



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## Accreditation Expert Group Final Report on Cluster of Higher Education Programmes

**LEPL Ivane Javakhishvili Tbilisi State University**

**Programme 1:** Philosophy BA

**Programme 2:** Philosophy MA

**Programme 3:** Philosophy PHD

Evaluation Date(s): Nov. 10 -12, 2022

Report Submission Date: Nov. 28, 2022

Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Ivane Javakhishvili Tbilisi State University, Legal Entity of Public Law
Identification Code of Institution	204864548
Type of the Institution	University

### Expert Panel Members

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>
<b>Name of the educational programme</b>	Philosophy	Philosophy	Philosophy
<b>Level of higher education</b>	Level 6 - Bachelor's Studies	Level 7 - Master's Studies	Level 8 - Doctoral Studies
<b>Qualification to be awarded</b>	Bachelor of Philosophy	Master of Philosophy	PhD in Philosophy
<b>Name and code of the detailed field</b>	0223- Philosophy and ethics	0223 - Philosophy and ethics	0223 - Philosophy and ethics
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	-	-	-
<b>Language of instruction</b>	Georgian	Georgian	Georgian
<b>Number of ECTS credits</b>	240	120	40
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Accredited 28.10.2011 #168	Accredited 26.07.2012 #259	Accredited 26.07.2012 #281

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<sup>1</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes<sup>2</sup>**

The Philosophy Cluster at Ivane Javakhishvili Tbilisi State University comprehends three programmes in the field:

- (i) Philosophy, at the Bachelor's level

It has been implemented since 2011 and involves 240 credits to be completed in 4 academic years. This amount comprehends 50 credits of compulsory courses, 120 credits corresponding to the Major, divided into 75 credits for Major courses, 35 credits for elective courses, and 10 credits for the Bachelor's thesis. The Minor involves 60 credits, complemented by 10 credits of free-choice courses. The approach seeks to lead the students from basic information about the main philosophical lines of thought to the understanding of complex problems concerning theoretical and practical philosophy, providing competencies related to critical thinking, communication skills, networking and internationalisation.

- (ii) Philosophy, at the Master's level

It has been implemented since 2012 and involves 120 credits to be completed in 2 academic years. Its structure comprehends 30 credits corresponding to common subjects, 30 credits to specialisation core courses, 30 credits to elective courses, and 30 credits to the preparation of the Master's thesis. The contents are mainly focused on the practical field of ethics and politics.

- (iii) Philosophy, at the Doctoral level

It has been implemented since 2012 and study component involves 40 credits to be completed in 3 academic years. The mandatory courses entail 25 credits, and 15 credits correspond to elective courses and activities. Complementary requirements are also indicated to ensure the mastering of relevant investigative capacities. The programme seeks to provide research skills through diverse strategies related to methodology, which lead to the PhD dissertation.

- **Overview of the Accreditation Site Visit**

Evaluation of the programmes grouped in a cluster was carried out on November 10-12, by the expert panel approved by the order of the NCEQE. The format of the evaluation was hybrid, with Georgian experts and representatives of the institution attending interviews on-site, and the chair of the panel online, via zoom platform. Accreditation experts held a preliminary meeting online on November 9, where they shared their preliminary findings based on the review of the programmes grouped in a

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<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

cluster, self-evaluation report and relevant annexes, and planned the details of the evaluation. Expert panel had the chance to meet all internal and external stakeholders of the programmes and observe material-technical resources. Namely, the expert panel held interviews with: University and faculty administration, self-evaluation team, representatives of quality assurance office, heads of the programmes grouped in a cluster, academic and invited staff of the programmes, students and alumni of the programmes and employers. Accreditation visit was well organised and the working environment was collaborative and welcoming. By the end of the visit, the expert panel presented their main findings to the institution's representatives, according to the following points.

- **Brief Overview of Education Programme Compliance with the Standards**

**Standard 1:**

Substandard 1.1 - 1.4 Complies with Requirements

1.5 – Substantially Complies with Requirements

**Standard 2:**

Substandard 2.1 -2.4 Complies with Requirements

**Standard 3:**

Substandard 3.1 – 3.2 Complies with Requirements

**Standard 4:**

Substandard 4.1 – 4.5 Complies with Requirements

**Standard 5:**

Substandard 5.1 – 5.3 Complies with Requirements

- **Recommendations**

**1.5. Academic Course/Subject**

- Refine the standards for compulsory bibliography in English in the case of the students admitted with other language preconditions.

- Ensure that all the syllabi include the transparent and detailed assessment rubrics and learning outcomes properly formulated.

- **Suggestions for the Programme Development**

1.3 -Reinforce the procedures to inform the teaching staff about the contents and results of the students' surveys to ensure feedback and further development of the learning process.

-Even if there are important achievements concerning the participation of graduates and employers, their involvement could be enhanced through broader follow-up of the insertion of the graduates in the labour market and their commitment in planning and decision-making.

2.3 - Since the invited staff and the students shared views about the relevance of the teaching methods based on the work with sources also at the Bachelor's level, it could be valuable to explore the way to strengthen this feature in that programme, without leaving aside the current attained balance.

2.4 -As a minor shortcoming, the students from the bachelor and master levels commented about some difficulties in complying with the evaluation schedule because of overlapping or lack of articulation of timetables. It would be helpful to solve this operational detail and in general to these practical issues.

3.2 - Philosophy, Doctoral programme: Despite the fact that the number of supervised students is not over this limit, that would be useful if HEI works on defining optimal number for supervised dissertations per professor.

-Philosophy, Doctoral programme: Increase the awareness of the supervision evaluation process among some academic staff members.

4.1 -The invited staff have some reservations concerning the labour conditions related to salaries and access to incentives and funding for academic activities. Even taking into account that this is a common global issue, and no distinct solutions are at hand, it would be important to work on improving the invited staff conditions to foster their scientific development.

4.3 -Reinforce the procedures to incorporate the results of surveys and student assessment into the teaching staff practices to ensure feedback and further development of the learning process.

-In line with the significant progress made in the field of internationalization, which includes suitable plans for further development, it would be helpful to strengthen the support of internationalisation activities related to research, publication, and participation in academic events of the teaching staff and the Master and Doctoral students.

4.4- To further improve the quality of the information and communication platforms currently in use and continue enriching resources of library.

- Continue improving the availability of workspaces, especially for undergraduate students.

4.5- Continue working on attaining of grants and concurrent funding.

- **Brief Overview of the Best Practices (if applicable)**

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- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The argumentative position of the HEI fits the contents and spirit of the assessment report, and both have shared views and perspectives.

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

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**Evaluation approaches for the accreditation experts:**

**The components of the accreditation standards are evaluated using the following two approaches:**

1. Cluster and individual evaluation<sup>3</sup>
2. Cluster evaluation<sup>4</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster

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<sup>3</sup> **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

<sup>4</sup> **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.



4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

### III. 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 to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

##### 1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

##### Cluster and individual evaluation

##### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The three Philosophy programmes share the same area, which ensures thematic compatibility, and are properly differentiated through diverse disciplinary approaches seeking to provide a gradual progression from general outlines to the in-depth analysis of philosophical subjects and to develop relevant skills. The objectives are in line with the institutional mission and strategic plan and comply with suitable criteria of clarity and achievability. They are entirely appropriate to higher education studies in general and the specific study levels in particular. The expected contribution to society at large is properly described and justified, and good ideas about the potential integration of graduates in the labour market are provided. The relevance of internationalisation is adequately stressed and incorporated as a critical component of the cluster, identifying this aspect as a point to be further developed. Information about the objectives and overall features of the programme are public and accessible through the institutional website.

During the interviews, all the participant stakeholders reveal to be well aware of the institutional goals and comprehend their role in the general strategy.

##### Description and Analysis - Programme 1 (Philosophy, Bachelor programme)

The objectives of the programme are clearly defined, realistic and achievable. The programme describes how it contributes to the development of society.

The purpose of the bachelor programme is to give the student basic theoretical and actual knowledge in philosophy; to introduce the basic traditions, ideas, and directions of philosophical thinking; to teach the thought of the most prominent representatives of philosophy, the historical way of philosophy development and the starting principles and values of Western thought; to deliver the experience of argued, systemic and conceptual understanding of the fundamental problems of existence, the world, cognition, human and society, and the ability to debate about them.

The acquired knowledge and abilities will ensure student's employment in both theoretical and practical philosophy as well as in the field of applied and professional ethics. The programme takes into consideration the requirements of the current labour market, the employer and trains a competitive specialist with the relevant abilities. The purpose of the programme is fully in line with the Sector Benchmark in Philosophy. The objectives of the undergraduate programme are public and accessible, as evidenced by the information provided on the university's website. The goals of the Bachelor of Philosophy programme are shared by those involved in the program, as confirmed through interviews.

#### **Evidences/Indicators**

- Syllabi of the cluster's programmes
- Relevant institutional regulations
- Self-assessment report
- Interviews with the management staff, the Quality Assurance units, the academic and invited staff, the students, the graduates, and the employers.

#### **Description and Analysis - Programme 2 (Philosophy, Master programme)**

The programme has clearly established objectives and learning outcomes, which are logically connected to each other. The chronological framework is arranged from ancient philosophy to contemporary postmodernist philosophy. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

The objectives of the program are to transfer deep, systematic and new knowledge in the following directions: political philosophy, moral philosophy and applied ethics, cultural philosophy. Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competencies a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

#### **Evidences/Indicators**

- Syllabi of the cluster's programmes
- Relevant institutional regulations
- Self-assessment report
- Interviews with the management staff, the Quality Assurance units, the academic and invited staff, the students, the graduates, and the employers.

#### **Description and Analysis - Programme 3 (Philosophy, Doctoral programme)**

The Doctoral programme counts on suitable and feasible objects, well based on relevant regulations. They are comprehensive and pay due account to the expected profile of the graduates and their relationship with the society at large, the development of high-quality, broad skills related to research abilities in the field, teaching prowess,

proficiency in interdisciplinary activities, and academic capacities on the basis of responsible and autonomous conduct. The study level is correctly considered as well as the graduates' integration into the labour market. Internationalisation is taken into account through a consistent reflection on the relationship between tradition, innovation and global dialogue.

During the interviews, the diverse actors of the PhD programme reveal proper knowledge of the programme's objectives. The management and academic staff shared robust views on the national and institutional tradition comprehended as a ground for further development, connecting this framework with the design of the programme's goals.

#### Evidences/Indicators

- Syllabi of the cluster's programmes
- Relevant institutional regulations
- Self-assessment report
- Interviews with the management staff, the Quality Assurance units, the academic and invited staff, the students, the graduates, and the employers.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and Suggestions according to the programmes: -**

#### Evaluation

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.

➤ Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

## Cluster and individual evaluation

### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The learning outcomes are properly aligned with the programmes' goals and have a proper internal articulation in levels of growing complexity. In this vein, they are consistent with the education level and field of each programme, and are properly articulated on the basis of the shared disciplinary features. Information about the learning outcomes to relevant stakeholders is adequately provided through effective channels. The outline is measurable, feasible, and pays due attention to the graduates' future employment. The scheme of learning outcomes also complies with the requirement of sectoral benchmarks and was designed with the involvement of all relevant parties. Their collaboration and contributions were properly described during the interviews with the quality assurance units, the management and teaching staff, and the students.

#### **Description and Analysis - Programme 1 (Philosophy, Bachelor programme)**

The learning outcomes of the bachelor's programme in philosophy are logically related to the goals of the programme and the features of the field of study. Namely: the graduate of the programme describes philosophical categories and interprets them; differentiates the classification of specific areas of philosophy; establishes and determines the relationship of philosophy with mythology, religion and science; examines various methods of philosophy and critically understands them in an interdisciplinary context; Describes the historical periods of the development of philosophy, discusses especially the western tradition, the classics, their ideas and arguments, compares the development of philosophy with the history of the development of the Georgian philosophical thought of the western tradition. In addition, the bachelor's programme in philosophy envisages the development of such competencies as: critical summarization and evaluation of presented arguments, use of information technology as a communication and learning tool; critical thinking, effective written and oral communication, adherence to ethical norms in professional and research activities. The results of the bachelor's programme are fully consistent with the Sector Benchmark in Philosophy.

#### **Evidences/Indicators**

- Map of correlation between programme objectives and learning outcomes
- National and institutional regulations
- Documents concerning the Committee of Planning, Working out and Development of educational programmes in Philosophy and the corresponding reports
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, the graduates, and the employers.

#### **Description and Analysis - Programme 2 (Philosophy, Master programme)**

The learning outcomes of the master's program in philosophy are presented in terms of three modules, which fully correspond and meet the requirements of practical philosophy. The teaching and research components used to achieve the final goals ensure the achievement of results: the Master of Philosophy deeply analyses the main categories of political philosophy, moral philosophy and cultural philosophy, discusses and critically evaluates ideas,

uses traditional and modern methodologies, integrates Georgian and Western (European and American) philosophical thought, Interprets and compares, Creates a scientific paper in compliance with academic standards.

Module I explain the features of the functioning of philosophical discourses, their similarities and differences, the historical-political conditions of formation and development from Socrates-Plato to the present day; describes and discusses the works of the classics, the foundations of modern and postmodern political philosophy, modern philosophical theories of power;

Module II focuses on the problems of Christian ethics (the relationship between the community and the church, the principle of the temple), ethical aspects of ecology.

Module III defines the peculiarities of ancient aesthetics, romanticism, the basics of classical and non-classical aesthetics, diversity of cultures, uniqueness and originality, cultural dialogue, value issues.

During the interviews, students show tolerance, and respond to the problems arising in the Georgian reality. The program allows them to continue their studies at the third level.

#### **Evidences/Indicators**

- Map of correlation between programme objectives and learning outcomes
- National and institutional regulations
- Documents concerning the Committee of Planning, Working out and Development of educational programmes in Philosophy and the corresponding reports
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, the graduates, and the employers.

#### **Description and Analysis - Programme 3 (Philosophy, Doctoral programme)**

The learning outcomes of Philosophy Doctoral programme are organised in three areas, knowledge and understanding, skills, and responsibility and autonomy. Each of them establishes a set of suitable items, covering contents, research methods, interdisciplinary issues, comprehensive understanding of the academic environment, use of information and communication technologies applied to Humanities, international patterns, academic skills, creative thinking, and academic ethics. They are relevant to the field, properly connected, aligned with the programme's goals, measurable and achievable on the basis of the general outline. The social environment and the graduate's labour market is properly taken into account.

During the interviews, the Quality assurance units and the management staff could provide fitting information about the criteria to determine the learning outcomes and the participation of relevant parties in their design. The teaching staff and the students confirmed their participation and were aware of their content and implications. The employers were satisfied with the overall scheme and results of the learning outcomes and considered the outcomes highly valuable.

#### **Evidences/Indicators**

- Map of correlation between programme objectives and learning outcomes
- National and institutional regulations
- Documents concerning the Committee of Planning, Working out and Development of educational programmes in Philosophy and the corresponding reports

- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, the graduates, and the employers.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and suggestions according to the programmes: -**

## Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The higher education institution has appropriate mechanisms for the evaluation of the learning outcomes, according to its regulations and international standards for accreditation. The Quality assurance units at the University and Faculty levels count on fitting procedures for collecting and analysing data through clear protocols. The evaluation group is suitably organised, with members with diverse roles to get comprehensive views. The methods, including direct and indirect mechanisms on a regular basis, are highly appropriate. Feedback schemes are sufficient and very well-crafted.

During the interviews, all the relevant parties revealed to be adequately informed and engaged in evaluation procedures. The academic and invited staff described their role in the general process and showed to be open to further development. Still, they claimed not to count on regular information. As a suggestion, considering the challenges related to the incorporation of these practices in everyday life of the programmes, the information to the

teaching staff regarding the student surveys could be reinforced to get the best results from the actions. The learning outcomes of teaching and scientific research component are evaluated in a consistent manner with the periodicity specific to the programmes' field. The peculiarities of the study area and education level are properly considered. The evaluation forms and methods, both direct and indirect, are sound. The learning assessment results are used as tools for the programmes' improvement. The programme has appropriate benchmarks for each learning outcome.

**If necessary, description and analysis according to the education programmes**

**Evidences/Indicators**

- Syllaby of the three programmes
- Programmes' learning outcomes map
- National and institutional regulations
- University guide concerning the evaluation of learning outcomes
- Analysis of student's academic performance
- Analysis of labour market and employers' needs
- Reports from the Committee of Planning, Working out and Development of educational programmes in Philosophy
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, and the students

**General recommendations of the cluster: -**

**General suggestions of the cluster:**

-Even if there are important achievements concerning the participation of graduates and employers, their involvement could be enhanced through broader follow-up of the insertion of the graduates in the labour market and their commitment in planning and decision-making.

-Reinforce the procedures to inform the teaching staff about the contents and results of the students' surveys to ensure feedback and further development of the learning process.

**Recommendations and Suggestions according to the programmes: -**

**Evaluation**



Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

#### Cluster and individual evaluation

##### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The cluster complies with adequate protocols to design and update the education programmes, based on the adequate tasks of the Committee for Planning, Working out, and Development of Philosophy Educational Programmes, whose structure, activities and members are fully appropriate to conduct the expected actions. The Quality assurance units have a fitting role and responsibilities in the monitoring process, and pertinent steps are accomplished to introduce changes and approve the innovations.

The structure and content of the programmes are clear, adequate to the field, and organised considering gradual achievement of the learning outcomes both within and between the programmes. This is especially visible in the case of internationalisation since the programmes are articulated to provide specific skills that by accumulation lead to the expected results. Thus, the bachelor's level focuses on the mastering of foreign languages, the master's level broadens the abilities to work in the area, and the doctoral level has as a requirement publication in international journals.

During the interviews, the Quality assurance representatives could offer valuable information about the procedure complementing the self-assessment report and answered questions on these topics in a highly satisfactory way. The teaching staff exhibited solid knowledge about the educational programme and robust capacities to work according to the expected lines. The students and graduates showed to be properly informed and very satisfied with the educational programme and its development. It is worth mentioning that a considerable number of the bachelor's level declared their will to continue in the following levels in the programmes within the cluster. The relevant information about the structure and content of the programmes is available on the institutional website.

##### Description and Analysis - Programme 1 (Philosophy, Bachelor programme)

According to the level of study the curriculum of the bachelor's programme in philosophy, covers basic knowledge and understanding. The compulsory courses of the programme begin with an epoch-making understanding of philosophy, working on philosophical texts and understanding basic philosophical concepts. Elective courses of the

programme give the student an opportunity to gain knowledge about such subjects that were determined by the subject of the compulsory lecture courses. The programme pays special attention to strengthening general competencies: be it logical, creative and critical thinking, oral and written communication, analytical, team working skills, etc. The programme also gives the student an opportunity to improve their English language skills, which will help them to get employed in the labor market. A bachelor's thesis (10 credits) is also a mandatory component of the program. The duration of the programme is eight semesters (240 ECTS credits). The undergraduate 240 ECTS credits are distributed as follows: 50 ECTS credits are allocated to basic compulsory and elective courses of humanitarian competence. 120 ECTS credits are intended for the main field of study. Within the framework of 60 ECTS credits, the student is given the opportunity to choose the desired additional program, and 10 ECTS credits are determined by the student's so-called free choice. 120 credits of the main field of study are distributed as follows: 75 ECTS credits for the core courses of the speciality, 35 ECTS credits for the elective courses of the speciality, and 10 ECTS credits for the bachelor's thesis.

### **Evidences/Indicators**

- Institutional documents related to the procedures for planning, elaboration, assessment and development of educational programmes
- Educational programmes, study plans, and syllabi
- Map of correlation between programme objectives and learning outcomes
- Reports of the Committee of Planning, Working out and Development of educational programmes in Philosophy
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

### **Description and Analysis - Programme 2 (Philosophy, Master programme)**

The content and structure of the programme ensure the individuality of the programme. The Master's program includes 120 ECTS credits. The student chooses the specialisation module from the II semester of study. Common subjects for the program includes 30 ECTS credits. For each module in the II-III semesters, compulsory specialization subjects of 30 ECTS credits, optional subjects of 30 ECTS credits are provided. A master's student can take electives from any module. 30 ECTS credits of the IV semester will be devoted to the preparation of a master's research paper. This structure is sound and covers adequately the main field. It is aligned with the qualification to be awarded and allows achieving the learning outcomes. There is proper attention to new scholarly developments to keep the programme up-to-date and aware of relevant innovations. Internationalisation activities and strategies are adequate and effective.

### **Evidences/Indicators**

- Institutional documents related to the procedures for planning, elaboration, assessment and development of educational programmes
- Educational programmes, study plans, and syllabi
- Map of correlation between programme objectives and learning outcomes

- Reports of the Committee of Planning, Working out and Development of educational programmes in Philosophy
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

### **Description and Analysis - Programme 3 (Philosophy, Doctoral programme)**

The structure of the Doctoral programme, comprehending 40 credits covers all the requirements of the level. Admission preconditions are suitably established to produce a smooth articulation with previous levels and ensure the required students' knowledge and abilities according to the standards of doctoral studies. The distribution of mandatory and elective courses is equally adequate. The courses oriented to strengthening research skills are sufficient in number and content. The covering of the areas is flexible enough to comprise diverse students' interests, provide comprehensive disciplinary views, and incorporate regular updates according to cutting-edge theoretical developments in the field. The requirements oriented to produce scholarly outcomes are fitting and enough to comply with the expected results. The training oriented to the thesis is adequate and the parameters of the final work are clear and aligned with the desired quality of this kind of scholarly production. New research findings and scientific achievements are appropriately considered to keep the overall practice up-to-date.

During the interviews, the management staff and the Quality assurance units described the processes involved in the drafting of the educational programmes properly, which adequately meet the condition of collaborative engagement of the relevant stakeholders. The teaching staff provided suitable answers about the concrete practices related to this plan, and the students offered valuable instances of the development of the activities and confirmed the feasibility of the overall scheme.

### **Evidences/Indicators**

- Institutional documents related to the procedures for planning, elaboration, assessment and development of educational programmes
- Educational programmes, study plans, and syllabi
- Map of correlation between programme objectives and learning outcomes
- Reports of the Committee of Planning, Working out and Development of educational programmes in Philosophy
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

**General recommendations of the cluster: -**

**General suggestion of the cluster: -**

## Recommendations and suggestions according to the programmes: -

### Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The content of the courses is adequate and available in the courses' syllabi, which follow the institutional regulations concerning the structure and complete information about teaching and teaching methods, contents, objectives, credits, student load, admission requirements, learning outcomes, evaluation procedures, basic and additional literature and any other information that proves to be helpful for the purpose.

The system of credits is clear, appropriate and properly crafted. Adequate attention is paid to the articulation between courses within each programme and between the different programmes, which ensures a general balance oriented to attain the expected goals. The syllabi offer a precise indication of the sources and secondary bibliography to be studied, and the special resources derived from the innovation in the courses' topics and areas are suitably taken into account, allocating ad hoc budget for the acquisition of bibliography. The collaborative actions involved in these tasks, well-described by diverse stakeholders during the interviews, reveal a mature unfolding.

#### Description and Analysis - Programme 1 (Philosophy, Bachelor programme)

The learning outcomes of each study course of the presented bachelor's programme correspond to the learning outcomes of the programme and the corresponding level of higher education. To ensure alignment of course learning outcomes with programme one and the appropriate level, there is a map detailing programme learning outcome(s) correlated with individual course meets. All the courses in the program are evaluated by ECTS credits. When determining the contact and independent hours, the content of the course, the scope and activities planned within

the course and tasks are taken into account. The study of the presented documentation and programme syllabi showed that, depending on the content and learning outcomes of the training courses, appropriate teaching and learning methods are defined in the courses. The syllabus for each course describes the methods, criteria and rubrics for evaluating the learning outcomes. However, syllabi presented by the BA program of philosophy don't include the activity evaluation rubrics. For instance courses like: Aesthetics, analytical philosophy, philosophy of history, antique and christian Platoism etc.

The course syllabi indicates the mandatory and additional resources and literature needed to achieve the learning outcomes.

#### **Evidences/Indicators**

- Educational programmes, study plans and syllabi
- Curriculum map
- Documents related to institutional procedures for planning, elaboration, assessment and development of educational programmes
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates

#### **Description and Analysis - Programme 2 (Philosophy, Master's programme)**

The learning outcomes of each study course of the Magister's programme correspond to the learning outcomes of the programme and the corresponding level of higher education. All the courses in the program are evaluated by ECTS credits. Content, bibliography and evaluation of the Master's programme are adequate and in line with the requirements of the component of the standard, indicated through the self-evaluation report (SER), the enclosed documents and site-visit. At the final stage of the educational process, the student is required to perform analytical research work, i.e. a master's thesis. In the case of compulsory literature in English, it would be convenient to contemplate the cases of students admitted with diverse language preconditions. The syllabi are adequate although not in all the cases include assessment rubrics.

#### **Evidences/Indicators**

- Educational programmes, study plans and syllabi
- Curriculum map
- Documents related to institutional procedures for planning, elaboration, assessment and development of educational programmes
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates

#### **Description and Analysis - Programme 3 (Philosophy, Doctoral programme)**

The courses of the Doctoral programme are aligned with the programme's goals, making up a consistent whole. The number and distribution of credits are adequate, paying due attention to shared and independent hours to attain the best balance. The evaluation criteria are clear and coherent. Still, syllabi not always include the assessment rubrics, and the formulation of the learning outcomes should be revised and expressed in present tense. The content of the Doctoral programme is adequate. The work with sources and secondary bibliography is adequate to equip the students with sufficient knowledge and skills according to the study level.

### Evidences/Indicators

- Educational programmes, study plans and syllabi
- Curriculum map
- Documents related to institutional procedures for planning, elaboration, assessment and development of educational programmes
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates

#### General recommendations of the cluster:

- Refine the standards for compulsory bibliography in English in the case of the students admitted with other language preconditions.

- Ensure that all the syllabi include the transparent and detailed assessment rubrics and learning outcomes properly formulated.

#### General suggestions of the cluster: -

#### Recommendations and suggestions according to the programmes: -

### Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Philosophy, Master programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the engagement achievement of the objectives and expected learning outcomes of the programme.

### 2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The admission preconditions are clear and aligned with corresponding regulations. A suitable methodology of planning the student body in each programme is available and considers the existent resources and infrastructure adequately. Admission of students is entirely in line with these methodology and related regulations. The information concerning admission preconditions is public and accessible through suitable channels, including the website, other information and communication technologies, social media and open door days. They are entirely in line with the requirements of the different levels.

During the interviews, the students described the process stressing the institutional support and the clear criteria.

#### Description and Analysis - Programme 1 (Philosophy, Bachelor programme)

Persons with complete general education who pass unified national exams will be admitted to the Bachelor's program. In addition, it is possible to enrol in the programme on a mobility basis in accordance with the law. The prerequisites for admission to the programme are transparent and fair and ensure that applicants with the necessary

knowledge, skills and competencies to overcome the programme are accepted. The conditions of admission to the programme and other valid information related to admission are provided on time, in the appropriate period every year and are placed on the website and directory of the National Center for Assessments and Examinations.

#### **Evidences/Indicators**

- Institutional regulations
- Institutional website
- Doctoral provision of the Faculty of Humanities
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

#### **Description and Analysis - Programme 2** (Philosophy, Master programme)

Admission to the Master programme requires a bachelor's qualification in the fields of philosophy, theology, religious studies, history, classical philology, Byzantine philology, philology, liberal sciences, psychology, sociology, political science, cultural studies, social and/or cultural anthropology, American studies, European studies, physics, or if they have completed additional courses in philosophy (minor) program. Knowledge of a foreign language (English, German, or French) at a B1 level and passing the specialization written exam in philosophy are also required. All these elements warrant the students' required level.

#### **Evidences/Indicators**

- Institutional regulations
- Institutional website
- Doctoral provision of the Faculty of Humanities
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

#### **Description and Analysis - Programme 3** (Philosophy, Doctoral programme)

Admission to the Doctoral programme requires Master or equivalent qualification, knowledge of a foreign language (English, German, or French) at a B2 level, a recommendation from the Head of the programme and the probable supervisor of the doctoral thesis, and the acceptance of the Doctoral Admission Committee as a result of an interview and the analysis of antecedents, a motivation letter describing the area to be studied, a scientific paper and a presentation at a public session. All these elements are adequate and efficient to guarantee the students' necessary level.

#### **Evidences/Indicators**

- Institutional regulations
- Institutional website
- Doctoral provision of the Faculty of Humanities



- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and suggestions according to the programmes: -**

## Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The three programmes in the cluster pay due attention to the development of relevant skills, such as research competencies, oral and written abilities, analytical skills, digital literacy, knowledge of foreign languages, and creative and critical thinking, comprehended as solid grounds for mastering the field. These skills are properly organised according to the peculiarities of the diverse levels, appealing to diverse teaching methods and approaches, different kinds of courses, and a suitable range of academic activities. These activities include participation in academic events, text production, and publication. The specific learning outcomes of each programme are properly considered in the design of the practical components. The Doctoral programme, as the highest expression of the institutional progress in the field, takes properly into account the development and enhancement of transferable skills. During the interviews, the teaching staff described different methods and strategies related to this point. The students outlined their experience in the curricular components and their participation in the complementary activities, considering them adequate tools. The students also described the number and quality of the activities organised by

the institution as highly satisfactory. Suitable collaborative actions and agreements with the employers are part of the regular activities.

**If necessary, description and analysis according to the education programmes**

**Evidences/Indicators**

- Syllabi
- Map of the curriculum
- Institutional regulations
- Rate of students involvement in research projects and conferences
- Information about production and academic activities at the institution
- Self-assessment report
- Interviews with the management staff, the teaching staff, the students, the graduates, and the employers.

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and suggestions according to the programmes: -**

**Evaluation**

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Philosophy, Bachelor programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Philosophy, Master programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Philosophy, Doctoral programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.3. Teaching and Learning Methods**

The programme is implemented by using student-centered teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes and ensure their achievement.

**Cluster and individual evaluation**

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The structure and members of the cluster shared common views about the importance of developing effective learning methods and increasing the student-centred approach to foster the students' skills enhancement and their autonomy. The specific study level of each programme is properly considered in the design of the teaching and learning methods. To achieve the learning outcomes, the program in the formats of lecture, working group, practical training, homework, the midterm assessment, presentation, abstract, essay, quiz, final exam, bachelor's, thesis/ master's thesis, etc. applies a variety of methods, such as Induction, deduction, analysis and synthesis, group work, explanatory method, verbal method, method of working on a book, discussion and debates. These methods are suitable oriented to produce the student's engagement. Individual needs of the students are properly taken into account and sound strategies are available. E-learning has been incorporated into the everyday life of the programmes, and valuable processes prompted by the pandemic were reassessed and introduced into traditional practices.

During the interviews, the teaching staff offered descriptions of their teaching methods and the peculiarities of the different levels. It was also revealed that doctoral program envisages various possibilities to ensure acquiring research and transferable skills – conferences, research projects, publishing articles, elective and compulsory courses. The students and graduates depicted a fruitful environment and praised the quality of the teaching strategies.

#### **If necessary, description and analysis according to the education programmes**

##### **Evidences/Indicators**

- Syllabi
- Electronic learning platform and related regulations
- Self-assessment report
- Interviews with the management staff, the teaching staff, the students, and the graduates

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

##### **Recommendations and suggestions according to the programmes:**

###### **Programme 1 (Philosophy, Bachelor programme)**

**Recommendation(s): -**

**Suggestion(s):** Since the invited staff and the students shared views about the relevance of the teaching methods based on the work with sources also in the Bachelor's level, it could be valuable to explore the way to strengthen this feature in that programme, without leaving aside the current attained balance.

##### **Evaluation**

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The programmes in the cluster involve straightforward views about the role of evaluation within educational strategies. They conceive assessment as an integral aspect of the teaching method oriented to enhance the students' skills and knowledge, appealing to diverse types of exams focused on different competencies and apt to produce adequate feedback. The evaluation criteria are aligned with national and institutional regulations and explicit. The credits system is unambiguous, and the syllabi include enough information about the criteria and particularities of the evaluation of a given course. The assessment approach is based on a suitable combination of controlled and uncontrolled examinations in different moments (midterm and final evaluations) oriented to account for diverse aspects and goals. The procedure comprises mechanisms of appeal in the case of disagreement with the results and foresees convenient feedback. The scoring follows national regulations. In the case of the programmes with dissertation, the evaluation framework and criteria are entirely adequate and comply with the criteria of previous fair information about the standards and procedure, external evaluation, mechanisms for monitoring academic integrity and plagiarism prevention, defence in a public event. Hence, the assessment for MA and PhD thesis is transparent and fair, based on clear regulations. Adequate measures related to academic integrity and anti-plagiarism policies are part of the institutional procedures.

During the interviews, the quality assurance units and the management staff provided convincing information about the role of evaluation in the general approach aimed at enhancing the students' skills and knowledge and the programmes' standards. The teaching staff outlined the shared strategies and the particularities of the evaluating approach of each programme, and the students and graduates recounted from their perspective the assessment system. No major obstacles related to deadlines and accomplishment of the schedules were detected. As a minor shortcoming, the students from the bachelor and master levels commented about some difficulties in complying with the evaluation schedule because of overlapping or lack of articulation of timetables. In the case of the programmes with dissertation, the graduates described the whole process as highly positive and well-articulated. Practices related to academic integrity and anti-plagiarism policies showed to be adequately incorporated into the regular practices of the diverse stakeholders.

**If necessary, description and analysis according to the education programmes**

**Evidences/Indicators**

- National and institutional regulations
- Syllabi
- Evaluation mechanism of the programme learning outcomes
- Institutional website and e-learning platform
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates

**General recommendations of the cluster: -**

**General suggestions of the cluster:**

As a minor shortcoming, the students from the bachelor and master levels commented about some difficulties in complying with the evaluation schedule because of overlapping or lack of articulation of timetables. It would be helpful to solve this operational detail and in general to these practical issues.

**Recommendations and suggestions according to the programmes: -**

**Evaluation**

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

#### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

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#### Cluster and individual evaluation

##### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

TSU has a program planning, evaluation and development procedure for all three-level programs, Bachelor's, Master's and Doctoral.

During the interviews, it was noted that the program development committee participates in the program planning, evaluating and developing process, where students are also involved, which is a permanent committee. This is also reflected in the program planning and development document. At the beginning of studies, the student receives information regarding administrative issues, as presented in the self-evaluation report. Students, during one week, at scheduled meetings with representatives of the university and faculty administration, receive comprehensive information from the first persons themselves about the services and individual details of the services, which makes it easier for them to get the information they want later in the study process. and receiving services in a timely and quality manner.

During the interview, the students (BA, MA, PHD) mentioned that they mainly get information related to subjects, educational processes, information from lecturers and the Head of programme. To disseminate information, the University uses the LMS base, however, as the students of all three levels mentioned, as well as the graduates, the mentioned platform is inconvenient for them, so it would be better for them if it were more flexible.

At the beginning of the study semester, at the first introductory lecture of each study course, the student receives complete information about the requirements provided by the syllabus. Thus the teacher prepares the student for the expected workload within the framework of a specific lecture course during the semester. The syllabus for each course provides counselling hours and teacher contact information, which provides feedback between the student and the teacher according to the student's needs. This was confirmed by the students of all three levels.

The staff involved in the implementation of the program and its supervisors regularly meet the students and inform them about local/international projects/events. As the students say, they have a good relationship with the lecturers and are very grateful to them since the lecturers are not only involved in the learning process, but they can get all the information from them. However, the cooperation of students with other administrative departments is very important, and the process of communication with other administrative staff will be better if it becomes easier for them. The University has a Student Services and Career Development Center, which provides professional and career development support. With the help of the centre, students receive information about new vacancies, although students were not interested in said vacancies, as they were not relevant to their interests.

The scientific research and development service operating at the faculty regularly holds local student scientific conferences, information about which is provided to students and, if necessary, offers support to students to participate in it (student scientific conferences are organized by the scientific research and development service at the faculty, scientific journals are published, where after passing qualified reviews Students have the opportunity to publish scientific articles). Support of students' scientific activity is also carried out through individual meetings and e-mails with employees of the Scientific Research and Development Service. Since 2002, the conference has been held annually under the auspices of UNESCO. Each year the conference has a different name, but the idea is the same, it is devoted to philosophy.

Students and graduates of all three levels expressed their support in the scientific direction. As one of the graduates mentioned, during his studies, he was involved in the process of creating the scientific journal *Zneni*, in which the University and, specifically, the Faculty, supported him.

In addition to the mentioned services, the student has the opportunity to take advantage of additional counselling hours. These consultations occur individually or in group, and the lecturer responds additional consultations.

#### **If necessary, description and analysis according to the education programmes**

##### **Evidences/Indicators**

- The procedure of planning, evaluation and development of educational programs
- Syllabus of educational courses of philosophy educational programs
- Provision of the Student Career Development and Support Service;
- The official website of the university
- Interviews with administration, students, graduates, professors
- Self Evaluation Report on Accreditation of Educational Programmes Grouped in a Cluster
- Provision of the Faculty of Humanities of Ivane Javakhishvili Tbilisi State University
- Self-assessment report
- Interviews results

##### **General recommendations of the cluster: -**

##### **General suggestions of the cluster:**

-See suggestion in 4.4 about the enhancement of information and communication technologies and platforms.

-Facilitate the students access and procedures related to administrative offices beyond the programmes.

##### **Recommendations and suggestions according to the programmes: -**

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.
  - Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.
- 

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The University has developed a document on the process of appointing the supervisor and co-supervisor of master's and doctoral studies. Also these documents regulate the cooperation between heads of Master's and Doctoral topics and students. One professor (emeritus professor, research associate of TSU scientific-research institute, TSU doctoral student, invited specialist) can supervise a maximum of 3 master's students at the same time. The supervisor of the Master's thesis can be TSU academic staff (professor, associate and assistant professor), emeritus professor, researcher-collaborator of TSU scientific-research institute, TSU doctoral student, invited specialist (by the decision of the meeting of the relevant educational-scientific institute/department). The Master's thesis can also have a co-supervisor. During the interviews, both students and graduates noted that they cooperate very productively with their supervisors, meetings are planned and appointed based on the need, and they communicate via e-mail. No cases of lack of support were reported. On the contrary, the supervisor helps in finding new literature and other technical issues. Supervisors also help students to get involved in various local and international conferences. They provide information and consultation in the process of preparing the conference topic, which was confirmed by both graduates and students.

Supervisors help students to get involved in various local and international conferences. They provide information about this and provide consultation in the process of preparing the conference topic, which was confirmed by both graduates and students. According to the document, the scientific supervisor can supervise up to 7 doctoral students with active status, which is high number considering that the staff members have other responsibilities. Still, the number of supervised students is not over this limit, as currently there are not many master and PhD students. A doctoral candidate may have more than one scientific supervisor. The Faculty Council makes the decision on the appointment of the scientific supervisor/supervisors of doctoral studies. Suitable institutional measures for evaluating the supervisor and co-supervisor's activities are carried out regularly. Every semester and every year, various surveys are conducted in the university, in which academic staff and students are involved. Student evaluates the supervisor



and co-supervisor within the QA surveys, as well as the student is evaluated by the supervisor. Although, there is not sufficient information among some supervisors how they are being evaluated.

**If necessary, description and analysis according to the education programmes**

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 2 (Philosophy, Master programme)</b>	
<b>Programme 3 (Philosophy, Doctoral programme)</b>	
Number of master's/doctoral theses supervisors	<b>11</b>
//Number of doctoral thesis supervisors	<b>11</b>
Number of master's students	<b>10</b>
//Number of doctoral students	<b>8</b>
Ratio - supervisors of master's theses/master's students	<b>11/10</b>
Ratio - supervisors of doctoral theses/doctoral students	<b>11/8</b>

#### **Evidences/Indicators**

- Scientific work reports
- The provision of the Faculty of Humanities
- Doctoral provision of the Faculty of Humanities
- Rules for defense of master's thesis
- Regulations about dissertations
- Curricula vitae of the teaching staff
- Regulations about evaluation within the Doctoral programme
- Ratio of supervisors to students
- Self-assessment report
- Interviews results

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and suggestions according to the programmes:**

**Recommendations: -**

**Suggestions: -**

- Programme 3 (Philosophy, Doctoral programme) – Despite the fact that the number of supervised students is not over this limit, that would be useful if HEI works on defining optimal number for supervised dissertations per professor.

- Programme 3 (Philosophy, Doctoral programme) – Increase the awareness of the supervision evaluation process among some academic staff members.

### Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

### 4.1 Human Resources

➤ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve

the 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. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

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#### Cluster and individual evaluation

### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The academic staff of the three programmes in the cluster is excellent and hold remarkable qualifications and competencies to comply with the role, including valuable scholarly achievements such as publications, participation in academic events and research projects, and international visibility. The level and merits of the invited staff are very good, and they also possess accomplishment aligned with their role and responsibilities. The profile of the programme coordinators is excellent and includes sufficient skills and experience in academic and management issues.

The selection procedure is appropriately established according to current external and regulations and comprises mechanisms of academic competition to ensure high standards. The number of the teaching staff and the ratio of the number of academic to the number of invited staff, and the ratio of the number of teaching staff to the number of students is fitting and adequate to carry out the courses and academic activities foreseen in the programmes' planning, thus ensuring the programmes' sustainability. The workload of the teaching staff is well-established and apt to attain the expected results. It includes appropriate time for student consultation.

The management staff of the programmes have excellent profiles and sufficient abilities to ensure the appropriate guidance. The involvement in assessment, implementation, student advising, and organisation of relevant academic activities was adequately described through references to concrete measures.

During the interviews, the management staff and the academic staff revealed mature attitudes toward the role responsibilities, clear ideas about the field, and shared significant information about scientific achievements. They were satisfied with the workload and labour conditions, properly framed with affiliation agreements. The invited staff exhibited suitable academic and teaching views and showed a remarkable engagement in the programmes. Still, they have some reservations concerning the labour conditions related to salaries and access to incentive and funding for academic activities. Even taking into account that this is a global common issue, and no distinct solutions are at hand, it would be important to work on improving the invited staff conditions to foster their scientific development.

#### **Description and Analysis - Programme 1 (Philosophy, Bachelor programme)**

The bachelor's programme in philosophy has one supervisor. 17 academic and invited personnel are involved in the implementation of the program, among them academic personnel make up 65% (total 11, of them 4 professors, 6 associate professors, 1 assistant professor, and 35% invited personnel (7 total).

From the presented documentation, it appears that the professors and teachers involved in the bachelor's program of philosophy are qualified enough to achieve the learning outcomes defined by the program. A separate part of the academic staff has international research experience, which is related to providing and sharing information to students about modern achievements into the sphere.

From the interview with the heads of the program and professors, it is established that the heads of the program directly coordinated the development of the program and were actively engaged in the improvement and development process of the program.

The program is supported by the administrative staff. However, Based on the information obtained from the submitted documents and the interview, it is confirmed that the students are less provided with the required amount of administrative support. Therefore, it would be useful to add/strengthen the administrative units in order to solve some university issues on stake.

#### **Evidences/Indicators**

- Provision of the Faculty of Humanities and the structure of the Faculty
- Institutional regulations concerning the recruitment and competition of academic staff and the methodology for determining the number of staff members
- Information about the list of personnel and curricula vitae
- Ratio staff/students
- Institutional website
- Academic and invited staff workload chart and functions and responsibilities of the personnel
- Doctoral provision of the Faculty of Humanities
- Self-assessment report
- Interviews with the management staff, the academic and invited staff, the students and the graduates

#### **Description and Analysis - Programme 2 (Philosophy, Master programme)**

The Master programme is sufficiently individualised and counts on a proper number of supervisors and academic/invited staff to guide the expected activities, including teaching, consultation and organisation of relevant events. Their level of expertise and academic outcomes are equally adequate. Their achievements reflect suitable knowledge of cutting-edge development in the relevant fields. The programme's coordinators also have adequate qualification and experience to guide the planned activities and lead further development.

#### **Evidences/Indicators**

- Provision of the Faculty of Humanities and the structure of the Faculty
- Institutional regulations concerning the recruitment and competition of academic staff and the methodology for determining the number of staff members
- Information about the list of personnel and curricula vitae
- Ratio staff/students
- Institutional website
- Academic and invited staff workload chart and functions and responsibilities of the personnel
- Doctoral provision of the Faculty of Humanities
- Self-assessment report
- Interviews with the management staff, the academic and invited staff, the students and the graduates

### Description and Analysis - Programme 3 (Philosophy, Doctoral programme)

The Doctoral programme has an adequate number of academic and invited staff to cope with the tasks and the number of students, and their profiles and achievements are excellent and reveal up-to-date knowledge in the field and appropriate competencies. The programme coordinator's profile, achievement and managerial skills are equally good. Hence, the number of supervisors is appropriate. Even if the staff is integrated with the other programmes in the cluster, the peculiarities of this level are well-covered.

#### Evidences/Indicators

- Provision of the Faculty of Humanities and the structure of the Faculty
- Institutional regulations concerning the recruitment and competition of academic staff and the methodology for determining the number of staff members
- Information about the list of personnel and curricula vitae
- Ratio staff/students
- Institutional website
- Academic and invited staff workload chart and functions and responsibilities of the personnel
- Doctoral provision of the Faculty of Humanities
- Self-assessment report
- Interviews with the management staff, the academic and invited staff, the students and the graduates

<b>Programmes 1 (Philosophy, Bachelor programme)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>5</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>6</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
- Professor	4	4	4	4
- Associate Professor	6	6	6	6
- Assistant-Professor	1	1	1	1
- Assistant				
<b>Invited Staff</b>	<b>7</b>	<b>7</b>		–
<b>Scientific Staff</b>				–

<sup>5</sup> Staff implementing the relevant components of the main field of study

<sup>6</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

### Programmes 2 (Philosophy, Master programme)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>7</sup>	Including the staff holding PhD degree in the sectoral direction <sup>8</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
- Professor	4	4	4	4
- Associate Professor	6	6	6	6
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	7	7		–
Scientific Staff				–

### Programmes 3 (Philosophy, Doctoral programme)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>9</sup>	Including the staff holding PhD degree in the sectoral direction <sup>10</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
- Professor	4	4	4	4
- Associate Professor	6	6	6	6
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff				–
Scientific Staff				–

### General recommendations of the cluster: -

<sup>7</sup> Staff implementing the relevant components of the main field of study

<sup>8</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<sup>9</sup> Staff implementing the relevant components of the main field of study

<sup>10</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

**General suggestions of the cluster:** The invited staff have some reservations concerning the labour conditions related to salaries and access to incentive and funding for academic activities. Even taking into account that this is a global common issue, and no distinct solutions are at hand, it would be important to work on improving the invited staff conditions to foster their scientific development.

**Recommendations and suggestions according to the programmes: -**

**Recommendations: -**

Suggestions:

**Programme 1 (Philosophy, Bachelor programme):**

Adding/strengthening an administrative/supporting staff at the university level

## Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4.2 Qualification of Supervisors of Master's and Doctoral Students

Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The supervisors within the cluster comply with all the quality requirements regarding achievements in relevant fields, extensive experience training young scholars, and international visibility. These requirements are properly established in suitable regulations and the institution has sufficient procedures and protocols to monitor compliance. They pay due attention to the specific requirements related to academic degree, research experience in the specific field, appropriate number of publications, and experience training young scholars. They are approved by a board

conformed by members of the academic staff which analyses each case. The specific tasks of the supervisors are clearly established in the institutional regulations and their evaluation is adequately incorporated.

Programme 2 (Philosophy, Master programme)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>11</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	11	11	11
- Professor	4	4	4
- Associate Professor	6	6	6
- Assistant-Professor	1	1	1
Invited Staff			
Scientific Staff			

Programme 3 (Philosophy, Doctoral programme)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>12</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	11	11	11
- Professor	4	4	4
- Associate Professor	6	6	6
- Assistant-Professor	1	1	1
Invited Staff			–
Scientific Staff			–

### Description and Analysis - Programme 2 (Philosophy, Master's programme)

Programme staff consists of qualified persons, who have high competences in order to help students to achieve the programme learning outcomes on the basis of excellent academic and scientific productivity. It was assessed during the interview by the students and graduates.

<sup>11</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

<sup>12</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.



### **Evidences/Indicators**

- Provision of the Faculty of Humanities and the structure of the Faculty
- Institutional regulations concerning the recruitment and competition of academic staff and the methodology for determining the number of staff members
- Information about the list of personnel and curricula vitae
- Ratio staff/students
- Institutional website
- Academic and invited staff workload chart and functions and responsibilities of the personnel
- Self-assessment report
- Interviews with the management staff, the academic and invited staff, the students, and the graduates

### **Description and Analysis - Programme 3 (Philosophy, Doctoral programme)**

The supervisors of the Doctoral programme are high-quality. Their academic production is excellent, with a significant ratio of international publications and several international professional activities, which ensures solid networking grounds. During the interviews, the students and graduates stressed the high quality of their work and their support to the students to carry out early research activities.

### **Evidences/Indicators**

- Provision of the Faculty of Humanities and the structure of the Faculty
- Institutional regulations concerning the recruitment and competition of academic staff and the methodology for determining the number of staff members
- Information about the list of personnel and curricula vitae
- Ratio staff/students
- Institutional website
- Academic and invited staff workload chart and functions and responsibilities of the personnel
- Doctoral provision of the Faculty of Humanities
- Self-assessment report
- Interviews with the management staff, the academic and invited staff, the students, and the graduates

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and suggestions according to the programmes: -**

### **Evaluation**

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

##### Cluster and individual evaluation

##### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Monitoring and evaluation of the programme staff and staff satisfaction are suitably incorporated in the regular institutional procedures. There are clear mechanisms to get feedback from students and teaching staff and graduates through surveys and other measures of data collection concerning teaching methods and academic achievements. There are suitable, specific measures for evaluating teaching and research activities. The documents and the information shared during the interviews provided abundant information about the use of the results for further improvement and staff support mechanisms, which is remarkably positive. The management and teaching staff has access to a good number of training opportunities, grants and research exchanges. E-learning has a fitting place within these initiatives. The resources to carry out the activities of the cluster are adequate and allows their proper development. Significant progress in the promotion of internationalisation actions can be detected in the support of research and participation in academic events abroad. During the interviews, suitable description about current actions and sound plans for further development were presented. This path is well-oriented and worth strengthening.

**If necessary, description and analysis according to the education programmes**

##### Evidences/Indicators

- Annual scientific reports of the Faculty of Humanities
- Curricula vitae of the teaching staff
- Institutional website
- Results of the survey of staff performance and satisfaction
- Information about activities oriented to the development of academic, scientific, and invited staff
- Documents concerning international cooperation
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

**General recommendations of the cluster:** -

**General suggestions of the cluster:**

-Reinforce the procedures to incorporate the results of surveys and student assessment into the teaching staff practices to ensure feedback and further development of the learning process.

-In line with the significant progress made in the field of internationalization, which includes suitable plans for further development, it would be helpful to strengthen the support of internationalisation activities related to research, publication, and participation in academic events of the teaching staff and the Master and Doctoral students.

**Recommendations and Suggestions according to the programmes (if any):**

-

## Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The higher education institution counts on sufficient infrastructure and facilities to develop the activities in the cluster. The library has adequate resources and services, with convenient e-learning platforms and access to databases. The attention to provide appropriate literature is visible and these efforts are worth continuing. The work spaces are equally adequate, although the students demanded further development, e.g. mensa and shared spaces for students, as well as improvement of the quality of the internet services and platforms. Considering the advances in this field, this can be considered as the next step in the current direction.

### **Description and Analysis - Programme 1** (Philosophy, Bachelor programme)

The programme of philosophy is provided with the necessary space for the implementation of the programme (educational auditoriums). During the interview process, it turned out that the department of philosophy at TSU has got a separate space for discussion that serves not only academic staff but as well as invited one and what is important: for students. Unfortunately, experts couldn't observe the venue because of the redecoration ongoing process along. The university library includes a number of reading rooms and a computer resource center that allows finding and using the necessary materials. The library presents the literature given in the syllabi of various courses. Some of the materials are also available to students by e-mail (the professor sends the materials to them personally). Enrichment of the existing resources in the library with new materials and necessary literature is a continuous process, although it would be desirable to enrich further. There is work space for students in the building, but somewhat insufficient due to the high numbers of the students. HEI ensures an important resource of communication and information for students is the student platform – LMS.

#### **Evidences/Indicators**

- Documents concerning material resources
- Institutional website
- Library resources, catalogue and website
- Information about available databases
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

### **Description and Analysis - Programme 2** (Philosophy, Master programme)

The Master programme of philosophy is provided with the necessary infrastructure. The university library has resources that allows finding and using the necessary materials and regular up-dates are carried out. The literature included in the syllabi as well as journals and other important resources in the field are available at the Library. Furthermore, materials are also available to students by e-sources and relevant databases in line with the strengthening of e-learning and development of soft skills. During the site visit, students showed themselves properly informed about the available resources and training to incorporate them in their regular practices. They referred minor problems related to internet platform - LMS, communication and information for students needs.

#### **Evidences/Indicators**

- Documents concerning material resources
- Institutional website
- Library resources, catalogue and website
- Information about available databases
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

### Description and Analysis - Programme 3 (Philosophy, Doctoral programme)

The resources available for the Doctoral programme is adequate and sufficient to develop the planned activities. The library and the digital resources and databases are fitting and enough to cover the number of students. The literature indicated in the syllabi is properly taken into account.

During the on-site visit, the resources of the library were appropriately described as well as the training opportunities related to this area and availability of the information concerning these services. The teaching staff and the students were satisfied with the quality and number of these resources, although indication of improvement of information and communication platforms appeared among the students. The access to databases and information about availability and access are appropriate and sufficient to ensure the awareness of the latest academic novelties in the area.

#### Evidences/Indicators

- Documents concerning material resources
- Institutional website
- Library resources, catalogue and website
- Information about available databases
- Self-assessment report
- Interviews with the management staff, the Quality assurance units, the teaching staff, the students, and the graduates.

#### General recommendations of the cluster: -

##### General suggestions of the cluster:

- To further improve the quality of the information and communication platforms currently in use and continue enriching resources of library.
- Continue improving the availability of work spaces, especially for undergraduate students.

#### Recommendations and Suggestions according to the programmes: -

#### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (Philosophy,  
Doctoral programme)



#### 4.5. 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 the programme needs.

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##### Cluster and individual evaluation

##### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The resources allocation depends on the University budget and their organisation is feasible and financially sustainable. The covered items are appropriate and correspond to relevant areas. Measures to attain complementary resources are adequately taken into account.

##### Description and Analysis - Programme 1 (Philosophy, Bachelor programme)

The financial provision of the undergraduate programme of philosophy is made from the budget of the Faculty of Humanities. Thus, the financial support of the university is provided in the budget, which is economically achievable for the above mentioned educational programme. The budget of the faculty ensures: the remuneration of the academic staff and invited lecturers; the maintenance and improvement of the material-technical base of the program; the costs of participation in trip and international conferences; book fund and its renewal, publishing, and scientific-research expenses.

##### Evidences/Indicators

- Cluster budget
- Information about the work of the Budget Commission of the institution
- Statute of the Budget Commission
- Self-assessment report
- Interviews with the management staff and other relevant stakeholders

##### Description and Analysis - Programme 2 (Philosophy, Master programme)

The Master programme receives sufficient funding to meet the costs arising from salaries, infrastructure and academic activities. The importance to find supplementary funds is properly described in the related documents and appeared as a clear topic during the interviews.

##### Evidences/Indicators

- Cluster budget
- Information about the work of the Budget Commission of the institution

- Statute of the Budget Commission
- Self-assessment report
- Interviews with the management staff and other relevant stakeholders

**Description and Analysis - Programme 3** (Philosophy, Doctoral programme)

The budget allocated to the Doctoral programme by the institution is adequate and covers suitable items appropriately. The percentage of tuition fee including is this covering (60%) is fitting. These resources are suitably complemented by external grants, which are properly promoted, and could be improve even more to enhance the overall results. During the interviews, the management staff explained relevant points of resources allocation properly, and the adequate organisation of this area in its fundamental aspects were confirmed by other stakeholders.

**Evidences/Indicators**

- Cluster budget
- Information about the work of the Budget Commission of the institution
- Statute of the Budget Commission
- Self-assessment report
- Interviews with the management staff and other relevant stakeholders

**General recommendations of the cluster:** -

**General suggestions of the cluster:**

- Continue working on the attaining of grants and concurrent funding.

**Recommendations and Suggestions according to the programmes:** -

**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Philosophy, Bachelor programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Philosophy, Master programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Philosophy, Doctoral programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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.

### 5.1. Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Quality assurance at Ivane Javakhishvili Tbilisi State University is regulated by the Quality Assurance Statute. The QA Office implements internal quality on the faculty quality assurance and the central quality assurance offices of the university. The Office therefore is divided into the Institutional Development and Authorization Department and Department for Accreditation, Research and Evaluations. In accordance with the evaluation of the submitted documents and interviews conducted during the site visit, it is revealed that QA Office plans and coordinates the permanent evaluation of the quality education. By enhancing the quality culture, the Office supports integration of the University in the common European educational space. QA Office also coordinates the monitoring of the regular evaluation of academic and scientific-research activities. Accountability is ensured through receiving and giving feedback and recommendations for all stakeholders involved in the process, including internal and external interested parties. Quality Assurance Service carries out activities on the basis of the autonomy of university, compliance with the principles of inclusion, academic integrity and respecting diversity, constant communication and sharing the best experiences. Therefore, quality assurance mechanisms are defined in accordance with the "Plan, Do, Check, Act" (PDCA) principles.

Internal assessment and evaluation process involve students, alumni, employers, academic, invited and scientific staff and other relevant interested sides. Staff of the program tightly cooperates with QA Office in the internal evaluation process, defining relevant assessment methods and practices, as well as generated evidences that are used for the



further development of the whole program evaluation. Periodically, formal and informal meetings are arranged with academic and invited staff. The University ensures program specific assessment processes, that means defining assessment criteria in relevance of the program and relevant qualification. HEI also ensures permanent study process monitoring and adaptation of the specific assessment mechanisms if necessary. For instance, the distance learning process required updated satisfaction surveys and relevant evaluation forms. Such specific forms are also developed for evaluating the process of supervision.

Programs are evaluated in accordance with the predefined qualitative and quantitative indicators, such as students' number, progress and necessities, employment rate, graduation rate, staff of the program, stakeholders survey analysis. For the purpose of advancing program implementation, elaborated recommendations and assessment results of the faculty and central QA offices are submitted to the program development committees, relevant faculty and academic boards of the university.

University has implemented a comprehensive and successful practice of planning, elaborating and development committee. This educational committee comprises all interested sides and their engagement in developing quality education at HEI. Committee includes not only academic and invited staff members, but also administrative personnel, students, alumni, employers and other relevant stakeholders. The Faculty QA Office is working on opportunities and further improvement possibilities defined by the committees and self-evaluation working groups, as well as suggesting relevant recommendations. Internal monitoring process is also an active practice at the University - the internal collegial for conducting a simulation process of the accreditation expert sessions and the whole process. In accordance with the defined practice, the target programs for simulation assessment are programs that are subject to the frequent changes and the ones with infrequent changes.

Following the above mentioned, accreditation visit findings and the analysis of the relevant documents, it is clear that evaluation of programs grouped in a cluster is a collaborative process involving academic staff, faculty, students, alumni, as well as invited staff, employers, experts and relevant administrative staff. The Quality Assurance Office together with staff of the program has worked on the elimination of weaknesses identified during the elaboration of self-evaluation reports and planned for further improvements. Furthermore, it should be mentioned that engagement and efforts of the stakeholders in the accreditation preparation process has significantly contributed to the development of all programs in Philosophy.

**If necessary, description and analysis according to the education programmes**

#### **Evidences/Indicators**

- Educational Programs in Philosophy
- Self-Evaluation Report on Accreditation of Educational Programmes Grouped in a Cluster
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- Provision of the Faculty of Humanities approved at the session of the TSU Representative Council
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- Committee of Planning, Working out and Development of educational programmes in Philosophy
- Resolution of the TSU Academic Council No81 / 2018, February 26, on the approval of the staff evaluation rule of LEPL Ivane Javakhishvili Tbilisi State University.
- Resolution of the TSU Academic Council No78 / 2018, February 26, LEPL – Ivane Javakhishvili Tbilisi State University “On the approval of the rules of evaluation of educational and scientific-research activity”

- Resolution of the TSU Academic Council No113 / 2018, April 30, LEPL – Ivane Javakhishvili Tbilisi State University “On the approval of the rules and conditions for affiliation of the academic staff (Professor, Associate Professor, Assistant Professor, Assistant)
- Educational programs evaluation form and indicators
- Evaluation form and indicators of syllabi
- Questionnaire forms for students, graduates, employers and staff survey
- Conducted Interview results

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and Suggestions according to the programmes (if any): -**

## Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

External quality assurance at Ivane Javakhishvili Tbilisi State University is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University QA Office reviews the recommendations and suggestions and the findings are introduced to the faculty. Therefore, QA Office ensures compliance of the developments in relevance with the findings of the experts and received recommendations.

Educational programs are periodically evaluated by external experts, including international experts. HEI has implemented the bottom-up approach, invited international experts and explored the cluster accreditation processes

in European countries, to make the process much mature. In 2021 all three programs in Philosophy were evaluated through a formative evaluation process. The expert group led by two field professionals from University of London and University of Bonn has significantly facilitated to the preparing programs for reaccreditation.

**If necessary, description and analysis according to the education programmes**

**Evidences/Indicators**

- Educational Programs in Philosophy
- Self-Evaluation Report on Accreditation of Educational Programs Grouped in a Cluster
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- Pilot cluster accreditation info on philosophy programs
- Conducted Interview results

**General recommendations of the cluster: -**

**General suggestions of the cluster: -**

**Recommendations and Suggestions according to the programmes (if any): -**

**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Philosophy, Bachelor programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Philosophy, Master programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3 (Philosophy, Doctoral programme)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.3. Programme Monitoring and Periodic Review**

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

## Cluster and individual evaluation

### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

For program development and service improvement, the QA Office ensures constant monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools for improvement and development. The monitoring process is based on the principles of transparency and sharing, participation, continuity, academic integrity and freedom, and accountability. At the end of every compulsory course, students evaluate the course by completing a course evaluation form. Necessity-based and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. As well as pre-determined classroom observation and peer assessment for academic, scientific and invited staff. Master and Doctoral students evaluate the implementation of the scientific-research component, as well as scientific supervision. Results of the evaluation processes are distributed among the stakeholders and are used for the program improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and segregated data according to schools are reviewed by the school councils. The evaluation results are used by the University administration to improve educational processes.

Conducted interviews with academic and invited staff showed that evaluation results are used at every stage for curricula development, that is also evidenced by the submitted survey results of students and alumni, as well as surveys conducted among the field specialists. The target of this analysis is further development of the program and satisfaction of the employment market requirements.

The University ensures benchmarking for the best available practices to develop internationally competitive programs. Target universities usually are selected in accordance with success rates and compliance with the field standards.

The representatives of the personnel implementing the educational programs included in the philosophy cluster were involved in the philosophy benchmark development group, and during the creation of this benchmark, they were guided by the best experience of similar foreign educational programs. Sectoral benchmark is used as one of the central tools for monitoring the process of the higher education program. Document defines minimum competencies that the holder of the relevant qualification (bachelor's, master's, doctor's) should have and considers field specific international requirements as well. Therefore, programs share the experiences of leading universities in Philosophy.

**If necessary, description and analysis according to the education programmes**

#### Evidences/Indicators

- Educational Programs in Philosophy
- Self-Evaluation Report on Accreditation of Educational Programs Grouped in a Cluster
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- Evaluation forms and Survey Results
- Sectoral Benchmark in Philosophy
- The rule of implementation of educational Programs

- Conducted interview results

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and Suggestions according to the programmes (if any): -

## Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programmelevel)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable): -

Name of the higher education institution: Ivane Javakhishvili Tbilisi State University

Name of Higher Educational Programmes, Levels: Philosophy, Bachelor programme; Philosophy, Master programme; Philosophy, Doctoral programme

### Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
<b>Programme 1 (Philosophy, Bachelor programme)</b>	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
<b>Programme 2 (Philosophy, Master programme)</b>	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
<b>Programme 3 (Philosophy, Doctoral programme)</b>	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements

#### Signatures

#### Chair of Accreditation Experts Panel

Claudia Marsico

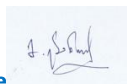


#### Of the member(s) of the Accreditation Experts Panel

Maka Lashkia



Mirian Ebanoidze



Tamta Tskhovrebadze



Tamar Tavkheldize

