes of up to 3 persons, in reality more smaller discussion session are used, and not many additional formats of teaching are included. Given class size that is reasonable.

Evidences/indicators

- The Academic program and syllabi;
- Self-evaluation report of the program;
- Interviews during site visit with different stakeholders;

Recommendations:

Suggestions for program development:

Best Practices (if applicable):

In case of accredited program, significant accomplishments and/or progress

Evaluation

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

Mechanism of assessment is well organized and general for the University and it is in compliance with required standards. The educational and scientific-research component of the program is evaluated by a 100-point system. The academic course is mastered if the student's final evaluation equals to or exceeds 51%. Students are evaluated based on their in-class attendance and performance during the semester, several interim assignments (in the form of presentations, projects, paper assignments, midterm exams, etc.) and grades of their final evaluation. Allocation of grades to different assessments depends on the nature of the course but in all cases, a clear rubric is laid out in the course syllabus. Moodle online systems gives students an opportunity to closely monitor their evaluation so it is transparent and approachable. Students had a voice in the program renewal, and their wishes are integrated in the new program design. Grading scheme follows the regulation of Higher Education in Georgia where students pass if they accumulate more than 51% of the total point across all methods of assessment. For each course, students are required to accumulate a certain number of points at interim assessment to be allowed to participate in the final exam and achieve a score of at least 51% at the final examination. Students whose overall grade is in the range 41-50, fail the course but they are given one more attempt to pass. The thematic seminar of a doctoral student is evaluated by a 100 point system. The dissertation paper must be evaluated within the same or the following semester when the student finishes working on it. The dissertation paper is evaluated only once (final evaluation) with the relevant criteria. Monitoring of achievements between student and professor is conducted by the Quality Assurance Service of University and the Faculty, which determines whether the lecturer introduced the course syllabus, a detailed description of the evaluation criteria and the content to students at the beginning of the course, and to what extent did he/she adhere the syllabus content, methods and assessment criteria.

Evidences/indicators

- Course syllabi
- Program description
- Self-Evaluation Report
- Interview with the Academic staff
- Interviews with students

Recommendations:

Think of mechanisms to monitor wellbeing and build in moments / mechanisms to specifically focus on the ability to complete the research during the research phase. PhD wellbeing is known globally to be a difficult issue, as the expectations and self-pressure on PhD students is high. Guide the process both cognitively and mentally.

Suggestions for program development:

Best Practices (if applicable):

In case of accredited program, significant accomplishments and/or progress

Evaluation

o Please mark the checkbox which mostly describes your position related to the programs compliance with this specific component of the standard

<input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Program's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of program mastering		X		

3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; program staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
<p>The Expert Panel on the basis information collected through program Self-evaluation Report, relevant enclosed documents and the Site Visit discovered that all necessary students support services are in place. Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development via relevant department. In the framework of the Program, students have an opportunity to participate in local and international conferences and research fellowships; they can also participate in international exchange programs. However due to the fact that most of the Ph.D students are employers of different agencies and companies, they hardly use the international exchange opportunities. Doctoral student may receive individualized consultation from the program staff both on academic, as well as on organizational issues of the program. The consultation days and hours of the academic staff of the major staff unit are posted on the Faculty information board. Evaluation of individual work with students and its improvement is made based on students' surveys, which are carried out by the Quality Assurance Service. Within the University, special service area for students are allocated. Meanwhile information on University international events is delivered by Samtskhe- Javakheti State University public relations and sports and culture sections. All necessary information is delivered to students via official web site of the University as well.</p>
Evidences/indicators

<ul style="list-style-type: none"> • Self-evaluation report (SER); • Site visit; • Academic program; • The regulating Rule of the Educational Process of LEPL Samtskhe-Javakheti State University (Academic Council Resolution # 35 14.06 2019) • Career management manuals, flyers
Recommendations:
Suggestions for program development:
Best Practices (if applicable): Within the framework of the Tempus - international project "Student Career Services in Georgia's Higher Education Institutions" (2012-2014), the University Career Services staff was trained, new position was allocated within the department of public relations supporting students in coordination their career promotion.
In case of accredited program, significant accomplishments and/or progress
Evaluation <input checked="" type="checkbox"/> Complies with requirement <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

3.2. Master's and Doctoral Student supervision
Master's and Doctoral students have qualified thesis supervisors.
Descriptive summary and analysis of compliance with standard requirements The Expert Panel on the basis information collected through Program Self-evaluation Report, relevant enclosed documents and the Site Visit discovered that the Program meets the accreditation standards in this regard. Every student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. The University has an elaborated document, which defines rights and obligations of the supervisor and the supervision process. A supervisors conduct consultations with students on a regular basis. The doctoral student develops an individualized curriculum in agreement with his / her scientific supervisor and the head/heads of the relevant PhD program. Staff and students indicate that matching supervisors to thesis topics is not difficult. Supervisors are available to support and offer feedback. Switching supervisors is also possible. Students are informed how to find their way to the administration, as communication lines are short. Staff members on average have 1-3 PhD students to supervise, so the workload is spread. There is not much interaction with other universities or international universities in relation to supervision (1 professor) although this is allowed. New visiting staff members hired and willing to take on new students as of next year.
Evidences/indicators <ul style="list-style-type: none"> • Self-evaluation report (SER) • Opinions of the scientific supervisors of PhD students • Interviews with students • Interviews during the Site-Visit

<ul style="list-style-type: none"> • CVs of academic staff involved in the program • Statute for Doctoral program and Dissertation Board • Student consultation timetable (placed) • Student – supervisor list • Personal files of academic staff engaged in the program
Recommendations:
Suggestions for program development:
Best Practices (if applicable):
<p>In case of accredited program, significant accomplishments and/or progress New visiting professors with sufficient English level knowledge hired to teach and supervise new students.</p>
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programs compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirement</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Program's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	X			

4. Providing teaching resources

Program human, material, information and financial resources ensure program sustainability, its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources

- Program staff consists of qualified people who have necessary competences in order to help students achieve program learning outcomes;
- The number and workload of program academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures program sustainability;
- The Head of the Program possesses necessary knowledge and experience required for program elaboration. He/she is personally involved in program implementation;
- Program students are provided with an adequate number of administrative and support staff of appropriate competence.

Descriptive summary and analysis of compliance with standard requirements

Academic staff recruitment complies with all relevant legislative requirements.

The number of the teaching staff involved in the Doctoral Program comprises 6 affiliated full-time academic staff, among them 4 full Professors, 2 Associate Professors as well as 5 invited staff (among them 1 invited foreign lecturer), that on average work for 1 day a week for this university. Regarding Doctoral students/supervisors' ratio, the University documentation gives information on the number of the Teaching Staff required for the Program's successful implementation - 14/6 respectively.

As PhD program's main goal is designing the curriculum for preparing a researcher with theoretical and analytical skills, the qualifications of the affiliated and invited personnel of the program satisfy the requirements to ensure the successful implementation of its objectives and learning outcomes. Based on the submitted information on the personnel qualifications, the Program staff exhibits enough educational and research background (including publications) in the field of economics. However, it is observed a low rate of participation in international conferences and international publications due to insufficient knowledge of foreign languages (English).

The program is directed by a team of invited professor (1 day a week) and affiliated professor (full time). The staff jointly offers the coursework and is strengthened with a team of invited national and international professors. The enthusiasm to invest in this program, as well as the realization that this program is of great importance for the university and the regional development is high. The workload of the program is evenly shared over the staff, and willingness to offer the program is high.

With regards to the provision of adequate administrative and support staff of appropriate competence, the interviews with the PhD students' group in the framework of the site visit revealed their overall satisfaction with the involvement, availability, and readiness to assist the students of the Faculty staff. In some cases, the University hires its own graduates in various positions as well.

Evidences/indicators

- Self-evaluation Report (English/Georgian versions, pdf)
- Personal files of academic/invited staff engaged in the program: CV, publications, conference papers
- Personal file of the Head of the program
- The Rule for determining the number of academic staff of the Samtskhe-Javakheti State University
- Educational program, staff workload scheme
- Agreements with administrative and support staff, service provision regulations
- Research of student satisfaction

<ul style="list-style-type: none"> • Interviews during the Site visit
<p>Recommendations:</p>
<p>Suggestions for program development:</p> <ul style="list-style-type: none"> • If, upon application, not only students can indicate their research interest, but also staff can identify interesting topics that they would consider valuable for the region and that they would be willing to supervise, new research might quicker reach maturity. • In order to prove compliance with the B2 level of a foreign language as a prerequisite for admission to a doctoral program, it would be also appropriate to reflect the necessity of foreign language proficiency in the qualification requirements of the Teaching personnel.
<p>Best Practices (if applicable):</p>
<p>In case of accredited program, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>4.2 Professional development of academic, scientific and invited staff</p>
<ul style="list-style-type: none"> ➤ HEI conducts the evaluation of program academic, scientific and invited staff and analysis evaluation results on a regular basis; ➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Samtskhe–Javakheti State University and the doctoral program in particular, evaluates its academic/scientific and invited staff, analyzing evaluation results on a regular basis. One of the assessment tools of the work performed by the academic staff is based on the "academic staff annual report", which provides workload elements, and additional information for evaluation criteria such as: conferences, trainings, research projects and publishing. This information is contained in the personal files of the academic/ invited staff.</p> <p>The Quality Assurance department conducts PhD student surveys about academic / invited staff once every semester. After the survey results are analyzed by the Faculty Quality Assurance department, the academic personnel are informed on the results of the survey individually. Based on survey results, each of them is advised to what kind of activity should be given special attention. In addition, satisfaction surveys are conducted for the program teaching staff with regard to the services offered by the university. The needs assessment forms the basis for the planning of activities/trainings/professional development capabilities.</p>

The University facilitates the participation of the academic staff in the mobility of academic staff announced under Erasmus+, which implies the involvement in conferences/lectures and other type of participation in the different universities of the world for the period of a few weeks.

However, the actual involvement rate in international activities is very low, as it was already mentioned.

In fact, the inadequate level of English language skills complicates the implementation of abovementioned plans. To resolve the issue, the university organized free foreign language courses for professors and lecturers (with no substantial achievements yet).

Evidences/indicators

- Self-evaluation Report (English/Georgian versions, pdf)
- The Personnel Evaluation Regulation (annex 17, in Georgian)
- Activities undertaken for teaching personnel professional development (annex 2 in “Other documents”, in Georgian)
- Academic staff workload scheme
- personal files of academic/invited staff
- Faculty Annual Scientific Conference
- Inter-University Scientific Conference 2015, 2016
- "Economics, Business, Management", Collection of the works since 2013
- ERASMUS+ CBHE projects
- Conducted surveys (annex 1 in “Other documents”, in Georgian)
- Interviews with academic and invited personnel, Quality Assurance specialist, PhD students during the site visit

Recommendations:

Academic/invited staff professional development must be prioritised. In order to teach well in a doctoral program, based on up to date international readings, it is essential that also the staff is trained to do that. It would be good to strengthen personnel motivation and create or strengthen incentive (including financial) mechanisms to train/retrain staff and keep high quality staff employed at the university.

Suggestions for program development:

Best Practices (if applicable):

In case of accredited program, significant accomplishments and/or progress

Evaluation

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

4.3. Material Resources

Program is provided by necessary infrastructure and technical equipment required for achieving program learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The doctoral program has been allocated sufficient provision of the material and technical resources necessary for implementing a curriculum.

University buildings have sanitary-hygienic and fire safety norms (alarms, stands and fire extinguishers are installed); Evacuation plans are displayed on each floor. The university's auditoriums and cabinets are well equipped with projectors and other equipment, provided with continuous power supply system, Wi-Fi and central heating. The university has computer classes, also connected to Wi-Fi internet.

The program is supported by the university library with an enabling learning environment and extensive book resources. The library is equipped with computers connected to the Internet. The library's paper and electronic books provide basic and supporting literature for the courses of doctoral program in economics. In accordance with the syllabi of the program, the team of experts, on the basis of a selective examination, confirmed the availability of the indicated literature in the library and its availability in the university reading rooms, in both print and electronic form. It is noteworthy that the faculty administration is ready to purchase scientific and educational literature and to fill the library fund; The process of digitizing printed materials is also ongoing. Complete computer cataloging of the scientific library has been carried out.

Since 2017, the HEI Library has been contracted with the Consortium of the Integrated Information Network of Georgian Libraries and is entitled to use the following electronic resources:

- Cambridge Journals Online (<https://www.cambridge.org/core>);
- BioOne Complete (<http://www.bioone.org/>);
- e-Duke Journals Scholarly Collection (<https://www.dukeupress.edu/>);
- Edward Elgar Publishing Journals and Development Studies e-books (<https://www.elgaronline.com/page/70/journals>);
- IMechE Journals (<https://us.sagepub.com/en-us/nam/IMEche>);
- New England Journal of Medicine (<http://www.nejm.org/>);
- Openedition Journals (<http://www.openedition.org/>);
- Royal Society Journals Collection (<https://royalsociety.org/journals/>);
- SAGE Premier (<https://us.sagepub.com/en-us/nam/sage-premier>);
- EBSCO data bases as well

PhD students are informed about the availability and terms of use of mentioned resources.

Evidences/indicators

- Site Visit at the University Premises (Auditoriums, computer classes, conference rooms, University Library);
- Access to international electronic databases
- Selective examination of compulsory and additional course materials
- Self-evaluation Report (English/Georgian versions, pdf)
- Interviews with PhD students

Recommendations:

Suggestions for program development:

- Beside the fact that within the university space some special dining area is allocated, it still needs to be equipped and maintained. Hereby it should be underlined that relevant administrative staff is working on promotion of this issue.

Best Practices (if applicable):

<ul style="list-style-type: none"> • Dedicated area for PhD students is allocated in the university building, where they can perform their research activities.
<p>In case of accredited program, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the program after previous accreditation (If Applicable)
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>4.4. Program/faculty/school budget and program financial sustainability</p>
<p>The allocation of financial resources stipulated in program/faculty/school budget is economically feasible and corresponds to program needs.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Because of the regional importance of the Samtskhe-Javakheti State University, its programs in economics (both BA and PhD) are funded by Georgian government. Thus, the faculty budget provided to run the program is sufficient to make it economically feasible and corresponding to doctoral program needs.</p> <p>The proposed financial plan of the program forms part of the overall Faculty budget for 2019. The development of the budget is centralized in the University and it provides the program with the necessary material and technical resources. The budget also provides for the Faculty library supplement with a new books; access to international electronic resources; staff compensation and travel expenses; facilities for research activities and the publication of academic articles and papers.</p> <p>The budget information provided was limited. From the visit it became clear that currently the program is not sustainable. The university funds 1750 GEL of the tuition per student per year, and the student funds 500 GEL. The program needs to have 20 students enrolled to become sustainable.</p> <p>The program breakeven student number = 20. There are at 12 fellows and 2 mobility fellows enrolled. There was no strategic vision or plan to expand the program to 20 students.</p> <p>However, the university administration made clear that they are willing to invest in this program, given its regional importance.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Doctoral program in economics • Self-evaluation Report (English/Georgian versions, PDF) • Program budgeting rule; Program Budget (annex 14 in Georgian. PDF, XLS) • Interviews with Faculty/program administration during the site visit
<p>Recommendations:</p>

<p>Suggestions for program development:</p> <p>It could potentially be an option to not offer the teaching program each year to three students, but once every other year to 6 students. That would half the teaching expenses and would allow for more interaction among students within that year.</p>
<p>Best Practices (if applicable):</p> <p>Given regional importance to build analytical skills, for the university and the employers, the university is now funding a substantial part of the tuition. This approach is welcome, it puts the money where the mouth is. Capacity development often takes a long time, and long-term commitment by the administration to support this program makes it possible for the program team to develop a good program.</p>
<p>In case of accredited program, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the program after previous accreditation (If Applicable)
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Program's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources	X			

5. Teaching quality enhancement opportunities

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

<p>5.1 Internal quality</p> <p>Program staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of program quality assurance, creating assessment instruments, and analyzing assessment results. Program staff utilizes quality assurance results for program improvement.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The quality assurance service of Samtskhe-Javakheti State University is guided by the “Law of Georgia on Higher Education”, “Development of Quality of Education”, as well as the authorization and accreditation standards, the University Charter, the University normative and legal acts.</p> <p>Based on the Internal quality assurance process described in self-evaluation report and the active involvement of the University Quality Assurance Service (QAS) during the site visit, it is clear that the programme developers work closely with quality evaluation service.</p> <p>Stakeholders in the development of doctoral programme include: academic staff, PhD students and employers. Their involvement is substantiated by a survey of the needs of the state, the labor market, students, academic/invited personnel and employers. The surveys are administered via questionnaire. The results of these surveys gives the programme directors, in collaboration with the academic and administrative staff, appropriate directions to elaborate the plan of teaching process, taking into account market needs and student attitudes towards the development of the programme. Also, QAS will develop specific recommendations for further improvement of programme implementation. Recommendations are submitted to faculty and academic council.</p> <p>Despite abovementioned mechanisms and procedures, it is quite difficult to evaluate the quality of a given doctoral programmeme because of its small scale. Although the stakeholders are positive regarding the quality of the programmeme, it has no graduate yet.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Doctoral Programme in Economics of Samtskhe-Javakheti State University • The programme design and development methodology (PDF, annex 8, Georgian) • Self-evaluation Report (English/Georgian versions, PDF) • Mechanism for Evaluating the learning outcomes of the Doctoral Programme in Economics • Student / academic staff / employers' survey forms (questionnaires) • Results, analysis of the students' electronic survey • Interviews during the size visit
<p>Recommendations:</p> <p style="padding-left: 40px;">Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>In order to better evaluate the quality of the programme, it will be relevant to design and implement an assess mechanism of PhD students' well-being during research phase.</p>
<p>Best Practices (if applicable):</p>

In case of accredited programme, significant accomplishments and/or progress
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

5.2 External quality
Programme utilizes the results of external quality assurance on a regular basis.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The Doctoral Programme in Economics passed accreditation in 2014. Prior to its implementation, all the recommendations offered by accreditation experts were reflected in the programme.</p> <p>The programme has no other external evaluation mechanism currently.</p> <p>In addition to the procedures of quality assurance, it is essential to obtain considerations, comments and improvement suggestions of external evaluators (foreign professors of similar programmes, etc.) to rise the quality of the doctoral programme. Such consultations would enable the programme to gain a greater advantage for development, both in providing additional feedback and in helping to align its design with international standards.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Doctoral Programme in Economics of Samtskhe-Javakheti State University • Self-evaluation Report (English/Georgian versions, PDF) • Quality Assurance internal and external mechanisms (PDF, annex 17, Georgian) • Mechanism for Evaluating the learning outcomes of the Doctoral Programme in Economics • Interviews during the site visit
<p>Recommendations:</p> <ul style="list-style-type: none"> • A mechanism for providing outside feedback as a mean of external quality assurance should be implemented.
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

5.3. Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

The PhD Programmeme monitoring and periodic quality assessment is conducted with the involvement of academic, invited, administrative staff, students, employers and other stakeholders through systematically collecting and analyzing information, as mentioned in standard 5.1.

The monitoring of academic staff is carried out in accordance with the workload schedule of the academic and invited staff (teaching and research quality, international mobility rate, etc.). The workload scheme is designed in accordance with the requirements of the Authorization / Accreditation Standards. Under this scheme the staff submits annual reports. Every semester, students fill up a questionnaire to evaluate the learning courses as well. Modifications/ adaptation of the programmeme are implemented based on analyzing the survey results and annual report of academic/invited personnel.

The programme is periodically compared with similar programmes of foreign universities, in order to bring it in compliance with modern requirements and best international practices.

Evidences/indicators

- Doctoral Programme in Economics of Samtskhe-Javakheti State University
- The programme design and development methodology (PDF, annex 8, Georgian)
- Self-evaluation Report (English/Georgian versions, PDF)
- Quality Assurance internal and external mechanisms (PDF, annex 17, Georgian)
- Mechanism for Evaluating the learning outcomes of the Doctoral Programme in Economics
- Student / academic staff / employers' survey forms (questionnaires)
- Interviews during the size visit

Recommendations:

- As the PhD programmeme has no graduates after 5 years, presented quality assurance mechanisms and procedures should be re-elaborated and strengthened to provide programmeme outcomes.

<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities		X		

Enclosed Documentation (If Applicable)

HEI's Name: Samtskhe-Javakheti State University

Higher Education Programme Name: Doctoral Programme in Economics

Number of Pages of the Report: 31

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	X			
2. Teaching methodology and organization, adequate evaluation of programme mastering		X		
3. Student achievements and individual work with them	X			
4. Providing teaching resources	X			
5. Teaching quality enhancement opportunities		X		

Expert Panel Chair's

Mindel van de Laar



Expert Panel Members'

Maya Baramidze



Nana Pirtskhelani

