



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

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

Bachelor's Degree Programme: Liberal Arts (Major and Minor)
Bachelor's Degree Programme: Philosophy (Major and Minor)
Master's Degree programme: Philosophy
Doctoral programme: Philosophy

Ilia State University

Evaluation Date(s): Nov. 7-9, 2022

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Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Ilia State University
Identification Code of Institution	204861970
Type of the Institution	University

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme	Liberal Arts	Philosophy	Philosophy	Philosophy
Level of higher education	Bachelor's Degree	Bachelor's Degree	Master's Degree	Doctoral programme
Qualification to be awarded	BA in Liberal Arts	PH of Philosophy	Master of Philosophy	Ph.D. in Philosophy
Name and code of the detailed field	0288 - Interdisciplinary - includes Arts and Humanities	0223 - Philosophy and Ethics	0223 - Philosophy and Ethics	0223 - Philosophy and Ethics
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	N/A	N/A	N/A	N/A
Language of instruction	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240	240	120	36
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited	Accredited	Accredited	Accredited

¹ 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 Programmes²**

The cluster involves four programmes:

(i) Liberal Arts (Major and Minor) at the Bachelor's level

It has been implemented since 2011 and involves 240 credits to be completed in 4 academic years. There is a General Module of 60 credits; the Major comprehends 120 credits, including a Bachelor's thesis, and the Minor, 60 credits, to be covered through compulsory and elective courses in the areas of Arts, Philosophy, Literature and History and Politics.

(ii) Philosophy (Major and Minor) at the Bachelor's level

It has been implemented since 2011 and involves 240 credits to be completed in 4 academic years. The General Module entails 60 credits, the Major 120 credits, including a Bachelor's thesis, and the Minor 60 credits, to be covered through compulsory and elective courses in the areas of theoretical and practical philosophy.

(iii) Philosophy at the Master's level

It has been implemented since 2012 and involves 120 credits to be completed in 2 academic years. The compulsory courses entail 30 credits, the courses on theoretical philosophy 24 credits, the courses on practical philosophy 24 credits, 12 credits have to be covered through elective courses, and the Master's thesis corresponds to 30 credits.

(iv) Philosophy at the Doctoral level.

It has been implemented since 2013 and involves 36 credits to be completed in 3 to 5 academic years. These credits must be covered by completing offered courses and complying with the assistantship component oriented to developing teaching skills. The credit structure is complemented by requirements of participation in colloquia and academic events, presentation of reports and publication in an internationally refereed journal.

- **Overview of the Accreditation Site Visit**

Evaluation of the programmes grouped in a cluster was carried out on November 7-9, by the expert panel approved by the order of the NCEQE (MES 2 22 0001382603). 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 5, where they shared their preliminary findings based on the review of the programmes grouped in a 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:

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

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.

The main findings attained during the accreditation site visit include the following points:

Concerning the strong sides of the cluster and programmes:

1. The qualification of the academic and the invited staff is excellent. They have very good track records and clear ideas about their fields of expertise. They look very enthusiastic and well aware of the innovation and directions of the institutional environment.
2. Along the same line, the academic staff's research capacity and outcomes are remarkable and manifest important contributions in diverse, relevant areas. These contributions have growing international visibility, which is positive for the institution and higher education in Georgia as a whole.
3. It is also worth noting the excellent level of internationalisation of the PhD programme. Both in the documents and the interviews, the figure of joint supervision, the transferable skills development courses, the opportunities for international mobility, international publications, etc., appear as an element of the everyday life of the programme, which is highly valuable.
4. Beyond the PhD programme, in general, there is an overall high level of research internationalisation, which is valuable and worth mentioning.
5. There is a well-established quality assurance system at the faculty and university level. This is a very good prerequisite for establishing of quality culture.
6. There is a very good understanding of the mission of the MA programme, considering how much thought has been given to the admission process to this programme (whether or not to accept non-philosophy graduates and how). Moreover, all the agents have a good awareness of the philosophy programmes' role in the process of societal development.
7. Library services are high-quality. The preparation of electronic readers for students upon request from the university professors, providing informational meetings and training upon request, doing regular training for students as regards electronic databases, and other services are very well implemented.

Concerning the areas for improvement:

1. Even if budget limitations are common in every institution, it could be important to enhance the material conditions of the invited staff, considering, for instance, annualising contracts and improving salaries. Their integration into the university could be improved. They want to have some space to meet and stay at the university.
2. The communication of the directors of the Programmes within the cluster with the graduates and employers could be improved. It would be desirable to increase joint work with the external stakeholders, whose views and participation could help enhance relevant, related areas.

3. The communication of the Liberal Arts Program directors with stakeholders could be enhanced. Better integration of Liberal Arts team into the faculty would be beneficial and impact positively on a high-quality programme.

In sum, the overview was very positive.

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

The cluster and all its programmes comply with the standards, revealing a suitable level of development concerning educational programme objectives and learning outcomes, methodology and organisation of teaching, student achievements, teaching resources, and teaching quality enhancement opportunities. They show mature standards regarding regulations, strategies, research infrastructure, quality assurance measures and internationalisation outcomes. The academic staff is excellent, and the structure and contents of the programmes meet all the requirements. For this reason, maintaining accreditation is strongly recommended.

Standard 1:

Substandard 1.1 - 1.5 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 – 5.2 Complies with Requirements

Substandard 5.3 – Substantially Complies Requirements

- **Recommendations**

Concerning the Liberal Arts, Bachelor programme:

1.4. It is recommended to improve communication between the Administration and the Liberal Arts Team for their better integration into the Faculty of Humanities and Sciences.

Concerning the Philosophy, Bachelor programme:

1.5. Diversify the list of main literature in the course *Introduction to the Philosophy of Human Rights* for it to cover topics listed in the content of the course.

Concerning the cluster:

5.3. Fully implement the existing QA mechanisms for the programme evaluation and ensure involvement of the external stakeholders in the processes.

- **Suggestions for the Programme Development**

Concerning the cluster:

1.4. Offer a complete version of the website, which nowadays comprehends valuable information but is not integral, in an international language to reinforce visibility. It could be helpful to reinforce the current measures to ensure that information reaches its target audiences beyond the local environment.

2.4.1. Enhance the opportunities for training teaching staff concerning evaluation.

2.4.2. Continue the development of statistical analysis of student's performance.

4.1. Enhance the labour conditions of the invited staff, taking into account salaries, annualised contracts and access to opportunities and funding for academic improvement.

5.1. The involvement of student and alumni representatives, as well as employer representatives, in the self-evaluation team can be considered by the institution. Even though their feedback is collected by different means, their involvement in the working groups of the programmes can be beneficial for the programmes.

Concerning the Liberal Arts, Bachelor programme:

1.4. It is suggested to indicate scholarly works in the syllabi of Liberal Arts courses not as compulsory but as additional study material for those students who would be interested in deepening their knowledge based on the recent developments in the respective research fields (e.g. see the syllabi Great Books II, Great Books III, Greek Drama in the Context of Antiquity and Modernity, etc.).

Concerning the Philosophy, Bachelor programme:

1.5. Rearrange topics in the courses "Medieval Philosophy" and "Philosophy of New Age" to reflect their proper belonging to respective epochs.

- **Brief Overview of the Best Practices (if applicable)³**

The internationalisation of the PhD programme is especially robust and valuable, and constitutes a case of best practice to be stressed. The development of solid networks, joint supervision, and international joint work on cutting-edge fields is especially remarkable.

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

The higher education institution presented its argumentative position concerning the recommendations.

³ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

Concerning the recommendation in 1.4 about the BA in Liberal Arts and 1.5 about the BA in Philosophy, some additional measures were mentioned, including updated syllaby. They involve a positive step further to enhance these aspects and shows a remarkable institutional capacity for improvement, but as they have been provided after the end of the visit, they cannot be taken into consideration. Therefore, the expert panel maintains the status of recommendation.

Concerning the recommendation in 5.3 about fully implementation of existing QA mechanisms for the programme evaluation and involvement of the external stakeholders in the processes, the institution stresses the novelty of the procedures and the progress carried out in the subject. The expert panel acknowledges this progress, which is reflected in many points of the assessment through positive statements, but considers that the specific aspects regarding evaluation of PhD supervision, the analysis of the evaluation of the learning courses, and the involvement of the stakeholders were not fully carried out yet and should be enhanced. Therefore, the expert panel mantains the status of recommendation.

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

The programmes went through revisions as a result of previous processes of evaluation. As a result, the objectives and learning outcomes were updated and further developed, competency maps of each programme were outlined, material resources were improved, and quality enhancement mechanisms were implemented. All these aspects are operating visibly in the functioning of the cluster and involve valuable progress.

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
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
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
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
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
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
4.4. Material Resources	Cluster and individual

⁴ **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.

⁵ **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.

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
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 objectives of all study programs presented in the cluster are clear, realistic and achievable, in full compliance with the level of studies, specificities of the respective fields, as well as labour market needs and demands. The programmes' objectives are closely related to the Mission and the Strategy of the University and are shared with internal and external stakeholders. Internationalisation of PhD Program could be regarded as a strength of the cluster.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The objectives of the BA Programme in Liberal Arts are clearly formulated according to the NQF and the goals of HE as established by the Law on HE of Georgia. The objectives of the programme are realistic and achievable, taking into account specificity of Liberal Arts, based on best international practices. The importance of Liberal Arts and its contribution of this field to modern society are well justified, the aspects of internationalization and the knowledge, skills and competencies of the graduates are reflected in the objectives.

The Programme objectives are closely related to the Mission and the Strategy of Ilia State University. "Ilia State University is one of the first institutions that introduced important elements of liberal arts to the higher education of Georgia, and it continues to preserve and strengthen these elements, combining them with strong and strict requirements of specialization" (Mission of the University).

The Programme objectives explicitly consider the needs and trends not only of the local, but also the international labour market.

The interviews with the programme directors, academic and invited staff revealed that the objectives of the Programme are agreed upon and shared by the persons involved in the programme, who has enough information and commitment, and all of them are big supporters and advocates of Liberal Arts education. The objectives are public and accessible via the University website: <https://iliauni.edu.ge/ge/iliauni/AcademicDepartments/mecnierebata-da-xelovnebis-fakulteti-269/programebi->

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results
- Mission of Ilia State University (webpage)
- Mission of the Faculty of Arts and Sciences (webpage)

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

The aim of the BA programme in philosophy is to prepare individuals with critical thinking in the field, who would know the history of philosophy, its stages of development, major philosophical schools and subfields (ethics, aesthetics, logic, etc.) broadly. The aims set by the programme take into consideration the specifics of philosophy as well as the level of the study. They are formulated clearly and unambiguously and are publicly accessible. They also describe the skills and competencies students will acquire after graduating the programme, namely: systemic and critical thinking, analytical skills, and argumentation skills. It is argued that by relying on these skills, students will be able to discuss classical and contemporary problems in philosophy and articulate their ideas clearly and persuasively. The aims set and competencies described are in accordance with level 6 descriptors given in the National Qualifications Framework. They are also in accordance with the University mission and the mission of the Faculty of Arts and Sciences and shared by the persons involved in the programme.

In addition, during site-visit, the heads of the programme demonstrated a very good understanding of their programme's role in societal development. All the stakeholders have appropriate information about the programme objectives and their roles to achieve them. Particular emphasis was made on the need for philosophical reflection in the era of post-Soviet transformation. It was stated that studying philosophical tradition means going back to sources of identity and tradition of the given society, which is accompanied by rethinking the elements of this tradition by putting them to the test of philosophical rigour. The programme aims to encourage students not only to examine their lives, but also their institutions and their role in the wider European community, integrating these elements and developing the ability to judge one's own milieu critically at the same time retaining the link with it.

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results
- Mission of Ilia State University (webpage)
- Mission of the Faculty of Arts and Sciences (webpage)

Description and Analysis - Programme 3 (Philosophy, MA Programme)

The objectives of the Master's degree Programme in philosophy are clear and were comprehensively presented and explained during the visit. Similarly, to the BA program, the MA programme is a synthesis of theoretical and practical philosophy. Students receive an in-depth knowledge of branches of philosophical knowledge and have an

opportunity to develop more interdisciplinary approaches and examine various problems of philosophy. The aims of the programme describe the skills and competencies that the student will gain, correspond to the field and level of studies, are closely related to the mission of the institution and faculty and publicly accessible.

Apart from the documents, expert panel had an opportunity to assess the compliance of the programme's objectives with the accreditation standards by interviewing current students, as well as graduates, and other stakeholders, such as potential employers. All stakeholders have a good understanding of the programme's mission and objectives.

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results
- Mission of Ilia State University (webpage)
- Mission of the Faculty of Arts and Sciences (webpage)

Description and Analysis - Programme 4 (Philosophy, Doctoral Programme)

The objectives of the Doctoral programme of Philosophy are clear and properly aligned with the regulatory framework and institutional mission, vision, and aims. They pay due attention to the nature of the main discipline and the skills required to produce relevant contributions, considering suitable ways to incorporate them into the graduates' profile. These goals are realistic, achievable, and properly articulated. The contributions to scholarly development, the labour market and society at large have been properly substantiated in the documents and the interviews with the internal and external stakeholders. The level of internationalisation is excellent and well-aligned with the programme's goals. All relevant information is public and accessible through adequate measures, and well known by the personnel, as emerges from the interviews with the staff, students and employers.

Evidences/Indicators

- Self-evaluation report
- Programme curriculum
- Interview results
- Mission of Ilia State University (webpage)
- Mission of the Faculty of Arts and Sciences (webpage)

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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 of all study programmes presented in the cluster are developed in terms of knowledge, skills or/and responsibility and autonomy. They comply with the objectives of the programs, level of qualification (BA, MA, PhD), NQF and respective field benchmarks (in the case of Philosophy BA and MA Programs). The learning outcomes of all programs are measurable, achievable and realistic, taking into consideration the needs and demands of both the national and international labour market and enabling graduates of the programmes to continue their studies on the next level of education (in case of BA and MA programmes). Learning outcomes of educational programmes of different levels grouped in a cluster are consistent in terms of content, complexity and difficulty and are developing considering the relevant cycles. As the interviews revealed, the development of learning outcomes of all programs was an open, transparent and collaborative process involving different internal and external stakeholders.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor)

The learning outcomes of the BA Programme in Liberal Arts are developed in terms of knowledge, skills and responsibility and autonomy, in accordance with the respective requirements of NQF and the bachelor degree to be awarded (There are no Liberal Arts sectoral benchmarks in Georgia). The Learning outcomes of the Programme are realistic, achievable via relevant teaching and learning methodology, measurable through relevant assessment methods and fully correspond to the aims of the Programme.

The Learning Outcomes of the Programme consider the labour market needs and employment demands and allows the graduates to continue their studies at the Master level in a wide range of fields due to the broader knowledge of the humanities and social sciences and due to the transferable skills.

The interviews with the different stakeholders and especially with the programme directors, academic, invited, administrative staff, and potential employers, revealed that developing the learning outcomes was a rather collaborative process, and the Programme Team has provided the students and external partners with information about the learning outcomes. Still, better communication of the programme directors with the administrative staff would be beneficial (for details, see the assessment for substandards 1.4 and 1.5).

Evidences/Indicators

- Self-evaluation report
- Curricula of the programmes in the cluster
- Interview results
- Map of programme objectives and learning outcomes

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

According to the curriculum of the BA programme in philosophy, learning outcomes are defined as follows:

“The graduate of the programme:

- will demonstrate general knowledge of the history and stages of development of philosophy as a discipline, as well as major philosophical works;
- has the capability to analyse major contemporary trends and processes in philosophy;
- uses philosophical vocabulary, key philosophical categories and concepts in his/her judgement;
- demonstrates general knowledge of key approaches and theories in theoretical/practical philosophy;
- has the capability to analyse critically various philosophical theories in relation to their historical/philosophical context and differentiates methods underlying these theories;
- has the capability to summarise information on classical and contemporary philosophical issues, ideas and problems, to synthesise or analyse them critically. Relying on this, graduates can formulate original, complex and logical judgments using main arguments in the field;
- can formulate his ideas/views orally or in a written form in a clear, logical and persuasive manner according to the standards of academic integrity and using ICT;
- cares about his/her development and uses different resources in order to advance his/her knowledge (including e-databases).”

The learning outcomes defined in the curriculum are in accordance with the given level of education (BA), detailed field descriptor and the specifics of the discipline. They correspond to the aims set in the curriculum of the programme, are achievable, measurable and realistic. The learning outcomes of the programme will enable students to continue their studies at MA level and are consistent with the labour market demands. It is noteworthy that during site-visit, academic staff demonstrated good knowledge of learning outcomes and their connection with the content of the programme. As regards the graduates, during the interviews, graduates of the BA programme in philosophy who currently study in the Master programme in philosophy, demonstrated skills and competencies which are a logical development of the learning outcomes stated above. Based on the interviews, development of the programme learning outcomes was a collaborative process.

Evidences/Indicators

- Self-evaluation report
- Curricula of the programmes in the cluster
- Interview results
- Map of programme objectives and learning outcomes

Description and Analysis - Programme 3 (Philosophy, Master programme)

According to the Master curriculum in philosophy, the objectives have been outlined as follows (summary):

- “1. Students have a systematic and in-depth knowledge of relevant historical and current debates in philosophy in theoretical as well as practical philosophy.
2. Students can analyse philosophical texts from antiquity to contemporaneity.
3. Can apply modern methodologies to the area of their choice and has a good understanding of academic integrity.
4. Can use primary and secondary sources, as well as library resources.
5. Can articulate their positions and views on philosophical topics.
6. Can present the results of their research in writing and oral form.
7. Has a sense of autonomy in research and the ability to express their views and attitudes.”

These learning outcomes are in accordance with the given level of education (MA), and the specificities of the discipline and field benchmarks. They are also in tune with the aims set in the programme’s curriculum and are realistic, measurable and feasible. These learning outcomes serve as a solid basis that will allow the students to pursue their studies doctoral studies, should they wish to. During the interview, the academic staff demonstrated a good understanding of the learning outcomes and how these outcomes are tied together with the programme. Expert panel also had an opportunity to interview current MA students, as well as graduates. All of them seemed well aware of the learning outcomes and had a sense that they have been indeed reached. In addition, several MA theses were studied, and judging by the high quality of these theses, they too serve as an attestation to the outcomes described in the curriculum. Overall, the process of developing learning outcomes of the programme was a collaborative process.

Evidences/Indicators

- Self-evaluation report
- Curricula of the programmes in the cluster
- Interview results
- Map of programme objectives and learning outcomes

Description and Analysis - Programme 4 (Philosophy, Doctoral Programme)

The learning outcomes align with the programme goals. They are realistic and based on clear views about the knowledge and skills to be developed. They are consistent with the expected level of doctoral studies and designed considering cutting-edge international advances in the field. There is proper attention to producing scholarly outcomes specially oriented to gain international visibility. Principles of academic integrity are adequately incorporated into the everyday life of the programme. During the interviews, the management officers, the academic staff, and the students showed high levels of collaborative engagement and participation in establishing these learning outcomes.

Evidences/Indicators

- Self-evaluation report
- Curricula of the programmes in the cluster
- Interview results
- Map of programme objectives and learning outcomes

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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 evaluation of learning outcomes of study programs as a legislative requirement was introduced in the Georgian HE recently and it is regarded as one of the biggest challenges of the internal quality assurance system, but Ilia State University has already started its implementation and plans to consider evaluation results in further development of the curricula. There is a programme's learning outcomes evaluation system for all curricula presented in the cluster, which envisages relevant assessment instruments and periodicity, as well as adequate benchmarks which comply with the specificity of the humanities in general and Liberal Arts and Philosophy in particular. External stakeholders'

involvement in the assessment of learning outcomes is ensured through a well-established internal quality assurance system. The interviews with the academic and visiting staff revealed that they get proper guidance and support to elaborate, measure and analyse the program learning outcomes.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The Institution has developed a consistent system for evaluation of the BA Programme in Liberal Arts, which envisages assessment of the learning outcomes of both teaching and research components. The disciplines, the direct assessment instruments chosen, as well as the periodicity of the assessment and benchmarks for the achievement of learning outcomes, are developed in accordance with the characteristics of the humanities in general and Liberal Arts in particular.

The Quality Assurance Service of the University in collaboration with the faculty administration has piloted the Programme Learning Outcomes' Assessment System, recently developed after the legislation requirements, and the results of the assessment will be used for updating the Programme benchmarks and further improvement of teaching and learning. As concerns the indirect methods of evaluation and involvement of external stakeholders (graduates and employers), it's envisaged by the well-established quality assurance system of the University.

The interviews revealed that the academic and visiting staff of the BA Programme in Liberal Arts get support (via emails, written guidelines, meetings, trainings etc.) from the Faculty and University Quality Assurance Service for developing the relevant theoretical knowledge and skills to elaborate, measure and analyse the learning outcomes of the Programme.

Evidences/Indicators

- Plan of evaluation for learning outcomes of the programmes in the cluster
- Self-evaluation report
- Interviews
- Learning outcomes evaluation results and analysis
- Benchmarks

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

The programme has a mechanism for the evaluation of learning outcomes, which demonstrates the relationship between learning outcomes of the programme, courses taught, evaluation components, evaluation period and benchmarks set. The evaluation period for the courses taught is set at the end of the respective semesters, with benchmarks aiming that 80% of students will receive 51% of the final mark or more. The determining component is final evaluation. As regards the evaluation period for the whole programme, it consists of 5 years. The periodicity of evaluation and the evaluation forms and methods are adequate and transparent.

Within the enclosed documents, there is also an evaluation of academic progression within the BA programme in philosophy, in which a detailed analysis of data related to academic progression is provided. Namely, there is an evaluation of every philosophy course concerning the results of intermediate and final assessments. The mean results

of these assessments are compared with minimal thresholds, and standard deviations are calculated. Overall, the document provides a clear view of the academic progression of the students within the programme.

In order to self-evaluate the programme as a whole, the Quality Assurance Department of the Faculty of Arts and Sciences has conducted the analysis of the academic progression of the students within the programme, student surveys (on a semester basis), graduate survey, focus groups with employers, external peer review of the programme, benchmark analysis for direct evaluation of learning outcomes of the programme, and evaluation of the academic staff involved in the programme. Within this overall scheme, the academic performance of students has played the key role. During the site visit it was also demonstrated that academic staff of the faculty gets regular assistance from the Quality Assurance Department of the Faculty and University in order to develop skills needed to measure and analyse the learning outcomes of the programme.

Description and Analysis - Programme 3 (Philosophy, Master programme)

The programme learning outcomes evaluation mechanisms for the MA programme in Philosophy are fairly similar to the BA programme, and the best practices of the BA programme are implemented and practised throughout this programme as well. In this sense, the evaluation of the learning outcomes of teaching and scientific-research component is coherent and involves measures to ensure its transparency and periodicity. The peculiarities of philosophy are properly taken into account as the assessment includes direct and indirect methods and benchmarks oriented to determine diverse achievements. The involvement of external stakeholders in this process is sufficient. During the interviews, the teaching staff revealed a proper knowledge of evaluation methods and referred to institutional initiatives to strengthen the capacities related to this issue. There are suitable measures to use the assessment results to improve the programme's components.

Evidences/Indicators

- Plan of evaluation for learning outcomes of the programmes in the cluster
- Self-evaluation report
- Interviews
- Learning outcomes evaluation results and analysis
- Benchmarks
- Academic progression in BA philosophy programme (enclosed document)

Description and Analysis - Programme 4 (Philosophy, PhD programme)

The assessment procedures in the Doctoral programme are properly established through clear regulations. They are entirely adequate for evaluating the learning outcomes of the programme. The mechanism for evaluating learning outcomes of the PhD programme include the evaluation of the scientific-research component, the system and periodicity takes into consideration the peculiarities of the field and level of studies, and utilizes relevant methods and benchmarks. The staff of the programme is assisted in developing necessary skills and knowledge needed for the elaboration and measurement of the learning outcomes and the communication, as well as involvement of external stakeholders in the process is ensured.

Evidences/Indicators

- Plan of evaluation for learning outcomes of the programmes in the cluster
- Self-evaluation report
- Interviews
- Learning outcomes evaluation results and analysis
- Benchmarks

General recommendations of the cluster: -

General suggestions of the cluster: -

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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 study programmes presented in the cluster are developed according to the internal regulations of Ilia State University, which follow the legislative requirements (ECTS system, Minister Decree N 3, NQF etc.). The content and structure of the programmes are well elaborated, and the courses are interrelated, balancing the subject-specific theoretical knowledge and practical, as well as transferable skills. The teaching and research component of each program considers the specificity of the level of education, the field of studies, and the degree to be awarded. New research findings and modern scientific achievements in the field are considered in the programmes grouped in a cluster. Internationalization of all programmes is achieved through different measures and activities. Interviews with the internal and external stakeholders revealed that development of the programmes was an open, transparent and collaborative process. Only in regard to the BA in Liberal Arts, it is recommended to improve communication between different internal stakeholders to ensure better integration of the Programme team in the Faculty of Humanities and Social Sciences. The relevant information is public and shared through adequate channels, including a very good website. It could be helpful to offer a complete version of this website in an international language to reinforce visibility and internationalization.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The BA Programme in Liberal Arts is designed according to the methodology for planning, designing and developing educational programmes of Ilia State University, in accordance with the ECTS system and the Decree N3 by the Ministry of Education and Science of Georgia. The content, volume and complexity of programme correspond to the Bachelor level of studies and the specificity of Liberal Education, balancing the knowledge and skills (including the transferable ones) between Philosophy, History and Political Sciences, Arts and Literature, giving the possibility to the students to design their individual study plan based on their personal and professional interests and needs. The Programme, with its flexible structure, gives quite a big autonomy to the students to make their choice among a wide variety of disciplines and, as the interviews revealed, the students manage to benefit from such autonomy due to the close communication and guidance by the Liberal Arts Programme Team and by well-established student support services of the University.

As the analysis of the syllabi showed, the academic and visiting staff considers new research findings and modern scientific achievements in teaching and learning. The expert panel understands and fully supports the specific teaching methodology used in the compulsory, specialised Liberal Arts courses, which envisages reading, analysing and understanding the texts of the World Great Thinkers without using scholarly works, but it is suggested to indicate some of them not as compulsory but as additional study material in the Syllabi for those students who would be interested in deepening their knowledge based on the recent developments in the respective research fields (e.g. see the syllabi Great Books II, Great Books III, Greek Drama in the Context of Antiquity and Modernity, etc.).

The information about different aspects of the Programme is publicly available on the University website: <https://iliauni.edu.ge/ge/iliauni/AcademicDepartments/mecnierebata-da-xelovnebis-fakulteti-269/programebi-303/mecnierebata-da-xelovnebis-fakultetis-sabakalavro-programebi/ertiani-migebit/tavisufali-mecnierebebi-liberal-arts>.

The Liberal Arts BA Programme's content and structure are well elaborated based on best international practices, fully comply with the academic degree to be awarded (that is, BA in Liberal Arts) and ensure the achievement of programme learning outcomes. All compulsory and elective courses are logically interrelated, with proper prerequisites to ensure the enrolment of students with proper preliminary knowledge and skills.

Internationalization of the Programme is achieved through the following measures and activities: providing some courses in English, co-managing of the program by foreign professionals, participation in Erasmus+ mobility programs of the students and staff, publications of the academic and visiting staff in internationally recognised journals and other international activities, etc.

As it is mentioned, different stakeholders were involved in Programme development, but as the interviews revealed there was a lack of communication of the Program Directors with the Faculty and University Administration. The Liberal Arts Team (program directors, academic and invited staff) was not fully aware of the whole 240 ECTS structure of the Programme, they were focused on the structure and 120 ECTS of the Major, while the Degree in Liberal Arts is awarded after fulfilling 240 ECTS. E.g. it was mentioned, that there are no human resources for adding mathematics or classical languages to the curriculum, that there is a lack of Human Resources for diversifying the curriculum, while the course “Mathematical Methods in Natural Sciences” is among the elective courses of Liberal Arts Programme and classical languages are taught in the framework of other study programs of the Faculty and there is a big number of the academic staff of the University who could contribute to Liberal Arts Programme. Therefore, it is recommended to improve communication between the Administration and the Liberal Arts Team for their better integration into the Faculty of Humanities and Sciences.

Recommendation:

It is recommended to improve communication between the Administration and the Liberal Arts Team for their better integration into the Faculty of Humanities and Sciences.

Evidences/Indicators

- Self-evaluation report
- Curriculum of the programme
- Interview results
- Programme syllabi
- Website of the institution

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

The programme is developed in accordance with the methodology for planning, designing and developing educational programmes of Ilia State University, in accordance with the ECTS system and the Decree N3 by the Ministry of Education and Science of Georgia. The overall credit volume of the BA programme in philosophy is 240 credit points. Standard period of learning is 4 years. From 240 credit points the main specialty (philosophy) is assigned 120 credit points. These 120 credit points are distributed in the following way:

- compulsory courses – 48 cp;
- optional courses – 12 cp;
- compulsory-option courses – 60 cp (within these 30 credit points should be taken from theoretical philosophy module and 30 credit points from practical philosophy module).

In addition to the major discipline points, the programme provides the opportunity for free components (60 credit points) and minor programme (60 credit points). It should be noted that the student can take other free component courses instead of choosing a minor programme. Free components of the programme include the following modules:

Introduction to modern thought (12 credit points), *Techniques for academic work* (6 cps), *Introduction to statistics* (6 cps), English language courses (24 cps) and two introductory courses (12 cps).

The core (compulsory courses) of BA programme in philosophy is structured in the following way:

- Ancient philosophy
- Medieval philosophy
- Philosophy of New Age
- Contemporary Philosophy
- Foundations of Logic
- Introduction to Ethics
- Introduction to Aesthetics
- BA course work

The core courses of BA programme in philosophy ensure that students develop major competencies, BA course work module develops students' basic research skills, whereas compulsory-optional courses ensure the development of specific competencies needed for broad knowledge of key issues in theoretical/practical philosophy. Admission preconditions to the next component for every course are consistent and non-contradictory.

Compulsory-optional courses within the theoretical philosophy module include the following: language and ontology in medieval philosophy; metaphysical problems in medieval philosophy; science and contemporary world: Whitehead's natural philosophy; religious faith and rationality; philosophy of language; post-classical philosophy: Kirkegaard, Marx, Nietzsche; Philosophy of mind; Introduction to formal methods in philosophy; Aristotle's Metaphysics: text and commentary; Introduction to epistemology; History of Russian philosophy. These courses reflect academic orientation of the core of the Faculty (continental philosophy) but also incorporate tendencies from analytical philosophy as well.

Compulsory-optional courses within the practical philosophy module include the following: Theories of modernity; Philosophical theories of moral motivation: historical and contemporary debates; The idea of freedom in German idealism; politics and aesthetics; Classical aesthetical paradigms: history of philosophy of art from Plato to Hegel (and from to Hegel to contemporary world); Introduction to Bioethics; Political philosophy and democratic philosophy; Introduction to the philosophy of human rights; Introduction to the philosophy of Karl Marx, Philosophy of History: the idea of progress and its criticism, philosophical anthropology, The Critique of Practical Reason by Immanuel Kant. The courses provided in this module are diverse and incorporate classical issues in practical philosophy as well as contemporary ones.

The BA programme in philosophy is structured logically, the learning outcomes of the module contribute to the achievement of learning outcomes of the programme in the whole, and overall, the content and structure of the programme are in correspondence with the qualification to be awarded. Its structure ensures its originality within the Georgian higher education space. During the site visit, the heads of the programme and academic staff demonstrated good knowledge of the structure, content and aims of the programme. Overall, the division between practical and theoretical philosophy ensures that students are flexible in their choice and that, simultaneously, they receive knowledge about both larger fields of philosophy. The programme considers new research findings in the field and envisages key issues of internationalization. All necessary information related to the programme, its structure and content are provided on the website of Ilia State University and based on interviews and documents, programme development was a collaborative process.

Evidences/Indicators

- Self-evaluation report

- Curriculum of the programme
- Interview results
- Programme syllabi
- Website of the institution

Description and Analysis - Programme 3 (Philosophy, Master programme)

The programme is developed in accordance with the methodology for planning, designing and developing educational programmes of Ilia State University, in accordance with the ECTS system and the Decree N3 by the Ministry of Education and Science of Georgia. The structure of the programme is as follows:

The MA implies the overall accumulation of 120 credits over the course of 2 academic years.

These credits must be accumulated according to the following scheme:

- Compulsory Courses - 30 credits (basic competencies necessary for MA in philosophy)
- Compulsory-Elective Courses - at least 48 credits (theoretical philosophy block - at least 24 credits, practical philosophy block - at least 24 credits) (An in-depth study of current issues in the field of practical and theoretical philosophy)
- Elective Courses - 12 credits (the student can choose free-elective courses from both philosophy and other master's programmes);
- Master's Thesis - 30 credits (develops the research skills necessary for the research of current issues in the field of philosophy).

Compulsory courses include: Ethics, Academic Writing, Political Philosophy, Ontology, Being and Time.

Compulsory-elective courses in theoretical philosophy cover the following topics: Knowledge and Faith, Hegel's lectures on the philosophy of history, Hegel's science of logic, Theories of intentionality in the middle ages, Logic and theology, Philosophy of Science, ontology and theology in Augustine and Boethius, Dialectic in ancient and modern philosophy, Spinoza and Modern Spinozism, Structure and Paradox: Post-Dialectical Forms of Contradiction.

Compulsory-elective courses in practical philosophy cover the following topics: place and limits of religion in post-classical European philosophy, Political theology, Psychoanalysis and gender, Postmodern aesthetic theories, Feminist philosophy, Capitalism as a religion, Karl Marx's "The 18th Brumaire of Louis Bonaparte", Philosophical aspects of international law, Friedrich Nietzsche and the genealogies of morals, Walter Benjamin's Theses "On the Concept of History", Sigmund Freud and the Psychology of the unconscious.

Although there are many ways one can structure an MA programme in philosophy, it is obvious that the current programme is well balanced and tries to present as many and diverse topics and methodologies as possible. One could argue that practical philosophy courses have a certain ideological foundation (e.g. Capitalism as a Religion), however this is entirely up to the programme, and could be a matter of taste. The differentiation between practical and theoretical philosophy is particularly useful and allows students to have a clear view of what and how they are studying.

The MA programme in philosophy is structured logically and clearly, and the learning outcomes of the programme contribute to the achievement of learning outcomes of the cluster as a whole. The content and structure of the programme are in correspondence with the qualification to be awarded. It occupies a distinct and indeed outstanding place in the Georgian higher education system. Based on our evaluation (although superficial) of Master's theses, we have concluded that the programme offers the students the possibility to develop a proper theoretical framework, conduct independent research, and solve philosophical problems.

During the interviews, the heads of the programme and the academic staff demonstrated excellent knowledge of the structure, content and awareness of the aims of the programme. All necessary information related to the programme, its structure and content are provided on the website of Ilia State University. The programme content is based on new research findings and modern scientific achievements, and envisages key issues of internationalization.

Evidences/Indicators

- Self-evaluation report
- Curriculum of the programme
- Interview results
- Programme syllabi
- Website of the institution

Description and Analysis - Programme 4 (Philosophy, Doctoral programme)

Concerning the PhD programme, the higher education institution has clear methods for planning, designing and developing the programmes according to the required regulations. The structure and number of credits to be covered (36) are clear, consistent with the expected duration (3 to 5 academic years) and adequate and reflect the peculiarities of the programme.

The combination of courses and assistantship component is adequate and well-organised, as well as the requirements of participation in regular colloquia, reports and publications. As a result, the level of complexity is adequate and sufficiently justified. During the interviews with the academic and invited staff and the students, the workload and requirements were considered feasible and reasonable to allow the completion in the expected time and the acquisition of relevant skills and scholarly autonomy.

It is worth noting that the structure has been properly designed on the basis of the joint work with international analogues to ensure its quality and consistency with global standards and best practices.

During the interviews, the management staff revealed clear views about the programme's structure and the procedures to conduct regular monitoring and enhancement, and the teaching staff showed engagement in these tasks. In the same line, the students and graduates expressed satisfaction with the overall planning and development.

Evidences/Indicators

- Self-evaluation report
- Curriculum of the programme
- Interview results
- Programme syllabi
- Website of the institution

General recommendations of the cluster: -

General suggestion of the cluster:

Offer a complete version of the website, which nowadays comprehends valuable information, but it is not integral, in an international language to reinforce visibility. It could be helpful to reinforce the current measures to ensure that information reaches its target audiences beyond the local environment.

Recommendations and suggestions according to the programmes: -

Programme 1 (Liberal Arts, Bachelor)

Recommendation(s):

It is recommended to improve communication between the Administration and the Liberal Arts Team for their better integration into the Faculty of Humanities and Sciences.

Suggestion(s):

It is suggested to indicate scholarly works in the syllabi of Liberal Arts courses not as compulsory but as additional study material for those students who would be interested in deepening their knowledge based on the recent developments in the respective research fields (e.g. see the syllabi Great Books II, Great Books III, Greek Drama in the Context of Antiquity and Modernity, etc.).

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 (Liberal Arts, Bachelor programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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 learning outcomes of the courses in all study Programmes presented in the cluster are in line with the respective Programme outcomes, while the content of the courses complies with their learning outcomes. The credit distribution among teaching and learning components is relevant for the level and field of the studies and the learning outcomes of the courses are assessed. The student workload is adequate to the contact and independent hours assigned to the courses. The compulsory literature and other study material indicated in the syllabi mostly correspond to the achievements of the respective fields of studies. Only in case of the Bachelor Programs in Liberal Arts and Philosophy there are suggestions and recommendations to update/add the study material and there is a suggestion on updating the content of a course of the Bachelor Program in Philosophy.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The learning outcomes and the content of the compulsory and elective courses are in compliance with the learning outcomes of the BA Programme in Liberal Arts. The number of credits, as well as contact and independent hours assigned to the different teaching and learning components correspond to the content and learning outcomes. The workload of the students is measured adequately in terms of contact and independent hours. The volume of the teaching and learning material is relevant for the allocated independent hours. The learning outcomes of each course are properly assessed. Assessment of the compulsory literature and other study material, as well as the respective suggestion, is provided in the section above (see the Report, 1.4).

Evidences/Indicators

- Course syllabi
- Programme curriculum
- *Argus* e-system
- Interview results

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

The content of each course in the BA programme in philosophy ensures the achievement of the learning outcomes defined in the respective courses. In addition to this, the learning outcomes of each course correspond with the learning outcomes of the programme on the whole. The same can be said about credit points assigned to each course and the ratio between contact and independent hours provided within them, as well as the assessment of the learning outcomes of the courses. This assessment is ensured in each course.

The compulsory literature listed in the syllabi is diverse, and up-to-date, and include important sources available in Georgian. Those materials which are not available in Georgian are regularly translated and uploaded in the electronic learning system *Argus* by the course instructors. Nevertheless, in one case, there is a need for some revisions. Namely, in the course - "Introduction to the Philosophy of Human Rights" main literature lists only works of Rousseau and Kant, whereas the content of the course covers the topics (e.g. human rights and global policy, criticism of human

rights, human rights nowadays etc.) which require literature outside the oeuvres of these authors. Therefore, there is a need to diversify the list of main literature with sources covering these issues.

With regards to the content of the courses, there is an anachronism in the course “Medieval Philosophy”, in the course content of which the last two topics are “Reformation: Luther and Calvin” and “Montaigne”. During the interviews, the course instructor said this was due to the exuberance of topics in the course “Philosophy of New Age”, and that is why two topics were moved into the course “Medieval Philosophy”. Nevertheless, it might be better to group topics according to respective epochs and rearrange them to reflect their belonging to them.

Recommendation(s): Diversify the list of main literature in the course “Introduction to the Philosophy of Human Rights”, in order for it to cover topics listed in the content of the course.

Suggestion(s): Rearrange topics in the courses “Medieval Philosophy” and “Philosophy of New Age” in such a way, that reflects their proper belonging to respective epochs.

Evidences/Indicators

- Course syllabi
- Programme curriculum
- *Argus* e-system
- Interview results

Description and Analysis - Programme 3 (Philosophy, MA programme)

The courses of the Master's programme correspond to the second level of higher education and ensure the achievement of the competencies defined by the programme. The topics and issues distributed in the courses are focused on providing knowledge about significant theories, historical and current debates in philosophy in practical and theoretical philosophy. Compulsory and compulsory-elective courses include critical analysis and evaluation of fundamental philosophical texts from antiquity and the modern era to contemporary times. It is determined to develop the competence of reasoning on philosophical issues and formulating one's own opinions and views correctly and consistently in all the courses of the programme. In addition, each course provides transferable skills such as: Adherence to the principles of academic integrity, written and oral communication, sharing one's own conclusions and reasoned arguments. It is important that by completing the Master's thesis, the student develops the ability to define a central problem in one of the philosophical disciplines (metaphysics, epistemology, ethics, aesthetics, social philosophy, political philosophy or philosophy of religion) and to independently research it using a solid theoretical framework, modern methodological principles and field methods.

The courses ensure the achievement of learning outcomes due to their complexity, diversity, originality and relevance. One may have suggested offering ideologically more balanced perspectives on the left-right spectrum so that students have the freedom to independently shape their philosophical, as well as political-philosophical views. However, such subjects are largely elective, and it is up to the student if they want to enhance their beliefs with further knowledge.

Experts also closely studied the syllabi and all of them are well-developed and are based on the most recent research in the field, where available. The literature provided is up-to-date, relevant, accessible and manageable for the MA students.

Experts were also provided with sample MA theses with the following titles: *Epistemic Authority in the Framework of Linda Zagzebski's Theory*, *The Place of Consciousness in the Sociological Phenomenology of Konstantine Megrelidze*, *Martin Heidegger and Jacques Lacan: The Language that Speaks*. As one can see, even with a very superficial look at the titles, the topics that the MA students explore are diverse, sophisticated and original. They also serve as important contributions to the field.

Evidences/Indicators

- Course syllabi
- Programme curriculum
- *Argus* e-system
- Interview results

Description and Analysis - Programme 4 (Philosophy, Doctoral programme)

The learning outcomes of the academic courses are consistent and properly aligned with the learning outcomes. It involves 36 credits, which makes the expected duration of the studies, around 3-5 years, feasible. The design based on the analysis of international analogues ensures its innovative features. The content of the courses is adequate and flexible enough to cover the interests of diverse students, including a proper number of elective components. During the interviews with the teaching staff, the students, and the graduates, the methodological approach and design of the courses showed to be adequate and sufficient to comply with their aims. The syllabi are detailed enough and provide solid information about the specific learning outcomes and points to be assessed. The sources and secondary bibliography are appropriate to provide a comprehensive view of the subjects and ensure suitable training in academic skills, including works in different languages. The compulsory courses oriented to the development of transferable skills, i.e. Assistantship and Writing for Academic Publication, are adequate and well-integrated into the programme.

Evidences/Indicators

- Course syllabi
- Programme curriculum
- *Argus* e-system
- Interview results

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and suggestions according to the programmes:

Programme 2 (Philosophy, Bachelor programme)

Recommendation(s): Diversify the list of main literature in the course “Introduction to the Philosophy of Human Rights”, in order for it to cover topics listed in the content of the course.

Suggestion(s): Rearrange topics in the courses “Medieval Philosophy” and “Philosophy of New Age” in such a way, that reflects their proper belonging to respective epochs.

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input 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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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 of the programmes in the cluster are clear, fair, and consistent with current regulations. They are properly aligned with the particularities of the diverse levels, combining criteria of openness and adequate checking of competencies required to conduct higher education studies in general and the specific disciplines in particular. The relevant information is accessible and spread through proper channels available to interested parties. During the interviews, the students and the teaching staff manifested that they were satisfied with the whole process. The cluster also has suitable planning of the student contingent, in line with general institutional provisions, considering the ratio of students to teaching staff. During the interviews, the management staff claimed and justified that all the programmes keep a proper balance in this regard, which allows student centred methods. It is worth noting that the measures concerning admission include suitable activities to promote the programmes, gain visibility and reinforce contact with the society at large.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The admission requirements for the BA Programme in Liberal Arts are indicated in the Programme description, which is publicly available online. The citizens of Georgia are admitted via Unified National Exams after passing a foreign language, Georgian language and mathematics/history exams, according to Georgian legislation. Unified National Exams ensure fair and unbiased selection. The applicants of Liberal Arts Programme are required to master English on B1 level, as some courses of the Programme are offered in English and the study material is also in English in some courses (testing is organized if necessary for identifying the English level of the applicants).

Ilia State University has approved the internal regulations – rules for planning the student body, which consider the specificity of the programme, available human and material resources and which is applied in the case of BA Programme in Liberal Arts.

Evidences/Indicators

- Educational programme
- Documents for the admission to the programmes
- Website of Ilia State University with relevant information
- Self-Evaluation Report presented by the higher education institution
- Interviews with the management staff, the teaching staff, the students, and the graduates of the programmes.

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

In order to enrol in a BA programme in philosophy, high school graduates should pass Unified National Examinations in the following disciplines: Georgian language and literature, foreign language (German, English, Russian, French) and one of the following subjects: mathematics, history, literature. Information about admission requirements is

available on the programme's webpage (<https://iliauni.edu.ge/ge/iliauni/AcademicDepartments>) and is publicly accessible. Admission requirements of the programme and procedures related to them are in line with existing laws and regulations, fair and transparent, and they ensure admission of the students with the relevant knowledge and skills necessary for graduating from the programme. The rules for planning the student body are applied to the programme.

Evidences/Indicators

- Educational programme
- Documents for the admission to the programmes
- Website of Ilia State University with relevant information
- Self-Evaluation Report presented by the higher education institution
- Interviews with the management staff, the teaching staff, the students, and the graduates of the programmes.

Description and Analysis - Programme 3 (Philosophy, Master programme)

According to the programme and self-evaluation report, admission to the Master's programme requires candidates to hold a Bachelor's degree or equivalent academic degree in any field. In order to be admitted to the Master's programme, written (50 points) and oral (50 points) entrance exams are conducted. The university entrance exam tests the candidate's English language proficiency (B2) and field knowledge, in particular the candidate's competence in the history of philosophy.

During the oral exam, the applicant must demonstrate:

- Basic knowledge of the field. (They are asked some very basic questions from the programme).
- Motivation (The applicant must show their interest in the field of their choice).
- Communication skills.
- Their academic achievements.

During the written exam, the applicant must demonstrate basic knowledge of the field, and must answer five questions. There are also preliminary readings provided that will allow the applicants to prepare for the exam.

Overall, the admission process is relevant, transparent, fair, public and accessible. The prerequisites and procedure of admission to the programme, are adequate in regards to the objectives and expected learning outcomes of the programme and inline with the legal requirements. The rules for planning the student body are applied to the programme.

Evidences/Indicators

- Educational programme
- Documents for the admission to the programmes
- Website of Ilia State University with relevant information
- Self-Evaluation Report presented by the higher education institution
- Interviews with the management staff, the teaching staff, the students, and the graduates of the programmes.

Description and Analysis - Programme 4 (Philosophy, Doctoral programme)

The regulatory framework requires the doctoral programmes to have a specific admission commission, which is properly covered by the institutional procedure. The incoming students must count on MA or equivalent academic degree and an approved test of proficiency in English to at least B2 level, present a doctoral research application and

successfully pass an oral exam conducted by a subject-specific committee selected by the admission commission. During the interviews, the PhD students and graduates referred to these procedures as clear and fair instances and stressed that they had pertinent and sufficient information and guidance during the whole pathway. The number of PhD students admitted takes into consideration the resources of the university. Overall, the admissions to the programme are not announced yearly and each intake is up to three candidates.

Evidences/Indicators

- Educational programme
- Documents for the admission to the programmes
- Website of Ilia State University with relevant information
- Self-Evaluation Report presented by the higher education institution
- Interviews with the management staff, the teaching staff, the students, and the graduates of the programmes.

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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 design of the programmes and the management measures pay due account to the development of diverse, relevant skills according to the level of studies. They cover practical and scientific areas, stress the creative contribution to the field, including appropriate attention to research, and are adequately focused on transferable skills. To this end, there is proper coordination of diverse units and resources within the institution, including curricular and extracurricular spaces. The development of these skills is primarily conducted by competent teaching staff. In all the cases, there is a clear identification of the strategies to reach these aims through curricular content, cooperation with partners, participation and organisation of academic events, integration into research projects, thesis writing and articles' publication (foreseen in some cases), and university extension experiences.

It is worth mentioning that the PhD programme includes suitable measures to provide teaching skills through assistantship and specific training, as well as valuable opportunities to develop international capacities, work with foreign co-supervisors, and collaborate with global peers.

During the interviews, the academic and invited staff proved to be fully aware of the relevance of this point and offered valuable examples of their tools to ensure the expected results. Proper measures to enhance soft skills in the framework of academic integrity were properly described and connected with the planned learning outcomes. In the same vein, during the interviews with students and graduates, they offered testimonies and examples of opportunities to develop practical skills during their studies. The information provided concerning international preparation by teachers, students, and graduates is especially positive and involves valuable activities related to research and networking. Along the same line, the employers showed themselves highly satisfied with the performance of the graduates. Regular cooperation and agreements concerning joint actions oriented to broaden the integration in the labour market were appropriately described and plans to enhance these actions were stressed.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Educational programmes
- Regulations concerning research activities and doctoral organisation
- Information about academic activities organised by the cluster with participation of students
- Syllaby of related courses
- Self-Assessment report
- Interviews with management staff, academic and invited staff, students, graduates, and 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
Programme 1 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Philosophy, Doctoral programme)	<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 teaching and learning methods include diverse, consistent approaches properly aligned with the learning outcomes. They include adequate measures concerning student-centred methods to promote suitable student engagement and development of the foreseen skills. The syllabi comprehend sufficient information about teaching procedures, appropriately aligned with the study level. Students' special needs are suitably addressed, and there are enough institutional resources to offer complementary training in cases in which it is required. The development of e-learning measures is properly incorporated into the everyday activities of the cluster.

During the interviews, the teaching staff described their methods adequately, referring to fitting opportunities for joint work concerning this aspect to develop collective strategies and recount their participation in teaching training. The students praised the teaching staff's work, outlining their accessibility and collaboration, the good number of instances to get individual consultation, and the appropriate teaching and learning environment. Concerning e-learning strategies, the teaching staff and the students recount experience during the pandemic that accounts for the institutional efforts to carry out the planned activities through effective online activities keeping suitable communication procedures.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Educational programmes
- Syllaby
- Programme assessment criteria
- Presentation of system Argus during the on-site visit
- Information about extracurricular initiatives
- Self-assessment report
- Interviews with the QA unit, management staff, teaching staff, students, and graduates

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and suggestions according to the programmes: -

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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

Student assessment is properly framed in adequate regulation, in line with external rules from the national authorities and pertinent internal rules from the higher education institution. They lead to a clear and consistent system of credits and ratings. The evaluation procedures, criteria and thresholds are in all cases properly established. The number of instances (midterm assessment and final assessment) are adequate to ensure the proper evaluation of the learning outcomes. The provision for evaluation of theses in the programmes that require them is equally clear and based on fitting measures and procedures detailed in the pertinent regulation. Formative feedback to the PhD students throughout their theses writing is ensured. The institution counts on a suitable mechanism for assessment appeal in cases of complaints to ensure transparency in the assessments. General feedback procedures from teaching staff are also integrated into the overall approach and shared through clear channels through electronic platforms. Training of the teaching staff in evaluation issues is sufficient. The incorporation of best practices on the basis of the cooperation with international analogues is remarkable. During the interviews, the teaching staff was able to describe

and justify the evaluation criteria and the peculiarities of the diverse programmes. The students confirmed that these criteria are available at the beginning of the courses and suppose no major difficulties in complying with the deadlines and requirements. Feedback is adequate and proper surveys are conducted.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Educational programmes
- Syllaby
- Regulations on dissertations procedures in the programmes that include them
- Presentation of the e-learning platform during the on-site visit
- Information about surveys and other evaluation tools
- Self-assessment report
- Interviews with the QA units, management staff, academic and invited staff, students and graduates

General recommendations of the cluster: -

General suggestions of the cluster:

- Continue the development of statistical analysis of student’s performance

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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,	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
----------------------------------------------	----------------------------	------------------------------------------	--------------------------------------	-----------------------------------

Adequacy Evaluation of Programme Mastering				
Programme 1 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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.

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

At Ilia State University, there are various ways of providing information and consulting for applicants and current students such as: 1. informational meetings for applicants and students in which interested persons have the opportunity to receive detailed information about the learning environment and the possibilities of planning the educational process; 2. Study conditions and the responsibilities of the parties are detailed in the contract concluded with newly admitted students; 3. The university's special software system "Argus" provides students with the opportunity to receive various information; 4. The faculty has a relevant program coordinator from whom information can be obtained through personal consultation, e-mail or telephone; 5. Student consultation on issues related to the programs is carried out by the quality assurance service specialist of the faculty; 6. The university library often conducts trainings on the use of its electronic system and library resources; 7. Useful information for students is regularly published on the website and sent to students via e-mail; 8. The Department of Student Affairs of Ilia State University carries out informational and consulting activities with regard to employment; 9. The university holds a student life forum annually where newly admitted students are introduced to the student club registration procedures; 10. The International Relations Office conducts informational meetings with students and provides individual counselling to interested students about international exchange programs etc.

The Argus software system, which can be individually activated by students based on the corporate e-mail, should be specially noted. The system works quite well and offers students flexible courses, e-learning materials and syllabuses. With the help of this program, students have an opportunity to choose study courses, check their grades

and accumulated points and plan the learning process. Materials included in the course syllabus are available in "Argus".

The means of communication between the students on the one hand and the academic staff/university staff on the other are worth mentioning: for example, through *Argus* students have the opportunity to have constant communication with the course supervisors and receive feedback from them.

Students are involved in the process of evaluation of the academic staff. The staff takes student evaluations, comments and needs into consideration.

Significant attention is paid to the promotion of student employment and career development. The Department of Student Affairs of Ilia State University works in this direction. The department conducts activities such as: "Mari Burduli Employment Month and a series of profile employment forums – UNIJOBS, which includes meetings with employers, trainings and consultations for career development etc. Graduates registered in the UNIJOBS database are provided with information about active vacancies. Career development support workshops are held for students and graduates. The university has a database of graduates which is updated periodically. On the basis of this base promotion of employment of graduates is carried out. Besides, university projects promoting career development and employment are carried out at the university: cyber laboratory *Unilab* and project Iliani + career development project of the Department of Student Affairs "BOOSTER" and others. Within the framework of the international doctoral school a database of employers of doctoral students/graduates has been created at the university. The university organizes employment forums.

At the same time, it should be noted that the meeting with the employers has demonstrated that there is a need to deepen the communication between them and the university management. The university supports students in terms of participation in international projects. The International Doctoral School assists doctoral students in concluding co-teaching agreements with international partner institutions. The University Development Service supports the involvement of students in international projects, disseminates information about opportunities to participate in various international grant competitions and scientific/scholarly events. The International Relations Office administers international exchange programs (e.g. Erasmus+) and provides international mobility opportunities for university students. Within the framework of the aforementioned, the service offers students various types of support services: it provides access to information through the website, "Argus", e-mail and social network, it helps students in the process of agreeing study agreements with faculties, etc.

The university has mechanisms to encourage students and deepen their knowledge, such as seasonal schools, seasonal away camps, student life forum, student clubs, funding of student projects, service of registration learning process issues. It is worth noting the functioning of the Academic Writing Center, which helps students to further improve their academic writing skills. There are also online resources in this direction available on the website of the institution.

Expert panel considers a good practice the existence of a psychological counseling center for students, which was established by the initiative of university professors. In this center, together with qualified and experienced specialists, the students of the corresponding master's program of the university provide counseling to the students.

Ilia State University International Doctoral School's plan to introduce Alumni Mentor status is also notable. The mentor will share experiences with the doctoral student and support in terms of career development and professional experience.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Development Office Documents
- Documents about co-tutelles
- International Relations Office Statute
- Website of the Ilia University Library
- Documents on the International Exchange programmes
- Electronic platform “Argus”
- Rules of Academic programme Supervisors and Working group activities
- Students Affairs Department Statute
- Documents about the administration units
- Self-evaluation report
- Interviews results

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and suggestions according to the programmes: -

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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

At the Faculty of Sciences and Arts of Ilia State University, the conceptions of master's and dissertation theses and the regulations of the dissertation council and doctorate have been developed. On the basis of these documents, the process of defending master's and doctoral theses, including the selection of research supervisors, is carried out.

Students can get information about the academic staff and their research interests from the university website and on that basis choose a supervisor that matches their research interests.

The qualifications and number of academic staff of the university allow students to have an experienced and professional supervisor. The student can choose supervisors among university professors. A doctoral candidate may have more than one supervisor with an academic degree of doctor. It is permissible for a doctoral student to have a co-supervisor/s who may be invited from another HEI, including a foreign institution within the framework of an international cooperation agreement or by the decision of the sectoral commission. The Master’s and Doctoral students have sufficient opportunities to meet and consult the supervisors in the framework of suitable regulations. The institution has a clear view on the ratio of supervisors to students that guarantee a proper development of the expected tasks. In the same vein, there are adequate mechanisms for assessing the tasks of supervisors and co-supervisors, enabling a sound monitoring. It should be noted that within the framework of the philosophy doctoral program, based on the Cotutelle agreement signed with the University of Munster, the possibility of co-supervision by the partner university is provided.

It is also important that master's and doctoral theses are checked for plagiarism using Turnitin (embedded in Moodle) and the students receive substantial support to avoid plagiarism in their work.

If necessary, description and analysis according to the education programmes

Data related to the supervision of master's/doctoral students Programme 3 (Philosophy MA)	
Number of master's theses supervisors	12
Number of master's students	22
Ratio - supervisors of master's theses/master's students	0.55

Data related to the supervision of master's/doctoral students Programme 4 (Philosophy PhD)	
Number of doctoral thesis supervisors	10
Number of doctoral students	12
Ratio - supervisors of doctoral theses/doctoral students	0.83

Evidences/Indicators

- Educational programmes
- System Argus
- Regulations of the Dissertation Committee and Doctoral Studies of the Faculty of Arts and Sciences
- Dissertation work concept
- Concept of Master’s thesis
- Personal files and surveys of academic staff
- University website
- Ratio of supervisors and master/doctoral students with active status
- Rule of evaluation of the programme implementation
- Mechanism and methodology of planning of student contingent
- Research reports of the last year graduate students and graduates
- Report of the Doctoral Students’ focus group
- Self-assessment report
- Interviews results

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and suggestions according to the programmes: -

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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.

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 human resources working in the cluster are high quality. The heads of the programmes are properly involved in management processes and showed during the interviews in-depths knowledge and clear views about the development of the programmes. They revealed to have adequate information, ideas and measures concerning the balance between academic and invited staff and their specific tasks.

The quality of the academic staff is outstanding and have strong track records, valuable research outcomes and international publications, and precise ideas about teaching methods and programmes' overall goals and learning outcomes. During the interviews, the academic staff revealed solid institutional engagement and satisfaction with the working conditions. The invited staff also showed strong compromise, suitable will to enhance its scholarly and teaching skills, and a comprehensive view of the programmes' aims and the better ways to contribute to them. Still, some obstacles related to labour conditions were outlined, concerning salaries, lack of annualised contracts and impossibility to access funding for academic activities. Even considering that these issues are a shared obstacle in higher education institutions, it would be desirable to work in the improvement of these conditions to improve the situation and performance of the invited staff, which is in charge of essential courses within the programmes.

The workload is clearly established and follows a consistent planning to maximise the resources and the proper development of the educational programmes. Consulting hours are properly taken into account to ensure the student's monitoring. The interviews with students and graduates revealed overall satisfaction with the academic and invited staff performance, and confirmed the activities oriented to permanent monitoring and feedback. During the interviews with the Quality assurance units, appropriate measures for analysis of quantitative and qualitative indicators were provided and justified and suitable measures to include the results in measure for further improvement were suitably described. The staff turnover is adequate. For all these motives, the scheme ensures the cluster sustainability.

The administrative staff is entirely adequate, and their functions and roles are well-covered. During the interviews with students from the different programmes, appropriate interventions for solving problems were sufficiently described.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The documentation provided by the university proves that the academic and visiting staff of the BA Programme in Liberal Arts is involved in the implementation of the program in accordance with the legislation of Georgia and internal university regulations. The analysis of the CVs of the academic and visiting staff confirmed that their qualifications fully correspond to the qualification requirements, functions and the Georgian legislation. Their education, pedagogical and research activities, as well as professional experience comply to the learning outcomes of the educational and research component. In addition, they have published works of a relevant profile: monographs, articles in peer-reviewed internationally recognized journals, etc. in the last five years. The workload of the academic and invited staff is updated every semester and consists of educational, research and other activities.

27 people are involved in the implementation of the BA Programme in Liberal Arts, 16 academic and 11 visiting staff (including two foreigners). The ratio of the academic and visiting staff is a good prerequisite for ensuring quality education and programme sustainability. The Programme directors' academic and research activities, their professional background also contributes to effective implementation of the programme.

The technical and administrative support of the Programme is provided by the Administration of the Faculty of Humanities and Sciences of Ilia State University. Namely, the dean, the assistant dean, the head of the quality assurance service, the student coordination service and the chancellery and financial services, etc. The qualifications of the administrative and support staff correspond to their functions and job descriptions, which is confirmed by their CVs.

The interviews with the students, alumni and Programme staff revealed that the educational process is effectively managed through the electronic system "Argus", the proper operation of which is ensured by the Department of Technologies. In addition, the university's administrative and support staff provide the students with timely, qualified and efficient services, technical and administrative support. It should be underlined that the highly qualified academic and visiting staff is involved in the implementation of the Programme whose activities are supported by flexible and efficient administrative structures.

Programme 1 (Liberal Arts, Bachelor programme)				
Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated academic staff

academic, scientific, and invited staff)		sectoral expertise ⁶	the sectoral direction ⁷	
Total number of academic staff	16	16	16	16
- Professor	12	12	12	12
- Associate Professor	3	3	3	3
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	11	11	11	–
Scientific Staff				–

Evidences/Indicators

- Curricula vitae
- Relevant institutional regulations
- Academic personnel agreement samples
- Self assessment report
- Interviews with authorities, management staff, QA unites, academic and invited staff, students and graduates

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

Overall, the number of academic staff engaged in the programme is 16 (4 professors, 5 associate professors, 1 assistant professor and 6 invited lecturers). The balance between programmes's core faculty and invited lecturers (10/6) ensures programme's stability and functionality. In addition to this, the overall number of academic staff is adequate with regard to the number of students enrolled at the programme (16/75). The balance between academic, including balance between affiliated academic and invited staff ensures the programme sustainability. Qualifications of core faculty are in accordance with the qualification requirements and their engagement in the programme is in accordance with existing Georgian legislation and regulations. The publications of the core faculty demonstrate their engagement with international research community and expertise in the field, and the competencies of invited staff ensure that they transfer up-to-date knowledge to the students enrolled at the programme. The workload scheme for the core faculty and invited staff is adequate and does not hinder performance of their functions and duties. Student consultations are envisioned by the workload. The programme has 61.5% retention rate for academic staff and 16.7% in invited staff.

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

The heads of the BA programme in philosophy have excellent qualifications, defended their PhDs at reputable Universities, and are active researchers who are involved in various international projects. They have rich experience in administrative affairs.

Programme is supported with the adequate number of administrative staff, with high qualification and readiness to support programme staff and students.

Programme 2 (Philosophy, Bachelor programme)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁸	Including the staff holding PhD degree in the sectoral direction⁹	Among them, the affiliated academic staff
Total number of academic staff	16	16	10	10
- Professor	4		4	4
- Associate Professor	5		4	5
- Assistant-Professor	1		1	1
- Assistant				
Invited Staff	6			–
Scientific Staff				–

Evidences/Indicators

- Curricula vitae
- Relevant institutional regulations
- Academic personnel agreement samples
- Self assessment report
- Interviews with authorities, management staff, QA unites, academic and invited staff, students and graduates

Description and Analysis - Programme 3 (Philosophy, MA programme)

The number of academic and invited staff involved in the master's programme of Philosophy (14) is adequate to the number of students (22). The ratio of graduate students and their supervisors corresponds to the methodology defined in the concept of the master's thesis and in accordance with the workload of the supervisors. The research experience

⁸ Staff implementing the relevant components of the main field of study

⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

and qualifications of the academic staff ensure the use of modern trends and achievements in the field both in the teaching process and in the guidance of master's students.

The workload of the academic staff is reasonable and allows them to teach, as well as supervise theses. The staff also teaches roughly an equal number of courses. The programme has 50% retention rate in academic staff, and 16.7% in invited staff.

Qualifications of core faculty are in accordance with the qualification requirements and their engagement in the programme is in accordance with existing Georgian legislation and regulations. The publications of the core faculty demonstrate their engagement with international research community and expertise in the field, and the competencies of invited staff ensure that they transfer up-to-date knowledge to the students enrolled at the programme.

The MA thesis can be supervised by a member of core faculty or an invited faculty member, as well as a current advanced PhD candidate or any other individual who has a good track record of scholarly publications.

Programme is supported with the adequate number of administrative staff, with high qualification and readiness to support programme staff and students.

Programme 3 (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 expertise¹⁰	Including the staff holding PhD degree in the sectoral direction¹¹	Among them, the affiliated academic staff
Total number of academic staff	14	14	14	13
- Professor	6	5	5	6
- Associate Professor	5	5	5	5
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	1	1	1	–
Scientific Staff				–

Evidences/Indicators

- Curricula vitae
- Relevant institutional regulations
- Academic personnel agreement samples
- Self assessment report

¹⁰ Staff implementing the relevant components of the main field of study

¹¹ Staff with relevant doctoral degrees implementing the components of the main field of study

- Interviews with authorities, management staff, QA unites, academic and invited staff, students and graduates

Description and Analysis - Programme 4 (Philosophy, Doctoral programme)

The academic staff of the PhD programme has excellent track records, extensive experience in the field, suitable publications and participation in research projects, and international visibility. The teaching staff have suitable experience in training young scholars, which is essential to ensure high-quality results. The PhD programme counts on clear regulations and requirements for the supervisors, according to fitting regulations. The number of the teaching staff is balanced and takes due account of the number of students. The programme has 92.3% staff retainment in academic staff.

During the interviews, the teaching staff revealed precise views about the expected profile of the graduates, the relevance of up-to-date research and teaching methods, and the tools to provide proper guidance to PhD students. This information was confirmed by the considerations of the students and graduates.

Programme 4 (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 expertise¹²	Including the staff holding PhD degree in the sectoral direction¹³	Among them, the affiliated academic staff
Total number of academic staff	14	14	14	14
- Professor	6	5	5	6
- Associate Professor	5	5	5	5
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	1	1	1	–
Scientific Staff				–

Evidences/Indicators

- Curricula vitae
- Relevant institutional regulations

¹² Staff implementing the relevant components of the main field of study

¹³ Staff with relevant doctoral degrees implementing the components of the main field of study

- Academic personnel agreement samples
- Self assessment report
- Interviews with authorities, management staff, QA unites, academic and invited staff, students and graduates

General recommendations of the cluster: -

General suggestions of the cluster:

Enhance the labour conditions of the invited staff, taking into account salaries, annualised contracts and access to opportunities and funding for academic improvement.

Recommendations and suggestions according to the programmes: -

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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

Within the cluster, the supervisors, in the programmes that include them, are subject to a precise and adequate set of qualification requirements to comply with the role. They are entirely in agreement with the study level and the tasks to be carried out. In this sense, quality parameters and suitable scholarly experience and achievements are pertinent and explicit in the regulations related to MA and PhD levels.

Programme 3-4 (Master programme)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁴	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	13	13	13
- Professor	6	6	6
- Associate Professor	5	5	5
- Assistant-Professor	2	2	2
Invited Staff			–
Scientific Staff			–

Description and Analysis - Programme 3 (Philosophy, Master's programme)

MA students have qualified supervisors and, if necessary, co-supervisors who have relevant scientific research experience in the field.

During the interviews, the supervisors of MA theses demonstrated a substantial knowledge of the programme's goals and provided examples of their best practices while supervising students. During the interviews, students and graduates expressed satisfaction with the process of supervision. During the writing process, each step was overseen by the supervisor. The management staff and the quality assurance team exhibited a good understanding of the relevance of supervision to reach best results.

The MA thesis regulations also provide a good description of the requirements that a supervisor must meet. Their academic achievements and credentials are considered. The MA thesis can be supervised by a member of core faculty or an invited faculty member, as well as a current advanced PhD candidate or any other individual who has a good track record of scholarly publications. Judging by the titles of the theses defended over the past years, the supervisors have the ability and competence to supervise a wide range of topics and offer the students new and hitherto unexplored avenues of research.

Programme 3-4 (Philosophy programme)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	13	13	13
- Professor	6	6	6
- Associate Professor	5	5	5

¹⁴ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

¹⁵ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Assistant-Professor	2	2	2
Invited Staff			–
Scientific Staff			–

Description and Analysis - Programme 4 (Philosophy, Doctoral programme)

The PhD programme's regulations offer a well-suited description of the requirements to be a supervisor, including the kind of position, the degree level, the extent of the research experience in the field, and the previous achievements that prove the supervisor is an expert in the subject. The quality of publications and previous scholarly activities to comply with these criteria is properly specified. The profile and requirements for the supervisors in the framework of joint supervision are also adequate. Suitable information about the supervisors within the programme in virtue of their position is public and accessible through the institutional website.

During the interviews, the supervisors of the PhD programme demonstrated a broad knowledge of the programme's goals and offered several examples of good practices concerning their guidance of doctoral students. In the same vein, the students and graduates were satisfied with the labour of the supervisors, having stressed the quality of their contributions as specialists in diverse fields and their willingness to help during all the stages. The management staff and the quality assurance units exhibited a solid view of the relevance of this aspect to reach high-quality results.

Evidences/Indicators

- Concept of Master's thesis
- Regulations of the PhD programme
- Supervisor's Curricula vitae
- Self assessment report
- Interviews with the Quality Assurance units, the management staff, the academic staff, the studentes 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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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

The higher education institution has a mature system for evaluation of academic and invited staff, covering teaching methods and in the case of the academic staff also research and scientific achievements. This evaluation of the teaching component comprehends student surveys properly designed with a reasonable range of questions and regularly updated and refined and suitable monitoring conducted by the Quality assurance unit, the study process evaluation development service that allow fitting feedback. Concerning the evaluation of the research aspects, there are adequate tools to collect relevant data and enhance these aspects. Training opportunities are regularly offered and suitable support for involvement in international cooperation and other research activities is available.

During the interviews, the Quality assurance representatives sufficiently described the procedures for monitoring, the teaching staff confirmed their participation in the assessment and the feedback received on the basis of the evaluation, and the students outlined their participation in the surveys concerning teaching quality.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Regulations of the Development Service
- Regulations concerning evaluation of the teaching staff
- Statute of the Personal and Professional Development Center
- Self-assessment report
- Interviews with the Quality assurance units, the management staff, the academic and invited staff, and the students.

General recommendations of the cluster: -

General suggestions of the cluster:

- Enhance the opportunities for training teaching staff concerning evaluation

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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

Educational programmes grouped in cluster are provided with rich library resources (material as well as digital), which ensures that learning outcomes defined in the programmes are achieved. Research centers connected with the programmes grouped in the cluster, regularly try to enrich the resources of the library with new materials or by obtaining private collections. The material resources are regularly updated according to the requests of the course instructors, which address librarians with these requests when updating their syllabi. In addition to this, course instructors prepare/translate respective materials in Georgian for their courses. These materials are united in course readers (digital pdf versions), stored within the electronic learning system *Argus*, and are readily available for the students (if necessary, physical copies are provided which are kept in the library). All the resources listed in the syllabi are available within Ilia State University’s OPAC library system.

The library of Ilia State University has access to major research databases (EBSCO, JSTOR, Scopus, etc.) and enables every student to access their content. Librarians regularly provide trainings for students who wish to develop their skills in this regard. It is noteworthy, that from their electronic profile, students are able to register at these trainings which are provided in every semester according to the demand of the students. During the interviews academic faculty and graduates demonstrated their acquaintance and awareness of databases and their importance.

Libraries have spaces equipped with computers which enable students to access databases and perform other tasks. In addition to this, adjacent to the library there are meeting rooms which students can book in advance if they want to work in groups. There are also three sites within library premises, where students can copy and print their learning materials. Within the library students can also access free wireless internet. Students are able to request books remotely, via their e-profile and these books within one day (or several hours) are available for them in the reading rooms of the library. This is very convenient and time-efficient.

Overall, material resources available at the university fully satisfy the needs of the programmes grouped in the cluster and ensure the achievement of the aims and learning outcomes specified in them.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The BA Programme in Liberal Arts is provided with relevant material resources according its aims and learning outcomes, namely, the classrooms, University Library, Informational and Computing Center, the electronic platform Argus for student registration and study process management, plagiarism detecting program Turnitin, e-learning platform etc.

The teaching and learning material (primary and secondary sources, handbooks, articles, translations, readers, etc.) provided in the syllabi are available in the Library. The University has access to the following research databases: Clarivate Analytics, ScienceDirect, Scopus, ProQuest, EBSCO, Jstor, Cambridge Journals, Taylor and Francis, Sage Publishing etc. It should be underlined that the University Library supports academic and administrative staff in preparation of the readers.

The University research institutes and centers - Savle Tsereteli Institute of Philosophy, Music Center and partner organizations of the University (Georgian-American Initiative for Liberal Education, Tbilisi State Conservatory, Georgian Film Academy, Center for Cultural Relations - Caucasian House, Laboratory of Soviet Studies) are involved in the implementation of the liberal arts bachelor's programme, with which cooperation memoranda have been signed. The mentioned collaborations provide the access of the students involved in the programme to the resources of the partner organizations and their involvement in the activities and events carried out by the partners.

It should be noted that according to the overall ranking of the students of the fall semester of 2020-2021, the six best performing students of liberal arts were awarded the Alan Bloom Scholarship established by the Georgian-American Initiative for Liberal Education.

The interviews with the Programme Staff, students and alumni showed that they have full access to the material resources of Ilia State University and actively use them for educational and research activities.

Evidences/Indicators

- Interview results
- Self-evaluation report
- Site visit
- Electronic learning system *Argus*
- Electronic portal
- Documents related to infrastructure and ratio of the technical equipment to the number of students
- Agreements concluded with international electronic databases

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

BA programme in philosophy is provided with library resources which satisfy the programme's needs, namely, literature listed in the syllabi are available within the library either in physical or digital modes. Course instructors frequently translate materials for their courses in Georgian. In such cases those materials are available in electronic system Argus (e.g. for courses “Language and ontology in medieval philosophy”, “Science and contemporary world: Whitehead’s natural philosophy”, “Introduction to epistemology”, etc.). They also compile readers from the materials already available in Georgian. These materials too, are uploaded in Argus and are available within the system only (due to copyright restrictions) or are available as physical copies in the library.

Library has several locations with philosophical literature. Within the library there are open access shelves which contain diverse, multilingual and up-to-date philosophical literature as well as a repository from which books are available by the students’ request from the electronic system. With regards to electronic databases, both the academic staff and students are aware of their significance and emphasize the importance of their use during the learning process. Students seem to be acquainted how to use these systems.

It is noteworthy that Savle Tsereteli Institute of Philosophy since 2013 publishes the series “Philosophical Library”. The aim of the series is to translate into Georgian classical and contemporary texts of philosophy. So far 11 volumes have been published under the series, including philosophical treatises by Jean Jacque Rousseau and Rene Descartes, among others.

Evidences/Indicators

- Interview results
- Self-evaluation report
- Site visit
- Electronic learning system *Argus*
- Electronic portal
- Documents related to infrastructure and ratio of the technical equipment to the number of students
- Agreements concluded with international electronic databases

Description and Analysis - Programme 3 (Philosophy, Master programme)

Just like in the BA programme, the MA programme is equally well provided with library resources that satisfy the programme’s needs. In this sense the only difference is, perhaps, that the MA students require more advanced and complex literature, which is also freely available in the library, as well as the E-learning system. Students also demonstrated their familiarity with the e-learning systems and the book collections in general.

Evidences/Indicators

- Interview results
- Self-evaluation report
- Site visit
- Electronic learning system *Argus*
- Electronic portal
- Documents related to infrastructure and ratio of the technical equipment to the number of students
- Agreements concluded with international electronic databases

Description and Analysis - Programme 4 (Philosophy, Doctoral programme)

The infrastructure and facilities available at the Doctoral programme are entirely adequate and sufficient to conduct the planned activities. The Library is equipped with appropriate volumes in the field corresponding to the contents and areas addressed in the Doctoral programme. It also has electronic resources including databases, e-learning platforms, streaming resources, among others. The Savle Tsereteli Institute of Philosophy is also a valuable resource fully in line with the goals of the PhD programme. It is a good source of resources related to research in the highest level.. The administration of these resources is suitably addressed through effective units, and during the interviews no obstacles nor reservations from relevant stakeholders were detected. The University has access to the following research databases: Clarivate Analytics, ScienceDirect, Scopus, ProQuest, EBSCO, Jstor, Cambridge Journals, Taylor and Francis, Sage Publishing etc. which will serve as the valuable sources of information for the PhD students. The students also get support on developing skills for working with the databases and are content with the support provided by library and other relevant units.

Evidences/Indicators

- Interview results
- Self-evaluation report
- Site visit
- Electronic learning system *Argus*
- Electronic portal
- Documents related to infrastructure and ratio of the technical equipment to the number of students
- Agreements concluded with international electronic databases

General recommendations of the cluster: -

General suggestions of the cluster: -

Recommendations and Suggestions according to the programmes: -

Evaluation

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

Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Philosophy, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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 allocation of resources, on the basis of the the University budget, is feasible and financially sustainable. The covered items are adequate and in line with relevant areas. The measures to gain complementary funding are adequately considered.

Description and Analysis - Programme 1 (Liberal Arts, Bachelor programme)

The financial resources needed for smooth implementation of the BA Programme in Liberal Arts is envisaged in the University budget and are economically feasible, as the University ensures long-term support of the Programme with its budget and material resources. The annual expenses of the Programme are equal to the income. Namely, annual budget of the Programme - 67 500 GEL is allocated for the following services and activities: salary expenses for teaching, literature and other resources, software, infrastructure renovation and maintenance, educational materials and other expenses incurred for scientific purposes, expeditions/study practice/conference expenses, current office expenses, administrative costs, expenses of programme accreditation. Even if budget limitations are common in every institution, it would be important and it is suggested to enhance the material conditions of the invited staff, considering, for instance, annualising contracts and improving salaries.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Budget of the educational programme

Description and Analysis - Programme 2 (Philosophy, Bachelor programme)

Annual budget of the programme consists of 45 000 GEL per annum (20 students X 2 250 GEL (amount of state funding) = 45 000. Within the given budget annual total sum of salaries (core faculty + invited staff) amounts 18 900 GEL (core faculty salaries – 16 350 GEL + invited lecturers' salaries – 2 550 GEL). For the purchase of the literature and other library resources 3 200 GEL is allocated. Infrastructure costs amount to 4 700 GEL, administrative costs – 15 600 GEL, all other costs – 2 600 GEL. Although, it is not clear from the budget provided in the self-evaluation

report, if, for example, the total sum spent on the salaries is limited by 18 900 GEL or whether it is supplemented by the faculty.

With regards to the budget it should be stated that salaries of invited lecturers are quite low and this fact was demonstrated during the interviews, when invited lecturers mentioned low salaries. It might be better if HEI provides effective measures in this regard.

In addition to this, the Institute of Philosophy receives state funding, although the exact amount of money received annually was not clear from the interviews and it was not indicated in the enclosed documents either. Overall research institutions at Ilia State University receive 2 000 000 GEL from the university. Every institute applies for funding according to its need and requests the amount of money needed for research. Each proposal is individually considered by faculty councils. In addition to this, academic faculty can apply for funding for international visits (conferences etc.) and take consultations from the financial department when writing research projects for third-party funding.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Budget of the educational programme

Description and Analysis - Programme 3 (Philosophy, Master programme)

Annual expenses of the programme amount to 67500 GEL. 33, 450 is spent on the core staff's salary, whereas a mere 1,100 GEL on the salary of the invited staff. 5,000 GEL is spent annually on educational material and library resources, another 5,000 on infrastructure, 500 - on software support, 1,4500 - current office expenses, 19,000 - administrative expenses, and 2,000 was paid for the accreditation process.

The expenses are reasonable, except for the salary of the invited lecturers which is extremely low. The programme is financially sustainable, with the feasible budget. The rest is described above in the BA section.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Budget of the educational programme

Description and Analysis - Programme 4 (Philosophy, Doctoral programme)

The annual budget corresponds to 65,000 GEL, distributed in 34,000 for salaries of academic and invited staff, 6,000 for books and related expenses, 500 for investment in software, 2000 for infrastructure and maintenance, 3,500 for educational materials, 7,500 for conferences organisation and other academic activities, 500 for office expenses, 6,000 for administrative expenses, and 5,000 linked to the expenses of programme accreditation. In general terms, it is adequate, although the presentation of more detailed information would be advisable. Moreover, as stated in the budget of the programme, the salary of the staff is already envisioned within the overall budget of the faculty and

there are no additional salary costs for remuneration of academic staff. The costs directed on the programme specifically would be lower than the budget.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Budget of the educational programme

General recommendations of the cluster: -

General suggestions of the cluster: Revising the salary of the invited staff is advisable.

Recommendations and Suggestions according to the programmes: -

Evaluation

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
Programme 1 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Philosophy, Doctoral programme)	<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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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

Programme staff collaborates with internal quality assurance service at the university when planning the process of quality assurance and implementing assessment process. Close cooperation between programme staff and quality assurance service was evident during interviews. Programme heads, academic and invited staff work closely with the quality assurance service (faculty and central) to develop educational programmes and individual learning courses. Academic staff work closely with the faculty QA service to continuously improve learning courses, e.g. planning and developing course learning outcomes, assessment methods, etc. Quality culture is evident among academic and invited staff, the results of students' feedback – formal or informal are utilized in the continuous development of the programmes and modification of the learning courses.

Self-evaluation Report was developed by the collaborative work of the programme heads of the programmes grouped in a cluster, academic staff of the programmes and administrative staff of the faculty. Students, graduates and employers were not involved in the work of the working groups of the programmes. According to the documents and interviews, their involvement was ensured through the surveys and focus-groups conducted by the Quality Assurance service.

The quality assurance of the programmes grouped in a cluster is based on the “plan-do-check-act”. The institution has a well-developed quality assurance function at the faculty and institutional level, which involves collection of various data from different stakeholders and analysis of the results. The full PDCA cycle for the programmes grouped in a cluster was not finalized for the moment of the visit, and even though the data was collected for the needs of every quality assurance mechanism, the analysis of some of the data, as well as consolidation of all the data and evaluation results was underway. However, as mentioned, the quality assurance of programmes grouped in a cluster was carried out by different mechanisms and the programmes were evaluated by different instruments and with involvement of different stakeholders like students, alumni, employers.

Therefore, even though the full cycle of the programmes' evaluation, which is 5 years (3 reporting periods), 3 years in case of the master's programme (2 reporting periods) and 6 years in the case of a doctoral programme was not finalized, it is evident the quality assurance of programmes grouped in a cluster is based on the “plan-do-check-act” principle and different modifications to the learning courses and programmes were made. The details of the quality assurance mechanisms used for programmes monitoring will be addressed again in the 5.3. standard component evaluation.

During the distance learning mode, the quality assurance service of the university collected feedback from students on the process of the distance learning. The questionnaires of students were adapted taking into account specifics of distance learning, and the survey of students and academic staff envisaged receiving feedback from them about the services received in remote mode. Therefore, to monitor and evaluate the electronic/distance learning process, the HEI ensures the adaptation of internal QA mechanisms and their proper implementation.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

- Self-assessment report;
- Quality assurance department statute;
- Concept of internal Quality Assurance Service of the University;
- Meeting protocols;
- Results of the implementation of QA mechanisms;
- Interview results

General recommendations of the cluster: -

General suggestions of the cluster: The involvement of a student and alumni representatives, as well as employer representative in self-evaluation team can be considered by the institution. Even though their feedback is collected by different means, the involvement in the working groups of the programmes can be beneficial for the programmes.

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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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

The educational programmes grouped in a cluster utilize the results of external quality assurance on a regular basis. The external quality assurance of the programmes is carried out through external evaluation by accreditation experts during accreditation process, as well as external evaluation by peers.

BA, MA and PhD programmes in philosophy were evaluated by a reputable scholar; Bachelor's programme in Liberal Arts was evaluated by three professors from different Universities. The suggestions issued during peer evaluation process are either already considered, either to be considered after more rigorous consultations with the programme staff. More detailed information to be followed in regards to each individual programme.

The recommendations of accreditation experts received during the accreditation of the individual programmes were fulfilled by the program staff and university (there were no recommendations issued during accreditation of the MA programme in Philosophy). Thus, the programmes grouped in a cluster utilize the results of external quality assurance on a regular basis and the recommendations are taken into consideration for the continuous improvement of the programmes.

Description and Analysis – Liberal Arts Bachelor's Programme (Major and Minor)

The Liberal Arts BA programme curriculum was evaluated by several experts in the field/foreign peers. Peer review evaluations from foreign colleagues positively assess the curriculum, structure, content and pedagogical methods of the programme. The evaluators also have several suggestions for improvement, implementation of which, based on the SER and results of interviews, will be discussed after accreditation process, as it requires rigorous discussions among the programme staff. For example, one of the suggestions by peer concerns grouping learning courses in "baskets" and providing the descriptions to them; second suggestion is about the addition of different religions in the programme, together with Christianity (if there are needed resources). Overall, the evaluation of the programme is very positive and detailed, provides for the further development of the programme and there are no recommendations that would suggest that the structure or content of the programme needs modifications.

The recommendations made by accreditation experts in 2011 (30.09.2011) were also taken into account by the programme team and fulfilled, namely, the changes made according to the recommendations of the accreditation experts are:

1. Two contact persons were defined for the programme; Programme has academic heads and a specialist and coordinator of the Quality Assurance Service of the Faculty of Arts and Sciences;
2. Learning outcomes in the programme were modified;
3. The focus group of employers was held;
4. Teaching method and format was differentiated;
5. A unified form of the syllabus was developed (used at the university level).

Evidences/Indicators

- External peer evaluations of programmes;
- Self-evaluation report;
- Interview results.

Description and Analysis – Bachelor’s programme - Philosophy (Major and Minor)

The recommendations received during accreditation process in 2011 were taken into account in the updated programme, namely:

- The competence map was updated to be aligned with the learning outcomes presented in the syllabi;
- The syllabi of the learning courses were updated according to the recommendations (more detalization, literature is listed according to the workload);
- English-language component of the programme is implemented for four semesters and the contact hours of each course is equal to 64 hours.

Increasing the volume of English-language component in the programme was positively evaluated by staff and students during the interviews.

Philosophy Bachelor’s programme was evaluated by professor from WWU Münster. According to the evaluation, the programme is well-structured, logically stringent and has a combination of both historical perspective and systematic fields.

Evidences/Indicators

- External peer evaluations of programmes;
- Self-evaluation report;
- Interview results.

Description and Analysis (Philosophy, Master programme)

Philosophy MA programme, as well as BA programme, was evaluated by professor from WWU Münster and received a very positive evaluation. Evaluator pointed out several strong aspects of the programme: liberal admission requirements which do not demand a BA degree in philosophy; the internal exam that checks the English language proficiency and basic knowledge of the history of philosophy. The excellent structure of the programme and the balance between practical and theoretical philosophy, which enhances the interdisciplinary nature of the programme, was also stressed.

As mentioned in the cluster description, MA programme did not receive any recommendations during the previous accreditation of the programme.

Evidences/Indicators

- External peer evaluations of programmes;
- Self-evaluation report;
- Interview results.

Description and Analysis – Doctoral programme – Philosophy

PhD programme in Philosophy was also evaluated by a peer from WWU Münster. No recommendations or suggestions were issued by the evaluator. According to the peer evaluation, the list of cooperation partners is very impressive and shows the European perspective of the Philosophy department, as well as of the University. The report is very positive and points out to the staff of the programme and an apt institutional design as one of the strengths of the programme and that the programme allows the PhD students to qualify on an international level of quality.

Based on the recommendation received during accreditation process in 2018, the evaluation of the scientific research activity is carried out only once within the framework of the dissertation, and the updated programme does not include research seminars.

Evidences/Indicators

- External peer evaluations of programmes;
- Self-evaluation report;
- Interview results.

General recommendations of the cluster: -

General suggestions of the cluster: -

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

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Philosophy, Doctoral programme)	<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

The internal quality assurance system of the university is complex and envisages collection and analysis of sufficient data to provide for the holistic evaluation of the programmes. QA system is well developed and supported with the qualified staff on faculty and university level. Programme monitoring and periodic review is conducted with involvement of different stakeholders through systematically collecting and analyzing information, however, the degree and quality of involvement of the external stakeholders (alumni, employers) could be further improved (more details are provided in the report). The examples of the changes made to the individual learning courses, as well as programmes presented in the cluster were presented during the interviews, but as the cycle of evaluation is not finalized and some of the updated mechanisms are not implemented yet, the results of the monitoring is not consolidated and does not fully cover all of the complex evaluation mechanisms developed at the university.

The internal evaluation mechanism of the programme implementation was refined in the spring semester of 2022 and additional tools were developed, together with modification of some of the existing ones. The updated mechanisms intend to collect more quantitative data. According to the university QA service, the focus shifted to more quantitative data collection and analysis and it is novice for the system. The implementation of an updated system of QA is currently ongoing.

As described in the 5.1. Standard's Component description of the report, different quality assurance mechanisms have been implemented for the programmes grouped in a cluster. The evidence provided in the SER were: Satisfaction survey reports of students with programme (BA level programmes); Results of the focus-groups for Philosophy BA and MA programmes' employers; Employment study results for BA and MA level programmes; Results of evaluation of services by lecturers; Evaluation of services during distance learning by students (report of the survey).

Results of the student academic performance monitoring and relevant recommendations based on the results (if any) were asked additionally during the visit and the results of the academic performance monitoring for BA and MA philosophy programmes were provided by the HEI. Based on the documents provided, university carries out academic performance monitoring based on various indicators. However, changes made after the monitoring are not known.

Students evaluate the learning courses at the end of each course. The survey for the last two semesters were conducted, but the report has not been elaborated yet, thus the process is not finalized yet. The evaluation of the learning process also envisages peer/collegial evaluation of the lecture/seminar. It is carried out by the collegial evaluation group with the involvement of the programme head. There is a special protocol and formal process

approved for the evaluation, the process is well planned and confidential and can be applied to the semester classroom observations as well as the demonstration lecture.

As for the evaluation of the doctoral supervision, the process has not started yet. According to the interviews, as well as additional documentation provided, the tools for evaluating doctoral supervision were elaborated, including the protocol of interviews with doctoral students. As the evaluation of the doctoral supervision is one of the evaluation criteria of standard component 5.3 and as the full compliance with the standard requires the PDCA cycle to be completed, it is recommended to implement the evaluation of PhD supervision process which will foster further development of the programme.

The area that needs more effort from the institution is the quality of involvement of the external stakeholders in the programme development, namely, alumni and employers. Based on the results of the interview, alumni (present at the interviews) are not consulted while updating the educational programs, nor did they evaluate the programme they graduated from after finishing their studies. Providing a platform for alumni involvement in the programme development can substantially support development of the quality of the programmes. As for the employers (even though we are fully aware that the labor market for Philosophy and Liberal Arts is not a “standard” labor market), their involvement in the programme development, feedback on programme or its students/graduates was uneven, with different levels of involvement in the programme development. Even though the focus groups with employers was conducted, it was not clear whether or not there was a consistent interrelation between employers and programme staff and whether they were involved in providing feedback on programmes regularly.

Evidences/Indicators

- Results of the surveys (students, staff, employment survey) conducted by the QA department;
- Results of the focus-groups;
- Tools for evaluating PhD supervision;
- Quality assurance mechanisms and tools;
- Results of the monitoring of student academic performance;
- Self-Evaluation report;
- Quality Assurance department statute;
- The rule of programme implementation evaluation;
- The concept and protocol of collegial/peer classroom observation;
- Interview results

General recommendations of the cluster: Fully implement the existing QA mechanisms for the programme evaluation and ensure involvement of the external stakeholders in the processes.

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 (Liberal Arts, Bachelor programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Philosophy, Doctoral programme)	<input type="checkbox"/>	<input checked="" 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 (Liberal Arts, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Philosophy, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Philosophy, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (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:

Name of Higher Educational Programmes, Levels:

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

Programme 1 (Liberal Arts, Bachelor programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 2 (Philosophy, Bachelor programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 3 (Philosophy, Master programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 4 (Philosophy, Doctoral programme)	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

Irine Darchia 

Giorgi Tavadze 

Nikoloz Aleksidze 

Giorgi Arkania 

Tinatin Gabrichidze 