



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

Doctoral Education Program in Archeology  
Georgian Technical University

Date(s) of Evaluation

October 31, 2019

Report Submission Date

December 10, 2019

Tbilisi  
2019

### HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Georgian Technical University
HEI's Identification Code	211349192
Type of Institution	University

### Higher Education Programme Information Profile

Name of the Programme	Doctoral Programme in Archeology
Level of Education	PhD
Qualification Granted Indicating Qualification Code	0222 Doctor of Archeology
Language of Instruction	Georgian
Number of Credits	120
Programme Status (Authorized/ Accredited/New)	Accredited

### Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Prof. Dr. Svend Hansen Freie Universität Berlin, Germany
Member (Name, Surname, University/organization/Country)	Assoc.Prof. Dr. Emzar Kakhidze, Batumi Shota Rustaveli State University
Member (Name, Surname, University/organization/Country)	Ani Bilanishvili, Ivane Javakhishvili Tbilisi State University, Georgia

## Accreditation Report Executive Summary

### ▪ General information on the education programme

The Doctoral Education Program in Archeology at the Georgian Technical University has an interdisciplinary profile. It combines archeology with courses in scientific methods of age and material determination (The Ethnogenesis of Georgians, Geoarchaeology, Scientific Research Methods in Archaeology, Teaching Methods and Educational Management and Scientific Communication Techniques).

PHD students at GTU are able to speak at least one foreign language, to lead archaeological excavations, to make a full record of the data, to work on old collections, to supervise all the necessary interdisciplinary relations with different specialists in field of natural and technical sciences, to establish international relations, able to transmit his knowledge to the next generation, to write articles in scientific journals, to go abroad with exchange programs, to participate at scientific events, to work with foreign teams in Georgia.

Also good library conventional and e-connections are provided; administration cares about the students' employment after doctorate.

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

The accreditation group met at Wednesday, 30th of October in the afternoon for preliminary discussions and planning. The experts had received all the necessary documents for this evaluation before this meeting and had time to read them and to formulate their questions.

The group met again at 31st of October at the Georgian Technical University for the interviews with members of the university and the faculty, the responsible professors for the PhD program, a group of PhD students and others. The site-visit included a tour through the institution (facilities) – library, classrooms, offices, etc.

### ▪ Summary of education programme's compliance with the standards

Programme complies substantially with the first standard. All other four standards are in compliance with the requirements .

### ▪ Summary of Recommendations

The internationalization of the study program is an urgent task.

The Doctoral Education Program in Archeology at the Technical University with its strong components of scientific methods is sustainable. In its interdisciplinarity lies the future of modern archeology. The interdisciplinary profile is very plausible at a Technical University and should be promoted. The Technical University should consider the possibility of expanding archaeometry into a research and service center. Thus, the inclusion of geophysical prospecting methods (geomagnetics, georadar, etc.) for future use in the field of archaeological field offers. However, modernization of the technical equipment is urgently required. In addition, to strengthen the program, the commission strongly recommends

involving professors and other teachers from Europe. The internationalization of the study program is an urgent task. It is important to increasingly include younger experts who are familiar with the latest technological developments and the devices (e.g. portable XRF).

- **Summary of Suggestions**

The Commission believes that the course of "Ethnogenesis of Georgians" should be replaced by topical issues that play a role in international archeology (e.g. cultural contacts, social inequalities, mining archeology). This also requires strengthening the students' language skills.

The expanding of archaeometry into a research and service center should be considered. This also requires strengthening the students' language skills: the teaching is mainly based on Georgian scientific literature.

The doctoral program has a number of free places. Consideration should be given to how the program can be attractive to more PhD students.

The definition of more clear criteria would possibly improve the evaluation of some of the courses.

We believe that the Quality service is overly centralized, so over time it is advised for the faculty to devolve more functions in this direction. This would help the University conduct a professional survey of students and lecturer satisfaction and this would further highlight the strengths and weaknesses of the programme.

Will be relevant changes in the academic and optional courses and the strengths of involvement all of the stakeholders in the process of design of the Programme.

- **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

The Program is relevant and in accordance with the mission and development plan of Georgian Technical University (further, GTU). 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. 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;

Generally, the Program objectives are clear, realistic and achievable. They reflect the skills, qualifications and competences of the future graduate.

The PhD students have the opportunity to acquire knowledge both from Archaeology and Natural sciences. In addition, the acquisition of knowledge in the teaching and the preparation of scientific work plays an important role.

**Evidences/indicators**

- The assessment of the Expert Panel is based on the SER and the interviews.

**Recommendations:**

- Urgent recommendation is to improve internationalisation of study.

**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

**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**

GTU Doctoral programme 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 The faculty members involved in the Program are regularly updated on assessment results through the Quality Assurance Service.

Programme learning outcomes define the set of knowledge, skills and the sense of responsibility and autonomy. Programme learning outcomes also illustrate that assessment consists of defining, collecting and analysing data and its results are utilized for the improvement of the programme.

**Evidences/indicators**

<ul style="list-style-type: none"> <li>○ The assessment of the Expert Panel is based on the SER and the interviews.</li> </ul>
<p><b>Recommendations:</b></p> <p>The Technical University should consider the possibility of expanding archaeometry into a research and service center. Thus, the inclusion of geophysical prospecting methods (geomagnetics, georadar, etc.) for future use in the field of archaeological field offers. Modernization of the technical equipment is urgently required. In addition, to strengthen the program, the commission strongly recommends involving professors and other teachers from Europe. The internationalization of the study program is an urgent task. It is important to increasingly include younger experts who are familiar with the latest technological developments and the devices (e.g. portable XRF).</p>
<p><b>Suggestions for programme development:</b></p> <p>The Commission believes that the course of "Ethnogenesis of Georgians" should be replaced by topical issues that play a role in international archeology (e.g. cultural contacts, social inequalities, mining archeology). This also requires strengthening the students' language skills.</p>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>
<p><b>Evaluation</b></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
Educational programme objectives, learning outcomes and their compliance with the programme		x		

## 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.

<b>2.1. Programme Admission Preconditions</b>
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  The Expert Panel considers that the admission preconditions are in compliance with standard requirements: transparency, public and available. A list of documents with their deadlines for submission, of exams, contract, and enrollment order is provided to the PhD students.
<b>Evidences/indicators</b>  <ul style="list-style-type: none"><li>○ The assessment of the Expert Panel is based on the SER and the interviews.</li></ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>  The doctoral program has a number of free places. Consideration should be given to how the program can be attractive to more PhD students.
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Complies with requirements</li><li><input type="checkbox"/> Substantially complies with requirements</li><li><input type="checkbox"/> Partially complies with requirements</li><li><input type="checkbox"/> Does not comply with requirements</li></ul>

<b>2.2 Educational Programme Structure and Content</b>
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.

<b>Descriptive summary and analysis of compliance with standard requirements</b>
<p>Programme structure is consistent and logical. Along with the minimum standards of a Programme, the documents give the definition of learning and research components. The learning component is worth 40 ECTS, including core courses for 25 ECTS; doctoral seminar – 10 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 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.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ SER and interviews</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b> <p>The expanding of archaeometry into a research and service center should be considered. This also requires strengthening the students' language skills: the teaching is mainly based on Georgian scientific literature.</p>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> x Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>2.3 Course</b>
<ul style="list-style-type: none"> <li>➤ 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;</li> <li>➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>In general, Core and elective training courses are in compliance with standard requirements; 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 Seminar is also seen as a very positive point since it makes strengthen the</p>



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, which should never be too many in order for the Ph. D. student to have time for his research and writing, they seem too Academic or too distant from the real archaeological field and research work.

**Evidences/indicators**

- The assessment of the Expert Panel is based on the SER and the interviews.

**Recommendations:**

**Suggestions for programme development:**

**Best Practices (if applicable):**

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

**Evaluation**

- ☒ x 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**

The PhD program allows the students to learn skills that will make a successful start to their career. The development of practical scientific/research/creative/performance and transferable skills is well in compliance with standard requirements. Students have a great choice in excavations.

**Evidences/indicators**

- The assessment of the Expert Panel is based on the SER and the interviews.

**Recommendations:**

**Suggestions for programme development:**

**Best Practices (if applicable):**

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

**Evaluation**

<input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements
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<b>2.5 Teaching and learning methods</b>
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.
<b>Descriptive summary and analysis of compliance with standard requirements</b>
The teaching and learning methods are in compliance with standard requirements and ensure the achievement of the Programme. Several discussions with the Academic Staff and with students proved the progress of the results.
<b>Evidences/indicators</b>
The assessment of the Expert Panel is based on the SER and the interviews.
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

<b>2.6. Student Evaluation</b>
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 Programme are 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. Evaluation components and methods are appropriate for the course and its learning outcomes. 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 # 3 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). 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**

The assessment of the Expert Panel is based on the SER and the interviews.

**Recommendations:****Suggestions for programme development:**

The definition of more clear criteria would possibly improve the evaluation of some of the courses.

**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	x			

evaluation of programme mastering				
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### 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.

<b>3.1. Student support services</b>
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>This program consists mainly of the individual PhD topic which gives enough time to consult and support the students in the advancement of their thesis. Moreover, the Advisory Board of this program analyzes the progress of the students and give individual feedback for further development. This support of the PhD students is important to conduct the students in a proper way towards the completion of their thesis. An university-wide introduced information system - Electronic Information Services is a modern instrument for administrative support. which give students the opportunity to follow the results of the assessment, and to communicate with the course teacher via electric messages. Furthermore, to see the academic groups time table, the teacher's time-table, classrooms and laboratories loading. The student also has the opportunity to get information about the processes and innovations in GTU (administrative issues, various local and international projects and events, etc.).</p>
<b>Evidences/indicators</b>  <ul style="list-style-type: none"> <li>○ The assessment of the Expert Panel is based on the SER and the interviews.</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

<b>3.2. Master's and Doctoral Student supervision</b>
Master's and Doctoral students have qualified thesis supervisors.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The current PhD students are strongly supported by their supervisors. In particular, the supervisors are very keen in looking for temporary visits of the students abroad. This is a very important aspect of the studies and help the students to widen their academic view and build networks for their later career. The supervisor has regular consultations with PhD students. The frequency of the consultations is relevant to the specificity of the program and research topic. The head advises the student in the research process on the following issues: Introduces him/her the research design, research management, the process of writing of thesis/scientific-research work/dissertation, integration process within the local and international academic network, the processes of participation in local and international scientific events and results presenting; the peculiarities of referencing scientific articles in publishing journal.</p>
<b>Evidences/indicators</b>  <ul style="list-style-type: none"> <li>○ The assessment of the Expert Panel is based on the SER and the interviews.</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> 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	x			

## 4. Providing teaching resources

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

<b>4.1 Human Resources</b>
<ul style="list-style-type: none"><li>➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;</li><li>➤ 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;</li><li>➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;</li><li>➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.</li></ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b>  The program is implemented by persons with relevant qualifications who have the competence necessary to produce the learning outcomes. Academic staff actively are involved in researches, and university policy encourages scientific researches. The number of academic/scientific staff implementing in the program ensures that the educational process specified in the educational program is carried out as well as the proper performance of the scientific performing activities and other functions assigned to them. The qualifications and experience of the program supervisor are relevant to the development of the program. It is directly and actively involved in the implementation of the program. Program students are served by a sufficient number of administrative staff with whom they have daily contact and strive to meet the needs and interests of students.
<b>Evidences/indicators</b> <ul style="list-style-type: none"><li>○ CVs of academic staff;</li><li>○ Syllabi;</li><li>○ Personal interviews;</li><li>○ Self-assessment report</li></ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> 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 administration is systematically provide academic staff training activities;

The Technical University of Georgia has publish monographs and scientific journals where professors and students have the opportunity to publish their scientific papers. There is also an annual scientific conference, in which, along with academic staff, outstanding students can also participate. Academic staff may, in accordance with their professional interests, participate in international conferences financially supported by the University.

##### **Evidences/indicators**

- Administrative documentation;
- Survey materials conducted by the Quality Service.
- Material and technical base;
- Completed questionnaires for students and lecturers.

##### **Recommendations:**

##### **Suggestions for programme development:**

##### **Best Practices (if applicable):**

Academic staff and students may, in accordance with their professional interests, publish monographs and articles financially supported by the University.

##### **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.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  The program is provided with appropriate library, material and technical resources; According to the students, they have access to any literature they need; The University has well-equipped auditoriums and offices, restoration, cameral and geological labs.
<b>Evidences/indicators</b>  <ul style="list-style-type: none"> <li>○ Class rooms, offices;</li> <li>○ Laboratories;</li> <li>○ • Library;</li> <li>○ Interviews.</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <ul style="list-style-type: none"> <li>✓ Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>4.4.Programme/faculty/school budget and programme financial sustainability</b>
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  The financial resources provided by the program budget are relevant to the learning objectives and meet the needs of the program. The University will fully cover the cost of maintaining the archaeological and technical labs needed for the program and implementing practices.
<b>Evidences/indicators</b>  <ul style="list-style-type: none"> <li>○ Financial plan;</li> <li>○ Documentation depicting equipment and upgrading of the archaeological tests ;</li> <li>○ Interviews.</li> </ul>



<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements   <input type="checkbox"/> Substantially complies with requirements   <input type="checkbox"/> Partially complies with requirements   <input type="checkbox"/> Does not comply with requirements </div>

### 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	X			

## 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.

<b>5.1 Internal quality</b>
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.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The Quality Assurance Office operated in the evaluation of the educational programs or of the syllabi of the academic courses. This 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 academic contacts.</p>

<b>Evidences/indicator:</b>
SER / Interview with the quality assurance office
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <div> <input checked="" type="checkbox"/> Complies with requirements            <input type="checkbox"/> Substantially complies with requirements            <input type="checkbox"/> Partially complies with requirements            <input type="checkbox"/> Does not comply with requirements       </div>

<b>5.2 External quality</b>
Programme utilizes the results of external quality assurance on a regular basis.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>External quality assessment mechanisms at the university level represent the authorization and accreditation process. To the extent the program's internal monitoring mechanism at the university has been regularly modified and improved after program accreditation. Re-accreditation, in this case, is a means of validating accumulated changes.</p>
<b>Evidences/indicators</b>  <div> <input type="radio"/> Provision of continuity of quality improvement       </div>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>  <p>· We believe that the Quality Service is overly centralized, so over time it is advisable for the Faculty to devolve more functions in this direction. This would help the University conduct a professional survey of student and lecturer satisfaction, and this would further highlight the strengths and weaknesses of the program.</p>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <div> <input checked="" type="checkbox"/> Complies with requirements       </div>

- ☐ 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 Quality Assurance Office operated well in process of design the programme, e.g. new syllabi have been prepared, taking in consideration the recommendations of all the persons involved; the programme 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 new proposals were then presented to all the stakeholders and discussed with them.

#### **Evidences/indicators**

- Questionnaires presented, results of subtraction analysis;
- Provision of continuity of quality improvement;
- Interviews with employers;
- Interviews with alumni.

#### **Recommendations:**

#### **Suggestions for programme development:**

Will be relevant changes in the academic and optional courses and the strengths of involvement all of the stakeholders in the process of design of the Programme.

#### **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	X			

### Enclosed Documentation (If Applicable)

HEI's Name: Georgian Technical University

Higher Education Programme Name: Doctoral Programme in Archaeology

Number of Pages of the Report: 21

### 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

Svend Hansen

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### Expert Panel Members'

Emzar Kakhidze

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Ani Bilanishvili

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