გ**ანათლების ხარისხის განვითარების ეროვნული ცენტრი**
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Program

Archaeology

Ivane Javakhishvili Tbilisi State University

Date(s) of Evaluation November 13-14, 2019

Report Submission Date
December 09, 2019

Tbilisi 2019

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LEPL – Ivane Javakhishvili Tbilisi State University
HEI's Identification Code	204864548
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Doctoral Program in Archaeology
Level of Education	Doctorate
Qualification Granted Indicating Qualification Code	0222
Language of Instruction	Georgian
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Dr. LYONNET Bertille, CNRS/Collège de France, UMR 7192, France
Member (Name, Surname, University/organization/Country)	KAKHIDZE Emzar, Associate Professor, Batumi State University, Georgia
Member (Name, Surname, University/organization/Country)	KIKNADZE Nikoloz, 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 educational program objectives are to make each doctorant in Archaeology:
  - a future autonomous researcher, with full knowledge of archaeology (and especially of the theme of his choice for his Ph.D.) at an international level,
  - mastering academic writing,
  - mastering at least one foreign language,
  - able to lead archaeological excavations, to make a full record of the data with the latest scientific methods, and to write a complete report,
  - able to supervise all the necessary interdisciplinary relations with different specialists (environment, geomorphology, palaeo-anthropology, -biology, -botany, -zoology, -metallurgy, etc.),
  - able to raise the necessary funds for his work, either local or international,
  - able to establish international relations,
  - able to work on old collections,
  - able to transmit his knowledge by teaching to the following generation,
  - able to write articles in peer-review international journals.
  - The educational program gives each student all the possibilities to go abroad with exchange programs, to participate at International Symposia, to work with foreign teams in Georgia. Good library e-connections are provided. It also cares about the students' employment after doctorate.
  - In order to fulfill these aims the Education Program is divided into two parts, learning and research

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

  - On November 13 and 14, 2019, at Ivane Javakhishvili Tbilisi State University, the three following experts met to evaluate the new Doctoral Program for Archaeology: Dr. Bertille Lyonnet, UMR 7192, CNRS/Collège de France, France (Chair), Emzar Kakhidze, Associate Professor at Batumi University, Georgia (Expert) and Nika Kiknadze, Ph.D. student at Caucasus University, Tbilisi, Georgia (Expert).
  - A first meeting took place on November 13, 2019 with a visit to the archaeological site of Grakliani Hill excavated by an international student team under the direction of Pr. V. Licheli. It was followed by a full day visit at Tbilisi State University on November 14, 2019 where we had the opportunity to meet with the different persons in charge of the Program and with students, and to discuss about it.
  - The three experts had received all the necessary documents for this evaluation before this meeting and had had time to read them and to formulate their questions.
  - The site-visit allowed them to meet all those responsible for this program, from the Administration side to the Head of the program and Academic staff, Employers, Students (3 Ph.D. students and 3 post-doctorants).

- **Summary of education program's compliance with the standards**
  - The three experts were extremely impressed by the very high level of general knowledge, the mastering of soft-ware, of English language, or the high number of participation in exchange

- programs displayed by the students, and their determination. They clearly are at the International Level that University and this Educational Ph. D. program wish.
- Certainly, the great efforts TSU and its Professors are putting in International exchanges and cooperation contribute to his high level since they help emulating both the students and the Academic Staff,
- The experts were also impressed by the quality of the learning environment (Professors, Administration, Employers, Quality Assurance Office) surrounding the students and the constant help they are provided with.
- In general, the quality of the University Library, and of the building itself, made a very favorable impression on the experts.
- The experts consider that the education's program is altogether well in compliance with the standards and has only some suggestions of changes.

- **Summary of Recommendations**

- **Summary of Suggestions**
  - An effective program of international strategy is suggested, while taking in consideration the international labour market should be dismissed as almost no possibilities exist (see 1.1)
  - English language should be specifically required for admission in the Ph. D. program (see 2.1)
  - We think that the novelties in the research field of the student for his/her Ph.D. Seminar should be put forward considering the high score it has in the credits (see 2.2)
  - Considering the *compulsory courses*, it is suggested that the compulsory literature is constantly revised and adapted to the achievements. As for the *optional/elected courses,* the Expert Panel suggests other syllabis (other soft-ware courses more adapted to archaeological field-work). The experts also consider that the learning of another language should not be dismissed (see 2.3).
  - The evaluation criteria should be more transparent (see 2.6)

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

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

Compliance of the Programme with Accreditation Standards

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

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

1.1 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.
Descriptive summary and analysis of compliance with standard requirements   After the analysis of the Self-evaluation Report and relevant enclosed documents, and after the site- visit, the Expert Panel could confirm that the Program objectives are clear, realistic and achievable. They reflect the skills, qualifications and competences the graduate of the Program should have and how they contribute to the development of the discipline and society. The Program is relevant and in accordance with the mission and development plan of the Ivane Javakhishvili Tbilisi State University (further, TSU). TSU shares the ideals determined by Magna Charta Universitatum of the European universities. The values of the university are based on critical, creative and progressive thinking, principles of academic freedom and academic ethics, open, dynamic and transparent relationships. The aim of the Doctoral Program in Archaeology is to prepare a researcher in the field of Archaeology with general and sectoral competencies in line with modern field standards in order to solve current problems in Archaeology. The indicated Doctoral program in Archaeology aims at increasing the Doctoral student's intellectual development, interconnect academic and research resources, intensify scientific work and increase the quality of research, engage in international scientific space, and facilitate the creation and introduction of new knowledge in the field. Program takes into consideration local labour market demands in science and research. The objectives are public, accessible for interested parties and shared by the Program stakeholders.
Evidences/indicators o   Program o   Self-evaluation Report o   Interviews with University Representatives
Recommendations:
Suggestions for programme development:

The experts could verify in situ the major role played by international cooperation and they suggest to create an effective program of internationalisation strategy. However, there does not seem to be any real attempt to take in consideration the trends of international labour market and, due to the very rare possibilities offered abroad and the much higher ones in the local market, this point could be removed from the objectives.

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.2. 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.

Descriptive summary and analysis of compliance with standard requirements

After the analysis of the Self-evaluation Report, relevant enclosed documents and the site-visit, the Expert Panel considers that the learning outcomes of the Doctoral program in Archeology are in compliance with the objectives (determined by the National Qualifications Framework, and Classification of Learning Areas approved by the Order # 69 /N of the Minister of 16 Education, Science, Culture and Sport from April 10, 2019, based on TSU Academic Council Resolution N224 / 2018 from November 12, 2018, on amending the Resolution # 77/2011 from July 25, 2011 "On Approval of the Regulatory Rule of study process at LEPL - Ivane Javakhishvili Tbilisi State University").

Learning outcomes are determined by the field standard and the program objectives. The description of the learning outcomes includes all the needed components as (a) Knowledge and understanding, (b) Ability, and (c) Responsibility and autonomy. The description of the learning outcomes is balanced and combines generic skills with direct references to the content of the Archaeological field. Concerning the learning outcomes assessment

mechanism, the Expert Panel confirms that it is realistic, reachable, and measurable. The mechanisms for assessment of the learning outcomes are described, and the program curriculum map reported in the self-evaluation report indicates the level of the learning outcomes for each course. The learning outcomes are measured using several criteria, including the quality of studies conducted by students through presentations, published works, employment indicators and other mechanisms implemented within each semester or research component.

The faculty members involved in the Program are regularly updated on assessment results through the faculty's as well as University's Quality Assurance Service.

Evidences/indicators

o   The Resolution of the TSU Academic Council N224/2018 from November 12, 2018 "On changes and amendment to the Resolution N77/2011 from July 25, 2011 of the Academic Council "On the approval of the learning process regulatory rule of Ivane Javakhishvili Tbilisi 22 State University". (https://www.tsu.ge/ge/juridical/axad_council_resolutions/2018acad/2242018 //);

o   Order of the Minister of Education, Science, Culture and Sport of Georgia N69/n from April 10, 2019 "On Approval of the National Qualification Framework and Classification of fields of study" (https://matsne.gov.ge/ka/document/view/4480034?publication=0);

o   Program and Syllabi (Annex 1)

o   Self-evaluation report.

o   Interviews with the academic staff, with students and with employers

o   Curriculum map and Learning outcomes assessment (Annex 9)

o   Results of graduates and employers survey (Annex 17)

Recommendations:

Suggestions for programme development:

See below in § 2.3

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

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

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

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements After the analysis of the Self-evaluation Report, relevant enclosed documents and the site-visit, the Expert Panel considers that the admission preconditions, i.e. the possession of a Master degree, of at least a B2 level in one of the European scientific languages, of the consents of the scientific supervisor and of the Head of the Program, and of a recommendation given by the Admission Committee for doctoral studies, are in compliance with standard requirements. The admission is transparent, public and available. A list of documents with their deadlines for submission, of exams, contract, and enrollment order is provided to the Ph.D. student.
Evidences/indicators o   Doctoral Program for Archaeology and its description (Annex 1); o   TSU web page: www.tsu.edu.ge
Recommendations:

Suggestions for programme development:

Since English seems the most used international language in Georgia, and since the courses are often related with a mandatory literature in English, it seems more logical to require the students to have an English B2 language level before entering the Ph.D. program, leaving other languages like French or German as optional (see 2.3).

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.2 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.
Descriptive summary and analysis of compliance with standard requirements

After the analysis of the Self-evaluation Report, of relevant enclosed documents and the site-visit, the Expert Panel considers that the program is consistent and logical, and ensures the achievement of the learning and research outcomes. Along with the minimum standards of a Doctoral program, the documents give the definition of learning and research components. The experts understand that Palaeoanthropology is now separated from the Humanities and can lead to a separate Doctorate related to Natural Sciences.

The doctoral program lasts 3 years. The learning component is worth 40 ECTS, including core courses for 25 ECTS (Field Archaeology and Laboratory Research Methodology - 5 ECTS; doctoral seminar – 15 ECTS; professor's assistance – 5 ECTS) + 15 ECTS in elected courses according to the interest and specialty of the student. The research component includes a doctoral dissertation, and two Doctoral Student scientific-research projects. Together with the core and optional/elective courses, participation in seminars, in local and international

conferences, publications in peer-review journals do improve the students' capacities. The methods used during this process contribute to prepare deductive and critical skills and contribute to the student's developments. It is worth noticing that students are involved as the Academic staff in the program development process.

Evidences/indicators

o   Doctoral Program for Archaeology (Annex 1);
o   The Educational Programs Accreditation Council decision N168 from July 25, 2014;
o   TSU Academic Council Resolutions N26/2011, N20/2014 and N245/2018;
o   Recommended Methodology for Planning the Number of Staff;
o   Defining compliance of the personnel qualification with learning outcomes higher educational program;
o   Interviews with the Administration and Academic Staff and with the students.

Recommendations:

Suggestions for programme development:

The Expert Panel acknowledges the credits attribution to the different courses. We suggest that the Ph.D. seminar should really be oriented towards novelties in the research field because of its high score compare to that of Field/Laboratory work.

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 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.
> ➢

Descriptive summary and analysis of compliance with standard requirements

After the analysis of the Self-evaluation Report, of relevant enclosed documents and the site-visit, the Expert Panel considers that the core and elective training courses are in general in compliance with standard requirements.

As for the *core courses*, the Expert Panel appreciates the importance given to archaeological field and laboratory new methodologies, as well as to the interconnection with other sciences in order to create new knowledge. The obligation for a student to present one Doctoral Field Seminar is also seen as a very positive point since it prepares him for further teaching and public presentations, and makes him strengthen his/her knowledge outside of his direct Dissertation field. The compulsory component of Assistance of a Professor is also considered as a positive point since it prepares for future tutoring.

As for the *optional courses*, the Expert Panel considers that they should never be too many in order for the Ph. D. student to have time for his research and writing, but those proposed seem too distant from the real Archaeological Field and Research work. Therefore, the Expert Panel has some suggestions of change.

Evidences/indicators

- Doctoral Program for Archaeology and its description (see Annex 1);
- Syllabi of Doctoral Program for Archaeology (see Annex 1);
- Map of Program Outcomes (Learning Outcomes) (see Annex 9);
- Results of the students surveys (see Annex 17);
- Interviews of the students and Academic Staff.

Recommendations:

Suggestions for programme development:

Considering the *compulsory courses*, the Expert Panel proposes that the compulsory literature should be revised regularly to relate it with the achievements.

Considering the *optional courses,* the Expert Panel feels that the proposed syllabi are not related enough with the archaeological field research and that students would benefit much more of other soft-ware courses, like File-Maker or Excel in order to make and use a data-base, or a course in GIS to map all the finds from an excavation or a survey. Finally, among these optional courses, TSU should not dismiss the learning of another foreign language, depending on each student's research field.

Best Practices (if applicable):

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

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

2.4 The Development of practical, scientific/research/creative/performance and transferable skills
Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements After the analysis of the Self-evaluation Report, of relevant enclosed documents and the site-visit, the Expert Panel considers that the development of practical scientific/research/creative/performance and transferable skills is well in compliance with standard requirements. Students have a great choice in different joint international excavations and projects both in Georgia and abroad. Discussions with them and with the Academic staff showed that this is an essential part in their formation to new technologies and to the mastering of the data recovered.
Evidences/indicators o   Documentation in Annex 13 o   Visit to Grakliani Hill Excavations o   Discussion with the Academic Staff and with the Students
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, 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   After the analysis of the Self-evaluation Report, of relevant enclosed documents and the site-visit, the Expert Panel considers that the teaching and learning methods are in compliance with standard requirements and ensure the achievement of the Doctoral program. Several discussions with the Academic Staff and with students proved the excellency of the results.
Evidences/indicators   o Syllabi of Doctoral Program for Archaeology (see Annex 1)   o Methods of evaluating the learning outcomes (Annex 9)   o Discussion with the Academic Staff   o Discussion with the students
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, 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 The Expert Panel, on the basis information collected through Program Self-evaluation Report, relevant enclosed documents and the site-visit, confirms that Students of the Doctoral Program are evaluated during and at the end of their studies, and that the evaluation is conducted in accordance with the adopted teaching and learning methods, as well as with European standards. The HEI has established a students 'evaluation system in accordance with the evaluation procedures. The assessment criteria for both learning and research components of the program are stated clearly. Assessment of students is based on their performance during the whole course period. The final evaluation includes two parts - midterm and final evaluation. Midterm evaluation compiles several components. Evaluation components and methods are appropriate for the course and its learning outcomes. The definition of more clear criteria would possibly improve the evaluation of some of the courses (for ex. Methodology of archaeological field and laboratory researches, and most of the optional courses). The level of achievement of learning outcomes by the doctoral student is assessed according to the evaluation system approved by the Order of the Minister of Education and Science of Georgia N3 from January 5, 2007, "On the Rule of Calculating Higher Education Program Credits". The calculation of the credits of the educational program is conducted by a transparent method according to the European Credit Transfer System (ECTS), which is active at TSU. The PhD students are informed on the evaluation methods and criteria before the course starts. Also coherent with the teaching and learning methods and with European standards is the organization and evaluation of the individual doctoral research program, which is aimed at educating and training PhD students to independently carry out research projects, including the doctoral thesis. Students can appeal the grade according to the relevant existing procedure in the university.
Evidences/indicators

o Self-evaluation report (SER)	
o Doctoral Program	
o Results of the student's surveys;	
o "The rules for calculation of higher educational program credits", approved by the Order N3 of the Minister of Education and Science of Georgia from January 5,2007	
o Interviews during the Site-Visit.	
o Defended dissertations	

Recommendations:

Suggestions for programme development: The Expert Panel suggests to make evaluation criteria more transparent.

Best Practices (if applicable):

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

Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme'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 programme mastering	Yes			

3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme 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.

Descriptive summary and analysis of compliance with standard requirements

The Expert Panel on the basis information collected through program Self-evaluation Report, the relevant enclosed documents and the site-visit found out that all the necessary students support services are in place.

In order to plan academic process and improve academic achievements, TSU operates a consultation service provided by the central administration as well as by the faculty and educational-scientific department of Archeology, all of them working in coordination. Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development. All the students of TSU, as well as the academic staff, have the University e-mail accounts. During the learning process, the student can get necessary information from any lecturer through e-mail conversation - contact information (including phone numbers) on the lecturers, who lead a particular course, working groups or practices as indicated in the syllabus of each course. In the framework of the Program, students have an opportunity to participate in local and international projects, events, conferences and research fellowships; they can also participate in international exchange programs, e.g. high engagement of the scientific educational Institute of Archeology in Erasmus+ program, which is the basis of relationship exchange between the lecturers and students of European universities. Besides, the students we interviewed confirmed that the Institute financially supports mobility of doctoral students and their free movement for participation in teaching and learning process in Georgia as well as abroad. For their professional development and in order to upgrade their qualifications, doctoral students also take part in archaeological excavations at Grakliani Hill. The expert panel was impressed to see that the indicator of their employment by profile is 100%.

The consultation hour for particular course is indicated in the syllabus and also communicated by the lecturer.

Evidences/indicators

- o Programme
- o Self evaluation report
- o Interviews with students, academic staff, invited teachers, employers
- o University web site

Recommendations:

Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation   ■ Complies with requirements   ☐ Substantially complies with requirements   ☐ Partially complies with requirements   ☐ 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 of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, considers that the Program meets the accreditation standards concerning the Doctoral Student supervision. TSU has established well-defined documents on the minimal standards of the doctoral degree (with all possible appendixes), which regulates the research project preparation process for students eager to earn their Doctoral degrees. The document contains detailed information on aims and goals, terminology peculiarities, regulatory mechanisms of the learning process, supervisor (as well as the selection of the supervisor), academic and research components, dissertation (with appendixes, containing its precise structure and evaluation), as well as the defense itself. Every student has a qualified supervisor who is selected according to the scientific research experience in the research topic. The dissertation thesis and supervisor are approved at the council consisting of the academic staff of the Faculty. Due to the interdisciplinary nature of the doctoral program and resulting from the topic of research itself, a doctoral student may have several scientific supervisors, as well as a foreign consultant. The University has an elaborated document, which defines rights and obligations of the supervisor and the supervision process. Report on doctoral student's work with the scientific supervisor shall be submitted to the faculty administration at the end of each semester within the set deadlines, the faculty administration ensures the review of the report at the educational scientific department of Archeology. During the site-visit the interviewed students confirmed that supervisors consult with students on a regular basis. Supervisors give students advises about the appropriate literature, researches, provides them with the information about research design. Students also get information about local and international scientific events.

Evidences/indicators ○ Programme ○ Self evaluation report ○ Interviews with students, academic staff, invited teachers, employers ○ University web site
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme'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	Yes			

4. Providing teaching resources

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

4.1 Human Resources
➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;   ➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;   ➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;   ➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
Descriptive summary and analysis of compliance with standard requirements   The Expert Panel, on the basis of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, considers that the program staff shows all the necessary competences for the learning outcomes. The great number of Academic staff (13), to which is added the presence of 4 invited foreign persons, together with their qualification requirements, are a guarantee for the quality of the teaching and of the following of the students. The Administration also offers a very important and constant support to the students.
Evidences/indicators   o Decrees N118/2014, N122/2014, N64/2018, N81/2018   o Interviews with the Academic Staff   o Interviews with the Students   o Interviews with the Administration and Quality Assurance Office.
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff

➢ HEI conducts the evaluation of programme 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.

Descriptive summary and analysis of compliance with standard requirements

The Expert Panel, on the basis of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, considers very positively that the TSU takes care of the professional development of the Academic staff, helping its different members to participate in exchange projects or in research activities with foreign colleagues. The scientific activity is evaluated annually through their scientific production and participation in joint projects. The department of Archaeology also organizes annually an international youth conference and its council includes well-known foreign archaeologists. This involvement of the Academic staff with foreign colleagues guarantee their constant information on the new developments in archaeology.

Evidences/indicators

o Annual scientific reports of the TSU Faculty of Humanities
https://www.tsu.ge/ge/faculties/humanities/scientific_research/report/

o Programs of scientific expedition report
https://www.tsu.ge/ge/faculties/humanities/scientific_research/12ldufzru
hrnwol5z/p6q4xqpddq4u3khwi//

o Interviews with the Academic Staff

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, 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

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The Expert Panel, on the basis of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, could verify de visu the excellent conditions of the University building and of the teaching rooms or lecture halls, as well as the attractiveness of the environment (garden and nice cafeteria).

The experts could verify the excellency of the WiFi. They also could visit the Library and saw that all the connections with exterior libraries are at work, that the place is well organized and quiet, and that students use it. An exhibition hall dedicated to archaeology is in preparation and a restoration laboratory is present. A very good language/translation (both oral and written) service is provided.

The University staff, as we could hear ourself, is in full cooperation with the students, not only for learning but also to help them find grants/funds for their research or travels abroad.

Evidences/indicators

o Statute of the TSU Department of Information Technologies (Annex 4)
o Decree N35/02-01, 2018 on "approval of the management policy of the information technologies at LEPL of TSU
o Site-visit of University and of its Library
o Interviews with the University Administration and Quality Assurance Office

Recommendations:

Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

4.4.Programme/faculty/school budget and programme financial sustainability
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
Descriptive summary and analysis of compliance with standard requirements The Expert Panel, on the basis of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, could see that the budget allowed by TSU to the Faculty of Humanities is oriented towards a maximum financial support to the doctoral studies. An increasing part is devoted to involve highly qualified staff, and to pay for scientific trips and conferences. The Expert Panel sees very positively that not only the Academic or the Administrative Staff is involved in the process of review-approval of the expenditures but also the students.
Evidences/indicators o   Program budget (Annex 14)
Recommendations:
Suggestions for programme development:

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation
 	
      ■ Complies with requirements
 	
      ☐ Substantially complies with requirements
 	
      ☐ Partially complies with requirements
 	
      ☐ Does not comply with requirements

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

Descriptive summary and analysis of compliance with standard requirements
The Expert Panel, on the basis of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, has verified that the Quality Assurance Office operated in the evaluation of the educational programs or of the syllabi of the academic courses. This Quality Assurance Office does have consultations with the different staffs and the students to verify the overall quality and satisfaction, and especially focuses on the improvement of all to deepen the international contacts.
Evidences/indicators
o Statute of the TSU Quality Assurance Service (Annex 4) o Orders N02/03 and N04/03 2018, and N01/03 2019 o Decree N67/2018 o Survey of the program implementers (Annex 17) o Interview of the Administrative Staff, especially the Quality Assistance Office
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements
The Expert Panel, on the basis of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, observed that the Quality Assurance Office takes in consideration the recommendations made for the improvement of the program. This office is transparent and has for main goal the quality of the academic and research activities. It works in close relationship with other Georgian or foreign universities.

Evidences/indicators
o   Educational Program (Annex 1) o   Decree N80/2018 o   Interviews with the Administration staff and the Quality Assurance Office

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation ▉ 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 Expert Panel, on the basis of the information collected through the Self-evaluation Report, the relevant enclosed documents and the site-visit, has been informed of the great transparency with which the changes in the program and the new syllabi have been prepared, taking in consideration the recommendations of all the persons involved (Academic Staff, TSU, students). The new program was evaluated and further improved through questionnaires. The number of graduates and students in the composition of the committee has been increased. Meetings have been organized, with working groups and student surveys. All this allowed identifying the strengths and the areas for improvement. The implementation of the Doctoral Progam in Archaeology was analyzed by the Quality Assurance Office to check its accordance with the evaluation rule of TSU. The new proposals were then presented to all the stakeholders and discussed with them.

Evidences/indicators

o   Decree N67/2018,
o   Student Survey results for evaluation of education courses/lecturers (Annex 17)
o   Minutes from the Meeting of the Educational Scientific Department of Archaeology (Annex 2)

Recommendations:

Suggestions for programme development:

The Expert Panel has proposed some changes in the optional courses (see § 2.3).

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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	Yes			

Enclosed Documentation (If Applicable)

HEI's Name: Ivane Javakhishvili Tbilisi State University

Higher Education Programme Name: Doctoral Program in Archaeology

Number of Pages of the Report: 28

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	Yes			
2. Teaching methodology and organization, adequate evaluation of programme mastering	Yes			
3. Student achievements and individual work with them	Yes			
4. Providing teaching resources	Yes			
5. Teaching quality enhancement opportunities	Yes			

Expert Panel Chair's   Dr. LYONNET Bertille

Expert Panel Members'

M. KAKHIDZE Emzar

M. KIKNADZE Nikoloz