NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor's Programme in History
Master's Programme in Georgian History
Doctoral Programme in Georgian History

LEPL - Samtskhe – Javakheti State University

Evaluation Date(s)
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Contents

Information on the Higher Educational Institution

Name of Institution Indicating its Organizational Legal Form	Samtskhe – Javakheti State University LEPL
Identification Code of Institution	424066977
Type of the Institution	University

Expert Panel Members

Chair	Jakub Basista, Jagiellonian University, Kraków, Poland
Member	Teimuraz Papaskiri, Tbilisi State University, Tbilisi, Georgia
Member	Vazha Mamiashvili, Georgian National Museum, Tbilisi, Georgia.
Member	Tamta Kobakhidze, Akaki Tsereteli State University, Kutaisi, Georgia
Member	Jovana Ablotia, Caucasus International University LLC, Tbilisi, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3
Name of the educational programme	Bachelor's Programme in History	Master's Programme in Georgian History	Doctoral Programme in Georgian History
Level of higher education	Bachelor's Studies	Bachelor's Studies	Bachelor's Studies
Qualification to be awarded	Bachelor of Arts in History	Master of Arts in Georgian History	Doctor of History
Name and code of the detailed field	0222.1.1 History	0222.2.1 History of Georgia	0222.2.1 History of Georgia
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	_	_	_
Language of instruction	Georgian	Georgian	Georgian
Number of ECTS credits	240	120	45-60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited, #390, 13/09/2012	Accredited, #396, 13/09/2012	New

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[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 Programmes[2]

The history cluster at the LEPL Samtskhe-Javakheti State University consists of the following: Bachelor's Programme in History, Master's Programme in Georgian History and the perspective Doctoral Programme in Georgian History.

The history programme has existed in the Samtskhe-Javakheti region since the establishment of the local HEI (TSU Akhaltsikhe branch) in 1990. Initially it was a five-year study programme.

Changes introduced in 1995 allowed students to select between four and five-year programmes of study ending either with a bachelor's degree or a specialist diploma in history (later transferred into a master's degree). The current bachelor's history programme was initiated in the academic year 1997/98 as a full four-year study cycle.

In 2005, admission to the bachelor's programme in history started to be executed through unified exams on a national level.

In 2005-2007, in compliance with the national educational reform, the programmes were adopted to the new regulations.

First admission to the master's programme in Georgian history took place in the year 2009/10. In the subsequent years enrolment to the master's programme is based on common entrance exams.

Both the bachelor's and master's programmes in history were accredited in the year 2012.

The university has prepared the third programme within the history cluster – a doctoral programme in Georgian history. The funding act, along with all relevant documentation, was accepted by the university in the summer of 2022.

At the time of accreditation both bachelor's and master's programmes were fully operational. The bachelor's programme is financed by the state and the number of students admitted every year has reached 30 students per year. The master's programme is based on student tuition and has attracted up to 10 students per year.

At the moment of accreditation visit there were 108 students enrolled in the bachelor's programme and 17 in the master's programme. The newly implemented doctoral programme is to have 3 students annually.

The bachelor's programme is offered over four years (8 semesters) and students earn 240 ECTS points. The MA programme is a two-year programme, with students obtaining 120 ECTS. The currently introduced doctoral programme is strongly tailored towards research. Its duration is expected to be three years, over which students will achieve only 45-60 ECTS points studying courses of the curriculum and devote the rest of their time to research and the writing of the doctoral dissertation.

The teaching cadre of the cluster consists of 41 scholars [23 (BA), 9 (MA), 9 (PhD)]. 32 of them are employed as professors and associate professors. There are 8 visiting lecturers (four for the BA and four for PhD programmes). Most of the teaching staff have relevant research experience backed by scholarly publications. What appears to be demanding is a much deeper internationalization of the cadre and the clearly visible generation gap. Scholars executing the cluster programmes did not provide information about deep and numerous participations in international projects, conferences, seminars and workshops, either in person or online. There is a visible lack of middle aged and young scholars, and the university

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

did not present a constructive and convincing strategy for attracting new scientists to strengthen the cadre and ensure for sustainability of the history cluster.

There exists a clear and well-defined system enhancing scientific publications with appropriate funding. Scholars have access to a professional journal "History, Archaeology, Ethnology" indexed – among others on ERIH+ database.

There is conscience of the need to ensure permanent professional development of the teaching staff and appropriate means are implemented on a cyclical basis.

Analysing the history cluster from such a perspective, the newly introduced doctoral programme is of great weight, as its graduates could potentially join the staff of the university. This is a perspective of the next 3-5 years.

Overview of the Accreditation Site Visit

Before the site visit the team of experts received a comprehensive Self Evaluation Report. For the most part comprehensible and informative, the report was somewhat carelessly prepared. There are numerous spelling errors, some inconsistencies and mistakes in the text.

The site visit of the accreditation team of experts took place on the 3rd and 4th of November 2022. The team was composed of above listed 5 experts, two representatives of the Higher Education Quality Assurance Department (NCEQE) and the interpreter. The team of experts took part in 10 meetings with various representatives of the university, visited the faculty teaching facilities, screened a sample of bachelor's and master's theses. The visit ended on the second day with the last meeting at which, first, preliminary observations were shared with the university community.

Meetings and discussions were held with:
- the university authorities,
- the authors of the self-evaluation report,
- the heads of the accredited programmes,
- the academic and the teaching staff (two meetings),
- the representatives of potential employers of graduates,
- students,
- graduates
- and finally with the representatives of the quality assurance department at the university.

A myriad of problems were raised, and numerous details asked to be clarified. In the opinion of the team members, most of the doubts and questions have been explained and details additionally described.

Brief Overview of Education Programme Compliance with the Standards

All programmes in the cluster have clearly defined objectives and learning outcomes referring to the field of study 0222 defined by the ISCED classification (history and archaeology). Each of the programmes is coherent with and complies with the required standards. The objectives are defined in each programme in a logical, with each subsequent programme enlarging and defining more in-depth objectives based on the previous programme. Thus, MA programme develops and enriches the objectives of BA programme, while PhD programme has objectives specifically broadening those defined for the MA programme.

Adequately the learning outcomes have been defined and structured to meet the proposed objectives and grow with each next level of education.

The history cluster and each programme within it comply with the National Qualifications Framework – levels 6 (BA), 7 (MA) and 8 (PhD).

Whereas the goals and learning outcomes referring to knowledge, understanding and professional ability appear to be very well defined and executed, the goals and learning outcomes connected with social skills (responsibility and autonomy) did not appear impressive in the opinions of the students and graduates. They did not take part in outside curriculum activities, they were not involved in student association works, they had no idea a "scientific circle" of history students could be organized to initiate research and work on history topics not included in the programme on all levels. This is very much in line with the suggested stronger student exchange and interaction with their peers on the national and international levels.

The history cluster of programmes forms a logical, coherent sequence of three programmes leading a potential student from high school graduation to a possible Doctoral degree in Georgian history. BA programme offers general knowledge of world history with the necessary knowledge of methodology, historiography and foundations of digital approaches to history. The BA programme offers an in-depth study of Georgian history with strong elements of research. Doctoral programme, which closes the cluster, is aimed to offer the most recent knowledge in methodology and historiography, as well as necessary know-how and backing in full historical research leading to a research project in Georgian history.

Recommendations

- BA - The necessary steps to be taken include a development of strong language instruction, preferably in the English language, so that students would be able to achieve at least B2 level (possibly even C1) in the final years of bachelor's programme and be able to participate in various international historical events (summer schools, training, lectures, webinars and alike). The instruction could be implemented through additional language instruction, but also specific courses on translations of original historic documents from English into Georgian.
- Cluster - Students should be encouraged to take active part in student-oriented events such as conferences, workshops, summer schools on a national level and international level. In fact, such elements could be made mandatory – at least one participation during the duration of the programme.
- Cluster - It is worth considering enriching and extend the third group of learning outcomes: responsibility and autonomy, or social skills. It is recommended that students be directed to reach out to other student groups, social groups, foreign groups to develop interactive skills, ways of presentation – also through better exposure to foreign language groups.

- BA-MA - To enrich the third group of learning outcomes with stress put on development of interaction and reaching out on an international level – towards their peers at foreign universities through conferences, workshops, summer schools.
- BA - Syllabi of the courses the history of the Medieval European Countries and Modern History of European and American Countries (or at least, one of them) should be reworked to fill the chronological gap and a recently published textbook should be added to the compulsory literature in the syllabus of the latter course.
- BA - The wording of the preconditions in BA programme should be corrected as it is a little bit confusing and complicated in certain places.
- MA - Points 9 and 10 should be removed from the preconditions. The level of language proficiency in English should be cited correctly.
- MA-PhD - Serious steps need to be undertaken to ensure access to additional databases. Access to at least the following should be secured, even if they entail additional costs. Such access may be possible in cooperation with other universities and/or the appropriate ministries. These databases are: ProQuest Central, EBSCO, H-Net, Oxford Journals, BRILL journals, De Gruyter Online journals.
- Cluster - The HEI should ensure the promotion of internationalization, opening to partnerships and collaborations with international partners, investing in student mobility to give them opportunities to participate in international mobility activities, exchange programmes, international projects etc.
- BA - Include mandatory student participation in a student event on a national level.
- MA - Include mandatory student participation in a student event on an international level. The event may be virtual/online but should enhance the use of foreign language.
- BA-MA - Steps are recommended to ensure the cooperation and possibly permanent engagement of young teaching and research staff in history. Some may be recruited from the newly implemented Doctoral programme.

Suggestions for the Programme Development

- Consider adding a mandatory internship (two-week, month) in a social organization, educational institution, NGO, or alike.
- External evaluation is an important component of programme development. For the programmes in the cluster to be evaluated holistically, it is desirable for the external evaluation report to include more specific information regarding programme improvement. This will help the institution to develop programs.
- To further improve the programme and the process, it is desirable for the quality assurance service to individually consider the need to use a specific tool in relation to the programs. If the questionnaire does not allow for the collection of qualitative information necessary for programme

improvement, the alternative of using another instrument along with or instead of the questionnaire may be considered.

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

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation[3]
2. Cluster evaluation[4]

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

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[3] 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.

[4] 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.

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
4.5. 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

1.1 Programme Objectives

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

The programme objectives and learning outcomes are well defined and clearly formulated for all three programmes forming the history cluster: the bachelor's, the master's and the – newly established – doctoral programmes.

The programme objectives, as well as the learning outcomes are structured and defined to form a logical, continuous sequence from the first level of instruction (level 6) through the second (level 7) up to the doctoral programme (level 8). The goals of the programmes constituting history cluster are in line with the mission, goals and strategic plans of the HEI.

In every programme of the history cluster there are mechanisms implemented to assess the learning outcomes, what provides evidence for possible intervention in the programmes towards their amendment.

The goals of the history cluster programmes are fully compliance with goals, mission and strategic plan of Samtskhe-Javakheti State University.

The educational programmes grouped in the history cluster (BA programme of History, MA programme in Georgian History and Doctoral programme in Georgian History) are situated in the field of study area defined by the classifier 0222 (History and Archaeology). The programmes are logically connected with each other forming a developing sequence and are developed according to the 6th, 7th and 8th levels of the National Qualification Framework.

Objectives of the programmes grouped in the cluster are tailored to the specificity of the field of study of history and relevant levels. They are aimed to be coherent with the development of history and its need and reception in the society. Programme objectives are clearly defined, achievable on all levels.

Bachelor's programme in history

The BA programme defines its goals as follows:

- To provide a student with the knowledge of Georgian and world history against the background of the history of Caucasus region and world history. It is taught with consideration of subsequent periods of history.

- To develop historian's skills, critical thinking and ability to understand connections between various periods, differing aspects of the past and the current situation growing out of history.
- To work on student's civic awareness, understanding of social needs, formation of the national, cultural and regional identity. Programme aims at developing of the understanding and respect for the Georgian and foreign cultural values and conceptual peculiarities.

The goals of bachelor's educational programme of History are written in accordance with the level 6 descriptor of the National Qualifications Framework and the sectoral characteristics of history higher education. The content and structure of the programme (courses, syllabi, staff) ensure the achievement of those set goals and the anticipated learning outcomes. The bachelor's programme of History is in a logical connection with the master's and doctoral programmes of Georgian History.

The bachelor programme of History meets the mission, goal and strategic plan of Samtskhe-Javakheti State University, considering bringing up the generations with high moral, democratic and human values, what will contribute to language, culture, intellect development continuity and integration to the common European higher education space (Self Evaluation Report p. 16).

What appears to be missing, or needs amendment and strengthening are the social skills of students which would enable them to interact with their peers in Georgia and abroad. Interviews with students and graduates revealed that practically all of those present did not take part in any joint projects with other Georgian universities, not to mention foreign ones. Some reported they knew about opportunities but did not take part in them.

The analysis is based on the provided SER (Self Evaluation Report), the description of the BA programme and discussions with the staff, students and graduates of the programme during on-site visit.

Master's programme in Georgian history

The goal of the master's programme of Georgian History at the HEI is to study the history of one of the world's geographical units - Georgia in-depth. In the programme description we find the following goals:

- Preparation of a competitive master's graduate with the deep and systematic knowledge of Georgian history
- Preparation of students to be able to interpret and analyse facts and development of the history of Georgia with all nuances and complexities.
- Development of basic research skills for independent research in various historical situations and utilizing different sources from the archive/library search, as well as electronic data bases. Ability to systematize and develop own conclusions.
- Development of the skills necessary for independent planning and implementation of the research based on the scientific-research methodologies. Ability to present own research in a written and

oral way to both professionals and larger society; communicate in native and foreign languages during the professional activities with support of IT tools.

- Ability to follow pluralism and impartiality principles during discussion of sensitive and controversial issues of Georgian history. Practice and knowledge of the principles of teamwork. Ability to present own findings and conclusions in form of written scholarly paper.

These goals are coherent with the university mission and goals of the study field (Self Evaluation Report p. 17).

Analysis of the documents and interviews with university teams – students and graduates – show lack of tools to develop society-oriented skills. Students and graduated appeared to be school oriented, closed and reluctant to interact with the surroundings, at least on professional level.

Doctoral programme in Georgian history

The doctoral programme is formed to develop the skills that a doctoral candidate can utilize in independent scientific research. The results of his research will contribute to the development of the field of history in a substantial way.

The aims of the programme are as follows:

- To provide students with adequate knowledge on the most recent achievements in the field of Georgian history and thus allow him/her to develop their knowledge, to use the innovative methods of research, systematic and critical understanding;
- To develop the ability to create new research or analytical methods or approaches focused on the creation of new knowledge in the field of Georgian history;
- To develop the ability to independently make correct and effective decision with critical analysis, synthesis and evaluation of new complex and contradictory ideas and approaches in the field of history for the solution of complex problems;
- To develop the skills of organizing and conducting scientific research activities with observing the principles of academic integrity and demonstrating innovation and independence. The ability to conduct scientific research at a high level. The ability to clearly present and convey new skills in relation to existing knowledge to colleagues and the public as well as the ability to participate in thematic discussions held at the local and international level;
- · To develop the ability to participate in university education through teaching and research.

These goals, literally taken from the description of the programme, are aimed at education and structuring of research –oriented teachers, who can be engaged as instructors on the university level.

The programme is being developed now and thus tit is verifiable just on base of existing paperwork. As such it meets the necessary goals of the university and the field of study.

Evidence/Indicators

The above opinions are based on the study of the Self Evaluation Report, the LEPL - Samtskhe – Javakheti State University descriptions of the BA, MA and PhD programmes prepared by the university and approved by the University Academic Board as a Session Protocol №6, of 26.07.2022, Regulation №21 (BA and MA programme), and Resolution #22 (PhD programme). This information was confirmed and developed during interviews with university authorities, staff, students and graduates.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

BA programme

Recommendation(s):

Suggestion(s):

MA programme

Recommendation(s):

Suggestion(s):

Evaluation [5]

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
BA programme	☑			
MA programme	☑			
Doctoral programme	☑			

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[5] Evaluation is performed for each programme separately.

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 programmes forming the history cluster (Bachelor's programme of History, Master's programme in Georgian History and Doctoral programme in Georgian History) are connected to and grow out of the defined goals of the respective programmes. They are coherent with the characteristics of the 0222 fields of study (history and archaeology).

The learning outcomes of each programme correspond to the relevant levels of higher education (6, 7, 8) and with the sectoral characteristics of higher education in history.

The learning outcomes of the programmes are divided into three groups. The first defines knowledge, second refers to skills and the third called responsibility and autonomy is identical as the social competences (terminology more frequently utilized in the EU).

Description and Analysis

Bachelor's programme

The learning outcomes are divided into three groups: knowledge, skills and social competences (called responsibility and autonomy).

The first group describes areas of knowledge, which students should acquire during the four-year learning process. They include the history of Georgia against world history in all periods of history, with selected elements of historical methodology. This knowledge is presented against the background of world history and the history of the Caucasus region.

The second group comprises development of skills to analyse primary and secondary sources of history. The analysis should be based on varying approaches to sources and should include a selection of differentiated sources. Student should acquire the skill of analysing the document and utilizing them in forming historical essays, which require the skill of academic and scholarly writing. Student should have the basic skill of discussing his findings, as well as other historic statements with other scholars from a range of scientific study fields.

The third group refers to the ability to work individually and in team to accomplish results of research and study. These should be void of intolerance, injustice, racism and other negative approaches. They should respect the differences of various cultures and approaches to history.

Learning outcomes of the bachelor's programme are logically connected with the programme goals. They correspond to the bachelor's level of the National Qualifications Framework.

Hereby, the necessary steps to be taken include a development of strong language instruction, preferably in the English language, so that students would be able to achieve at least B2 level (possibly even C1) in

the final years of bachelor's programme and be able to participate in various international historical events (summer schools, training, lectures, webinars and alike). The instruction could be implemented through additional language instruction, but also specific courses on translations of original historic documents from English into Georgian.

Master's programme

Learning outcomes of the master's programme are divided into three groups: knowledge, abilities/skills and responsibility and autonomy (social competences).

The first group stresses in-depth knowledge of Georgian history in various periods of history and through varying approaches and competences. Student acquires the knowledge of different approaches to Georgian history and possesses the knowledge that discussed history may be wrongly interpreted and/or falsified.

The second group of learning outcomes stresses the skills to conduct individual research, ability to define and prepare plans of such research. Students acquire ability to present their findings in scientific papers. It is advisable that students acquire the ability to discuss and present their research in at least one foreign language.

The third group stress the need of pluralistic and objective approaches to Georgian history. Students should be able to work in a team environment and with representatives of various fields of study. They should adhere to academic ethics of research and writing of history.

Learning outcomes of the master's programme are connected with the HEI goals in the field of history. They reflect the master's level of the National Qualification Framework.

Doctoral programme

The learning outcomes of the PhD programme are defined as follows:

Graduate of the programme can:

1. describe the most modern and up to date achievements and problems of contemporary history including modern methodologies and trends of historical research.

2. develop and conduct modern type research in Georgian history,

3. can analyse critically the divergent opinions and approaches to Georgian history,

4. can make independent decisions concerning own research,

5. is able to present his findings publicly and defend them in front of all types of publics,

6. can participate in university teaching, including the preparation of course syllabi, teaching materials, presentations and alike,

7. has modern, innovative, independent approach to historical science, what can be passed on and shared with others.

These outcomes follow on the outcomes of the MA programme and correspond to the appropriate level of the National Qualification Framework.

Evidence/Indicators

The description of the learning outcomes of the three programmes is based on Self Evaluation Report, descriptions of the three programmes defined by programme descriptions approved by the University Academic Board as a Session Protocol №6, of 26.07.2022, Regulation №21 (BA and MA programme), and Resolution #22 (PhD programme).

Some nuances and details were confirmed during on-site interviews.

General recommendations of the cluster:

It is worth considering enriching and extend the third group of learning outcomes: responsibility and autonomy, or social skills. It is recommended that students be directed to reach out to other student groups, social groups, foreign groups to develop interactive skills, ways of presentation – also through better exposure to foreign language groups.

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

BA programme

Recommendation(s): To enrich the third group of learning outcomes with stress put on development of interaction and reaching out on national level – towards their peers at other universities through conferences, workshops, summer schools.

The necessary steps to be taken include a development of strong language instruction, preferably in the English language, so that students would be able to achieve at least B2 level (possibly even C1) in the final years of bachelor's programme and be able to participate in various international historical events (summer schools, training, lectures, webinars and alike). The instruction could be implemented through additional language instruction, but also specific courses on translations of original historic documents from English into Georgian.

Suggestion(s): MA programme

Recommendation(s): To enrich the third group of learning outcomes with stress put on development of interaction and reaching out on an international level – towards their peers at foreign universities through conferences, workshops, summer schools.

Suggestion(s):

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
BA programme		☑		
MA programme		☑		
PhD programme		☑		

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Cluster and individual evaluation

Through the study of the presented documentation and interviews, it is determined that the institution has the mechanisms for evaluating the learning outcomes. The Process is regulated by a document "quality assurance mechanisms of Samtskhe-Javakheti State University". The process of evaluating the learning outcomes of the programme includes the identification:

- direct and indirect evaluation methods
- target marks;
- evaluation of learning outcomes and evaluation of the student;

The target marks for each learning outcome of the programme are set, that conveys expectations for the level at which students will achieve each learning outcome.

In general, the learning outcomes assessment process is also managed by examination centre. During the interview it was confirmed that the process is regular, structured and orderly. The monitoring of the evaluation of learning results is carried out by the quality assurance service together with the Head of the Program. To achieve learning outcomes, the university carries out several activities based on the needs identified during the internal evaluation process - for example support Student and academic staff during Online learning process in pandemic time.

In the University is a common practice mutual attendance of colleagues at lectures-seminars. The Head of the Programme informs the academic staff about possible attendance 2 weeks in advance. The purpose of this activity is to study how well the lecturer follows the syllabus, whether they use the assessment methods specified in the document, etc. After attendance, the results are discussed, and feedback is given.

Evidence/Indicators

- SER
- Interviews

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Component 1.3 Evaluation Mechanism of the	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Programme Learning Outcomes	
Bachelor's programme	☑
Master's programme	☑
Doctoral programme	☑

1.4. Structure and Content of Educational Programme

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

The programmes in the history cluster are developed according to the methodology developed at the LEPL Samtskhe-Javakheti State University. This methodology and all procedures connected with preparation, approval, amendment and closing of the programmes is based on:

the Law of Georgia "On Higher Education",

the Law of Georgia "On the Development of the Quality of Education",

the "Regulation on Accreditation of Educational Programmes of Educational Institutions" approved by the Order of the Minister of Education and Science of Georgia dated May 4, 2011 #65/N,

Order of the Minister of Sport # 69/N of April 10, 2019,

the national qualifications framework and the classifier of study areas".

Programmes grouped in the cluster meet "Article 7 of the quality assurance mechanisms of LEPL Samtskhe-Javakheti State University the Instruction for the Development of Educational Programmes and the Compulsory Form of Programme Presentation".

The process of developing programmes involves all relevant stakeholders at the university and outside.

Programmes within the cluster are designed according to HEI rules. They are consistent, logical and grow upon each other.

Programmes were planned and initiated with necessary human and material resources required by relevant regulations.

Bachelor's programme

The components of the programme form a chronological history sequence and are logically arranged. They ensure that the learning outcomes of the programme are achieved.

Graduate of the bachelor's programme is awarded an academic degree - Bachelor of Arts in History / BA in History. Programme runs for 4 academic years - 8 twenty-week semesters (15 weeks - auditorium teaching; 3 weeks - final exam; 2 weeks - additional exam).

Students work to achieve 240 credits, which are distributed as follows:

180 credits for the main speciality:

110 credits – compulsory study courses of the main field of study;

35 credits – compulsory study courses of the free component;

30 credits – optional study courses of the main field of study (including 10 credits – bachelor's thesis, or two study courses);

5 credits – free elective courses;

60 credits – additional program.

Within 60 credits, the student can choose one additional programme as well as study courses, modules or block of study courses from the main and additional programmes within the university, which will help for employment and/or continuation of studies. A student transferring to the history programme through mobility based on a personal statement, be recognized for 60 credits of courses completed in other accredited programs/programmes before mobility.

240 credits include the student's academic load of both contact and independent work, an overall of 6,000 hours. Hence 2629 hours are contact hours (1035 - lectures, 1410 - work in working groups, 184 - midterm and final exams), which is 44% of the student's academic load. 3371 hours are devoted to the student's independent work (56%).

Master's programme

The content of the programme is consistent with the prerequisites for admission to the programme and also with the learning outcomes.

The content and scope of the programme correspond to the relevant level of education.

The content takes into account the modern achievements in the field of Georgian history.

Graduates of the master's programme in Georgian History are awarded the academic degree of Master of Georgian History.

Programme runs over 2 academic years - 4 twenty-week semesters (in each semester 15 weeks - auditorium study, 3 weeks - final exam, 2 weeks - additional exam).

The educational programme includes 120 credits, which are distributed as follows:

Educational component - 90 credits:

Compulsory study courses of the main field of study 55 credits;

Optional courses of the main field of study 25 credits;

Compulsory training courses of the free component 10 credits;

Research component - 30 credits:

Master thesis 30 credits.

Doctoral programme

PhD programme was developed according to the requirements of the methodology of planning, collaboration and development of educational programmes operating in the university.

The programme has clearly designed objectives and learning outcomes.

As a doctoral programme it is composed of a smaller learning component and substantially big research one.

The learning component has a goal to increase the level of field and methodological knowledge of the doctoral student, which helps the doctoral student to complete the dissertation and prepare for scientific and pedagogical activities.

Student can receive 45-60 points for this part of the programme.

The research component is devoted to archival research towards the needs of writing the dissertation and writing it. The scientific-research component is preceded by courses strengthening research skills, which help the doctoral student to develop research interests in the relevant direction.

Evidence/Indicators

- SER
- Interviews
- Descriptions of the programmes

General recommendations of the cluster:

General suggestion of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

   Recommendation(s):

   Suggestion(s):

Programme 2 (name, level)

   Recommendation(s):

   Suggestion(s):

....

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
BA programme	☑			
MA programme	☑			
Doctoral programme	☑			

1.5. Academic Course/Subject

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

The study courses that are included in the programmes are oriented towards achieving the programme goals. The learning outcomes of the courses are usually in correspondence with the course goals. The learning outcomes of mandatory courses are in line with the learning outcomes of the programmes. The course contents and number of the credits are in correspondence with the course learning outcomes. Teaching materials given in syllabi are usually based on the core achievements in the field and ensure the achievement of the intended learning outcomes. The workload of each course is described in detail in the syllabi.

Bachelor's programme in History

The study courses of the BA programme in History are divided into mandatory and elective subjects. Majority of the courses are very well and precisely defined and organized in terms of contents, learning outcomes and goals.

At the same time, there is a course that needs clarification either of course goals or of contents. The course goals of the history of the Medieval European countries are given as following: "The goal of the educational course is to provide wide-range of knowledge to a student about the Medieval Western Europe, all the stages (V-XV cc.) …". Meanwhile, in the 13th week, in the lecture regarding Medieval France the following topics are mentioned: "…Social and economic condition of France in the first part of the XVI century. Absolute Monarchy of France, Reformative movement in France, Religious wars, Civic wars in France, Domain of new dynasty, General staffs (incorrect translation from Georgian of Estates General) in 1614, Cardinale Richelieu, End of Huguenots republic, French culture." This clearly goes beyond the course goals. At the same time, the course of New (should be Modern) History of European and American Countries covers the period only from the mid-17th century. Thus, there is a gap for century and a half between those two courses, which chronologically follow each other. Therefore, both syllabi (and at least one of them) needs to be reworked in order to fill this gap. Also, the new textbook Modern History of European and American Countries (Batumi, 2021) authored by

Khatuna Diasamidze should be added to the list of the compulsory literature in course in the above-mentioned course of Modern History of European and American Countries.

Evidence/Indicators

- o BA Programme in History;
- o Syllabi;
- o Self-Evaluation Report;
- o Interviews with the heads of the Programme and academic staff.

Master's programme in History of Georgia

The study courses of the MA programme in History of Georgia are divided into mandatory and elective subjects. The learning outcomes of the courses are in correspondence with the course goals. The learning outcomes and contents of mandatory courses are in line with the learning outcomes of the programmes. The course contents and number of the credits are in correspondence with the course learning outcomes. Teaching materials given in syllabi are based on the core achievements in the field and ensure the achievement of the intended learning outcomes. The workload of each course is described in detail in the syllabi.

Evidence/Indicators

- o MA Programme in History of Georgia;
- o Syllabi;
- o Self-Evaluation Report;
- o Interviews with the heads of the Programme and academic staff.

Doctoral Programme in History of Georgia

The study courses of the doctoral programme in History of Georgia are divided into mandatory and elective subjects. The learning outcomes of the courses are in correspondence with the course goals. The learning outcomes and contents of mandatory courses are in line with the learning outcomes of the programmes. The course contents and number of the credits are in correspondence with the course learning outcomes. Teaching materials given in syllabi are based on the core achievements in the field and ensure the achievement of the intended learning outcomes. The workload of each course is described in detail in the syllabi.

Evidence/Indicators

- o PhD Programme in History of Georgia;
- o Syllabi;
- o Self-Evaluation Report;
- o Interviews with the heads of the Programme and academic staff.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

BA Programme in History

Recommendation(s): 1.5.1. Syllabi of the courses the history of the Medieval European Countries and Modern History of European and American Countries (or at least, one of them) should be reworked in order to fill the chronological gap and a recently published textbook should be added to the compulsory literature in the syllabus of the latter course.

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

....

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
BA programme		☑		
MA programme	☑			
Doctoral programme	☑			

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
Bachelor's programme		☑		
Master's programme	☑			
Doctoral programme	☑			

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

2.1 Programme Admission Preconditions

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The preconditions for the admission to the programmes grouped in the cluster are relevant and fair (with one exception on the MA level). They are publicly accessible at university webpage: https://sjuni.edu.ge. The preconditions are in accordance with the Georgian legislation (with the same exception on MA level) and they ensure the admission of persons with relevant knowledge and skills to achieve the learning outcomes of the programs. At the same time, on BA and MA level they could be confusing because of their complicated wording.

Bachelor's programme

The preconditions for the admission to the BA programme in History are:

"The citizens of Georgia or foreign countries are eligible to study at the Bachelor programme of history. The owner of the state document proving completion of the general education or equal person (Georgian citizen), who passed the General National Examinations and based on the ranging of the received score rating obtained the right to study at the Bachelor programme of History. The precondition for the admission to the university is administrative registration after successful passing of the General National Examination within the set period at the university. Armenian, Azeri, Abkhazian or Ossetian speaking Georgian citizens who successfully passes the test of Skills in Armenian and Azeri, and Abkhazian or

Ossetian language at the General National Examination and attends the educational programme of preparation in Georgian language, ensuring knowledge of the state language at B2 level are eligible to study at the bachelor program.

Admission of the foreign citizens at the Bachelor programme takes place in accordance with the set rule by the Georgia legislation. Required condition for the foreign citizens to study at the programme is knowledge of Georgian at B1+/B2 level, as the study at the programme takes place in Georgian language. The citizens of foreign countries shall submit the certificate about knowledge of Georgian language at the required level, or they will have an interview in Georgian language (video record of the interview will take uploaded at the university website). Taking of the certificate by foreign citizens is able at the Samtskhe-Javakheti State University lifelong learning centre, within the Georgian language programme for foreigners. The students of other Georgian and foreign accredited higher educational institutions are also eligible to continue study on the program. Admission of the students by mobility from other higher educational institutions on the bachelor programme takes place in accordance with the rule defined by the Georgian legislation, within the frame of internal mobility, in accordance with the applied rule in the university. According to the university rules the students are able to be admitted on the programme within the exchange program."

These preconditions, although been fair, are a little bit confusing. First of all, the precondition for the Armenian, Azerbajanii, Abkhazian or Ossetian speaking Georgian citizens should be "successfully finishing the educational programme for the preparation in Georgian language," and not just attending it. As for the passing "the test of Skills in Armenian and Azeri, and Abkhazian or Ossetian language at the General National Examination," it is a precondition for the admittance to the programme for the preparation in Georgian language, not for studying at the BA level. Also, the following sentence "According to the university rules the students are able to be admitted on the programme within the exchange program" seems to be unnecessary as the exchange students are not getting degree from the receiving university and they spend just one semester or one year there.

Evidence/Indicators

- o BA Programme in History;
- o Self-Evaluation Report;
- o The webpage of Samtskhe-Javakheti State University: https://sjuni.edu.ge.

Master's programme

The preconditions for the admission to the MA programme in History of Georgia are:

"1. Any citizen of Georgia and foreign country is eligible to study at the Master Programme of Georgian History. The person (citizen) with at least an academic degree of Bachelor is authorized to attend the program, who passed the general Master examination, overcame the minimal competence threshold of a test and obtained the right to pass entrance examinations for the Master educational programme of the History of Georgia based on the obtained scores. An applicant of the Master educational programme of the History of Georgia submits the Certificate of English Language proving knowledge at the B1+2 (Intermediate) level (in case availability) (Candidate who attended the English language programme

(Bachelor/Master) is not requested to pass a test or/and submit a certificate) or passes English language test (Listening, reading, speaking, writing) at the examination board. The minimal threshold in 51 points. A candidate who does overcome the threshold is deprived the right to continue participation in the competition. The score received in the examination does not define the final total rating score of a Master applicant. A test is held in accordance to the terms accepted by the Master program.

3. Admission of a foreign citizen takes place in accordance with the rule defined by Georgian legislation. The pre-condition of admission of a foreign citizen on the master programme is knowledge of Georgian language at B2 level, as the programme is implemented in Georgia. Therefore, a foreign citizen either submits the certificate of Georgian language knowledge at B2, or passes a Georgian language test (The test is conducted in accordance to the "Georgia as a foreign language Standard (listening, reading, speaking, and writing)). The test is passed at the examination committee. The minimal threshold is 51 points. Knowledge of English language = B1+.2 (Intermediate) is also required (a candidate who attended the English language programme (bachelor/master, is not required to pass an exam or/and submit a certificate). The examinations are passed at the examination field committee. The minimal threshold for English language is 51 points. A candidate who cannot overcome a threshold loses the right to continue participation in the competition. The score received in the exam does not define the final total rating score of a master programme applicant.

4. An applicant passes the test in the specialty to the field board. The knowledge of a student is evaluated by 100 score system of the evaluation defined in accordance with the Georgian legislation and internal regulation of the university, The exam is considered as passed in case of getting at least 51 points. The examinations are held within the terms of admission at the Master educational program. The information about the examination time and place is uploaded on the University web site; the logistical issues of the examinations are organized by the educational process management department.

5. Admission on the Master educational programme of the History of Georgia takes place based on the competition. In case of having equal scores by the applicants, the priority will be given to the one in accordance with the results of the test for admission to the programme or/and general master examination.

6. Claim of the Master programme applicant regarding to the foreign/Georgian or specialty examination (in case of availability) shall be submitted to the university chancellor within three days since publishing of the results. The results of the appeal shall be communicated through e-mail, phone or other means of communication within the terms of admission to the Master program.

7. After successful passing of the examination of the specialty at the university, the compulsory condition for the admission is administrative registration of an applicant within the defined terms by the institution. After administrative registration, the order of a rector of LEPL Samtskhe-Javakheti State University is issued about admission of a student.

8. Other students of Georgian higher educational institutions (whose diploma are recognized by the state) and the Master programme students of other specialties of the university are eligible to continue study on the Master educational programme of the History of Georgia by the mobility way (considering pre-condition for programme admission).

9. The person with the Master and the equal academic degree has the right of admission to the Master program, but on the different specialty from the chosen direction

10. In accordance with the rules defined by Georgian legislation and the university, admission of the students to the programme shall be allowed within the exchange program."

Besides the technical error of lacking the numbering before the sentence demanding the knowledge of English on B1+2 level, it is incomprehensible from the self-evaluation report or the programme what level of proficiency in English is actually needed for the admittance to the program. During the interviews it turned out that the level for the admittance is B1. Since the programme offers free compulsory courses in English, this is not a problem, but the wording of the precondition still needs correcting.

Point 10 seems to be unnecessary, since The Exchange students are not getting degree from the receiving university as they spend just one semester there on MA level.

Point 9 of the preconditions seems to be not only excessive but also contradictory to the legislation since it prohibits the admittance to the programme of people with Master's (or equal) degree in History (or Georgian history, the document is vague about it and word "direction" can mean both of them). Such clause is discriminative in this case and should be removed from the preconditions.

Evidence/Indicators

- o MA Programme in History of Georgia;
- o Self-Evaluation Report;
- o The webpage of Samtskhe-Javakheti State University: https://sjuni.edu.ge.

Doctoral programme

The preconditions for the admission to the Doctoral programme in History are:

 "A person with a master's degree or equivalent academic degree, specializing in history, archaeology and ethnology and whose diploma is recognized by the state, has the right to enrol in the DOCTORAL educational programme of Georgian history. According to Article 50 of the Law of Georgia "On Higher Education" ("Recognition of Education Received Abroad"), the right to study in DOCTORAL can be granted to a master's degree graduate of a foreign university specializing in history, archaeology or ethnology. A person who has a doctorate or an equivalent academic degree in archaeology and ethnology has the right to study in the DOCTORAL educational programme of Georgian history.

A doctoral candidate who is a citizen of Georgia is required to know the English language at least on level B2. A test in English (listening, reading, speaking, writing) is required for the contestant, who will not present certificate confirming the proficiency in English language at the B2 level. The exam is held at the sectoral examination commission. The minimum raw mark for the English language exam is 51 points. A candidate who cannot overcome the mentioned minimum threshold loses the right to continue participating in the competition. A positive score obtained in the Georgian language test does not determine the overall final rating score of the doctoral candidate.

After submitting a certificate confirming knowledge of the Georgian/English language(s) at level B2 or successfully passing the exam, the doctoral application is reviewed (which will be evaluated by the sectoral commission with a maximum of 40 points, and the minimum competence limit is 21 points) and the

competitive exam in the specialty (conducted orally, at the sectoral commission which the maximum assessment is 60 points, the minimum competence limit is 30 points).

Admission of students to the DOCTORAL educational programme of Georgian history is carried out on a competitive basis. The faculty council (on the proposal of the dissertation council) determines the composition of the competition commission.

In the case of competitors with equal degrees, the following will be taken into account: the existence of scientific publications; Participation in scientific conferences; Experiences and other documents related to educational/research activities (grant projects, certificates, charter, etc.)

In accordance with the current legislation of Georgia and the "Regulating Rule of the Educational Process" of the Samtskhe-Javakheti State University, the doctoral candidate has the right to appeal the evaluation of the exam results.

Enrolment to the DOCTORAL educational programme of Georgian history is also carried out in accordance with the order of the Minister of Education and Science of Georgia dated February 04, 2010 N10/N "Rule of transfer from a higher educational institution to another higher educational institution"."

The preconditions are relevant, transparent, and fair. The preconditions are in accordance with the Georgian legislation, and they ensure the admission of persons with relevant knowledge and skills to achieve the learning outcomes of the programs.

Evidence/Indicators

- o   Doctoral Programme in History;
- o   Self-Evaluation Report.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

BA programme

Recommendation(s): The wording of the preconditions in BA programme should be corrected as it is a little bit confusing and complicated in certain places.

Suggestion(s):

MA programme

Recommendation(s): Points 9 and 10 should be removed from the preconditions. The level of language proficiency in English should be cited correctly.

Suggestion(s):

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's programme		☑		
Master's programme		☑		
Doctoral programme	☑			

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

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the SER: "The educational programmes grouped in the history cluster in accordance with the learning outcomes ensure the development of transferable and practical skills for students. In each programme of the cluster, both the research component and the teaching component are focused on Block and developing practical, scientific/research and transferable skills."
The SER states that: "Scientific conferences of students and professors/teachers are held at the Faculty of Education, Humanities and Social Sciences (annually), regular republic and international conferences, symposiums, which contribute to raising the professional level of academic personnel involved in the programmes of the history cluster, and among students practical, scientific/research and the development of transferable skills, the perspective of their involvement in research projects and internationalization."
The BA and MA programmes in the history cluster develop knowledge and skills relevant to the level of education. These are tested through university testing system and exams, as well as the preparation of theses and their defence (well and professionally described).
Yet the interviews with students and graduates showed little knowledge of possibilities of outside curriculum activities and practically no students reported taking part in those opportunities. The social skills seem to be wanting deeper involvement in interactive exchange with other students (on national

and subsequently international level) and various groups of the society.

During the interviews none of the students and graduates were willing to answer questions in English and were not able to present their activity in the student-oriented activities reaching out beyond theproscribed curriculum. They were conscious of the student association, yet none took part in its activities.It appears that all regulations are in place, yet students are not encouraged or not able to take part in them.The SER did not provide any data confirming student participation in such activities.

The above is relevant to BA and MA programmes, as the PhD programme has not developed to the stage, where it can be evaluated.

BA and MA graduates are supposed to be leaders, 'provocateurs', are to initiate various activities in their environment on a local, national and international level. This appears to be a weakness of the programme implementation.

Evidence/Indicators

SER

Interviews with students, graduates

General recommendations of the cluster:

General suggestions of the cluster:

Students should be encouraged to take active part in student-oriented events such as conferences, workshops, summer schools on a national level and international level. In fact, such elements could be made mandatory – at least one participation during the duration of the programme. Likewise, students should be obliged to undertake at least one internship in a social organization, museum, tourist organization or NGO to interact with members of society.

Recommendations and suggestions according to the programmes:

BA programme

    Recommendation(s): Include mandatory student participation in a student event on a national level.

Suggestion(s): Consider adding a mandatory internship (two-week, month) in a social organization, educational institution, NGO, or alike.

MA programme

Recommendation(s): Include mandatory student participation in a student event on an international level. The event may be virtual/online but should enhance the use of foreign language.

Suggestion(s):

....

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
BA programme		☑		
MA programme		☑		
PhD programme	☑			

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The programmes grouped in cluster are using the following teaching and learning methods:
- Discussion/debate
- Verbal or oral method
- Method of written work
- Practical method
- Seminar (group teaching)
- Explanatory method
- Action-oriented learning
- Problem based learning (PBL)
- Case study
- Demonstration method

- Method of analysis

- Synthesis method
- Project development and presentation.

The teaching and learning methods used in the BA and MA programs, are student-centred, methods. They correspond to the course content and learning outcomes, as well as to the requirements of the Benchmark document. The teaching and learning methods used on the PhD level are in full correspondence with contents and learning outcomes of the courses. In overall, the teaching and learning methods used in the programmes grouped in the cluster ensure their achievement of the learning outcomes.

Evidence/Indicators

- BA, MA, PhD programme descriptions
- SER
- Interviews with staff

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

……………

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Bachelor's programme	☑
Master's programme	☑
Doctoral programme	☑

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In programmes grouped in a cluster, special attention is paid to student evaluation. student evaluation is carried out per Order 3, January 5, 2007, of the Minister of Education and Science of Georgia "On approval of the rules for calculating credits for higher education programs", and the regulatory rule of the educational process of the University (assessment, procedure for appeal of assessment results). The ECTS evaluation system is defined in the programs, and the detailed assessment components, forms, and methods are included in the syllabi.

In case of all three programmes grouped in the cluster the evaluation system is presented in a clear, logical way. It is available to students and applied on a regular basis. There are small differences between the three programmes which grow out of programme differences, different number of classes, different number of ECTS points and the research component in case of doctoral programme. All student evaluation is compliant with state regulations in this matter.

Bachelor's programme

Grading scheme and grade distribution guidance:

The credit receiving is possible only from the students' learning determined by Syllabus. Maximum grading scale is 100 points. The system of grading scale consists of five positive and two types of negative points.

Points	Assessment
91-100	excellent (A)
81-90	very good (B)
71–80	good (C)
61–70	medium (D)
51–60	satisfactory (E)
41–50	not satisfactory (FX) student is allowed to pass the final exam one more time
0–40	failed (F) student should take the course again

The assessment components are used within the program's courses: various activities in classes, participation in seminar/practical work, reports, presentations, mid-term evaluations, final exams, and other assessments made during the course. The final evaluation of the course is divided into two parts and

implies the sum of intermediate and final evaluations. Out of the 100-point evaluation of the course, in some subjects - 70 points are assigned to the intermediate evaluation, and 30 points to the final exam and in some other subjects 60 points are assigned to the intermediate evaluation, and 40 points to the final exam.

Special emphasis is placed on formative assessment so that the student can use the comment for improvement. As we were told during the interviews, students are informed about the evaluation results promptly.

Students are provided with a course syllabus at the start of their studies, so they are well acquainted with the evaluation methods used in each course.

During the interviews, the quality assurance representative stated that there are changes in some syllabi because of student feedback.

Through the interviews, it was established that the lecturers actively use the formative assessments, inform students about the strengths and weaknesses of the received assessment, provide counselling, etc. The students mentioned that they often received verbal comments individually. This was the case even during the distance learning period. University Exam Centre is leading process of exams. Also, the university use Moodle - Open-source learning platform.

The University operates an assessment appeals mechanism that is familiar to programme students and academic staff but is rarely used. The procedure for appealing evaluation results is introduced to students at the beginning of the academic year. During the interviews, students and alumni were asked about the examples of assessment appealing but no one could remember even a single case.

The University have plagiarism detection programme "Turnitin". According to the Plagiarism prevention, detection, and response rules, if plagiarism is found in a written assignment created within the educational or research components at all levels of academic education, the course lecturer is entitled to reject the written assignment without evaluation and to inform the dean of the faculty about it.

Master's programme

MA student's assessment is carried out by the ECTS system, according to the university's assessment regulation. Educational programme includes 120 ECTS credits (1 credit - 25 hours).

120 credits are distributed as follows:

- Educational components - 90 credits:
- Major educational field, compulsory educational course 55 credits;
- Major educational field optional educational course 25 credits;
- Free components compulsory educational courses 10 credits;
- Research component - 30 credits:
- Master Paper 30 credits.

Student assessment includes the rules and procedures for the assessment of master's theses, which are regulated by the "Regulations of the master's degree".

Master's thesis and oral master's exam/thesis defence are evaluated with a 100-point system. The assessment of the final exam/defence is carried out by the members of the special commission/examiners in a closed session immediately after the exam/defence.

Evaluation criteria for master's thesis:

Evaluation criteria for master's project/thesis:	Maximum Score
Relevance of the topic, project/thesis to the research study	10
Research methodology	8
Relevant literature	7
Thorough study of the research topic	15
Outline of the author's position, relevant conclusions and results	10
Correctness of data, reliability of the source and their reflection in the bibliography	5
Citation, logical connection with the text	5
The quality and structural integrity of the project/thesis	5
Ability to defend own position, in-depth knowledge of the issue	13
Visual aspect of design of presentation	7
Linguistic and stylistic fluency of the project/paper, relevance of the vocabulary to the topic	8
Presentation skills	7
SUM	100

In case of a negative evaluation of the master's project/thesis, the master's student makes semester administrative registration in an additional semester and is given the right to present a new master's project/thesis.

Doctoral programme

The student assessment in the programme has multi-component, objective and provides an assessment of specific course goals and learning outcomes. The assessment criteria are written for each syllabus individually. Intermediate and final evaluation forms are used in the evaluation of both the study and the research component of the program.

The Doctoral programme consists of educational and research components.

Educational component: 45-60 credits.

The scientific-research component of the Doctoral program, which the doctoral student completes before completing the thesis, includes the following successive stages:

1. Part I of the research: research project, research plan, bibliographic outline and work on it;
2. Part II of the research: completion of work on basic bibliographic data and determination of research methodology;
3. Part III of the research: collect research material and carry out research;

4. Part IV of the research: completion of the collection of the research materials, implementation of research and completion-present of the first (literature review) and second (research material and methods) chapters of the dissertation to the scientific supervisor;
5. Part V of the research: completion of research implementation and data analysis. Work on the main part of the thesis (own research). Preparation and publication of articles based on research results;
6. Part VI of the research: preparation of the final version of the thesis, defence in public.

PhD Student's studying activity (duty) consists of:

- To attend the lecture
- Practical studies
- Independent studies
- Educational/scientific/field practice
- Preparation and passing of exams (midterm and final).
- Preparation and defence of dissertation
- Preparation, defence and publication of a scientific paper
- Assistance of Professor

The dissertation is evaluated in the same or the next semester depends when the doctoral student completes the work on it. The dissertation submitted for the award of the academic degree of Doctor of History must be evaluated by a final evaluation that includes the evaluations of the persons determined by the dissertation council and the evaluation received at the defence.

For the evaluation of the dissertation, the sectoral collegium uses the following scheme:

a) Excellent (summa cum laude) excellent work;
b) Very good (magna cum laude) an outcome that exceeds the requirements in all way;
c) Good (cum laude) an outcome that exceeds the requirements;
d) Satisfying (bene) A mid-level work that meets the basic requirements
e) Sufficient (rite) – an outcome which, despite the shortcomings, still meets the requirements;
f) Unsatisfactory (insufficient) – Unsatisfactory level of work that does not meet the requirements due to significant shortcomings in it;
g) Fail (sub omni canone) – an outcome that fully does not meet the requirements.
The members of the sectoral collegium evaluate the dissertation anonymously with a grading system. For the final evaluation of the dissertation the secretary of the departmental collegium does the arithmetic average of points, which compares with the Latin evaluation according to the following scheme:

Positive evaluation:

- 91-100 points is the grade (summa cum laude) (Excellent);
- 81-90 points is the grade (magna cum laude) (Very good);
- 71-80 points is the grade (cum laude) (Good);
- 61-70 points is the grade (bene) (Satisfying);
- 51-60 points is the grade (rite) (Sufficient);

Negative evaluation:

- 41-50 points is the grade (insufficienter) (Unsatisfactory);

- 40 or less point is grade (sub omni canone) (completely unsatisfactory - fail).

In case of receiving a positive evaluation, the doctoral student is awarded the academic degree of doctor. In case of receiving an unsatisfactory evaluation, the doctoral student has the right to submit a revised dissertation within one year. In case of a completely unsatisfactory evaluation, the doctoral student loses the right to submit the same dissertation.

During the teaching process, the PhD student constantly receives feedback from the professors about the research and improvement of the results. The dissertation is prepared in accordance with the specified rules ("Provision of the Doctoral thesis "). Doctoral papers produced at the University are checked for plagiarism by the programme "Turnitin".

Evidence/Indicators

BA, MA, PhD programme descriptions

SER

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1

Recommendation(s):

    Suggestion(s):

Programme 2

    Recommendation(s):

    Suggestion(s):

....

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Bachelor's programme ☑

Master's programme ☑

Doctoral programme ☑

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's programme		☑		
Master's programme		☑		
Doctoral programme	☑			

3. Student Achievements, Individual Work with Them

3.1 Student Consulting and Support Services

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Expert Panel on the basic information collected through cluster programmes Self-evaluation Report, relevant enclosed documents, and the Site-Visit discovered that all necessary students support services mostly are in place.

Student support services at the university are the same for all students. Mainly, the programmes grouped in the cluster have in common the "regulation of the learning process", which describes the workload, functions and duties of the persons involved in the counselling service. Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development. Also, the university conducts e-learning through the "Moodle" platform, where daily consultations are possible.

In the framework of the cluster programmes, students have an opportunity to participate in local and international projects, events, conferences and research fellowships that correspond to the level of education; However, Students did not take part in extracurricular activities, they were not involved in

student association works. University must work more actively, provide possibility for student exchange programmes and interaction with their peers on the national and international levels.

The University has a department of public relations, sports and culture, which provide information for students about university events. At the same time, the public relations service constantly updates information on the university's official Facebook page. The information is constantly updated on the official website of the university. The University public relations department includes specialist of career development which provides awareness and counselling of students in terms of career development.

The HEI should ensure the promotion of internationalization, opening to partnerships and collaborations with international partners, investing in student mobility to give them opportunities to participate in international mobility activities, exchange programmes, international projects etc

Also, Samtskhe-Javakheti State University has following student support mechanisms:

- State scholarship for excellent students;
- University scholarship for excellent students;
- Financing of excellent students by the local self-government, by the City Hall who are living in Akhaltsikhe territorial unit;
- Benefits provided for certain categories of socially disadvantaged students.

The University has Electronic Educational Process Management System (http://31.146.82.69/au/) Student may receive the following services: Create an individual study plan, selected learning courses, receive the grades, assigned credits, learn about other educational programs, list of Mandatory and Optional study courses, syllabi, study and examination tables etc.

Doctoral Programme in Georgian History

Doctoral Students support service consider information about the specifics and features of the doctoral program:

- Faculty provides informational meetings for doctoral students every semester.
- In the framework of the doctoral seminars, the individual work of the supervisor/co-supervisor with the doctoral student is provided, which is completed by the outline of the prospectus.
- Doctoral students receive information about consulting and financial support (including from grant projects) in terms of participation in international conferences or other scientific events. The research activity of the doctoral student is supported by the structural units of the university, scientific research coordination and development services. Within the scope of their competence, the services coordinate informing doctoral students about ongoing projects and exchange programmes in Georgia/abroad.
- Regarding employment and career development, the doctoral student can receive information electronically, as well as consult with the relevant services of the university.
- The library systematically conducts trainings on the issues of the university's electronic system and resource consumption. Information is regularly posted on the website.

Evidence/Indicators

- o Regulation of the learning process
- o Bachelor's educational programme in History, map of the curriculum, syllabi;
- o Master's educational programme in Georgian History, map of the curriculum, syllabi;
- o Doctoral educational programme in Georgian History, map of the curriculum, syllabi;
- o Self-evaluation Report
- o Results of the interview conducted during the experts' visit

General recommendations of the cluster:

The HEI should ensure the promotion of internationalization, opening to partnerships and collaborations with international partners, investing in student mobility to give them opportunities to participate in international mobility activities, exchange programmes, international projects etc.

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

....

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
Bachelor's programme		☑		
Master's programme		☑		
Doctoral Programme		☑		

3.2. Master's and Doctoral Student Supervision

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Expert Panel on the basis of information collected through programme Self-evaluation Report, relevant enclosed documents and the Site Visit discovered that the Programme meets the accreditation standards in this regard. Every MA and PhD student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. The University has an elaborated document, a master's project/thesis development instruction, Doctoral Regulations and Dissertation Council Regulations, which defines rights and obligations of the supervisor and the supervision process.

During the interviews, the students noted that a thesis supervisor conducts consultations with students on a regular basis. The frequency of consultations depends on the specifications of the programme and research topic. During the research process, supervisor advises student on the following topics: research design and project management, writing of thesis/scientific-research paper/dissertation etc.

Master's and Doctoral programmes

Data related to the supervision of master's/doctoral students	
Number of master's thesis supervisors	4
Number of doctoral thesis supervisors	5
Number of master's students	15
Number of doctoral students	0

Ratio - supervisors of master's theses/master's students	4/15
Ratio - supervisors of doctoral theses/doctoral students	5/0

Evidence/Indicators

- o The programmes of the history cluster;
- o The regulation of Master, Doctorate and dissertation council.
- o Self-evaluation Report
- o Results of the interview conducted during the experts' visit

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

....

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

Bachelor's Programme ☑

Master's Programme ☑

Doctoral Programme ☑

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
Bachelor's Programme	☑			
Master's Programme	☑			
Doctoral Programme	☑			

4. Providing Teaching Resources

4.1 Human Resources

Programme staff consists of qualified persons who have necessary competences 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 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 Programmes possess the necessary knowledge and experience required for their elaboration, and also the appropriate competences in the field of study of the programmes. They are personally involved in programme implementations.

Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Staff of the programmes grouped in the cluster consists of qualified specialists. A review of employee CVs and interviews with some of them provided a clear picture of the qualifications of the academic and visiting staff who participate in the programmes. They possess necessary competences to ensure the achievement of the learning outcomes. Their number and workload assure the sustainability of the educational process. The heads of the programmes are experienced specialists who have necessary competences both in the field of study and in management of programmes. They are personally involvedin the implementation of the programmes.

The only visible and pending issue with the human resources is the generation gap which exists at the university. The academic personal of the programmes grouped in the cluster consists for the most part of experienced staff who are in their 50s and 60s. Only among the invited staff was the expert team acquainted with staff less than or around 40 years of age, and their number is limited. This may become a liability in the future.

Bachelor's programme

The qualifications of persons participating in the programme are in accordance with the current legislation of Georgia. The programme is implemented by the affiliated faculty and visiting lecturers, most of whom have relevant professional and teaching experience. The qualifications of the teaching staff are confirmed by research verified through publications and participation in conferences in the recent years. On the initiative of professors, participation in archaeological expeditions in the region take place. The qualifications of the administrative staff are sufficient and relevant to the duties and functions which they perform.

Thus, the programme is carried out by persons with appropriate qualifications who have the necessary competence to obtain the learning outcomes provided for by the programme.

The needs of students are provided and served by support staff and administration. The functions of the programme manager are determined by the relevant regulations of the university. He participates in programme evaluation when making changes and undertaking various activities.

Bachelor's programme [6]

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[9] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[7]	Including the staff holding PhD degree in the sectoral direction[8]	Among them, the affiliated academic staff
Total number of academic staff	23	12	12	19
- Professor	8	4	4	8
- Associate Professor	10	4	4	10
- Assistant-Professor	1	4	4	1
- Assistant	0	0	0	
Invited Staff	4	1	1	_
Scientific Staff	-	-	-	-

Evidence/Indicators

- Personnel CVs;
- Interviews with academic and invited staff, students and alumni;

Master's programme

Alike in the bachelor's programme, the qualifications of persons participating in the master's programme are in accordance with the current legislation of Georgia. The programme is implemented by the affiliated faculty and visiting lecturers, most of whom have the necessary professional and teaching experience. Publications and conference participation further confirm staff competences. The qualifications of the administrative staff are sufficient and corresponding to the functions they perform. Staff qualifications ensure the realization of appropriate learning outcomes, while administrative know-how allows to take care of programme administration.

Master's programme [9]

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[7] Staff implementing the relevant components of the main field of study

[8] Staff with relevant doctoral degrees implementing the components of the main field of study

[9] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[10]	Including the staff holding PhD degree in the sectoral direction[11]	Among them, the affiliated academic staff
Total number of academic staff	11	10	10	11
- Professor	7	6	6	7
- Associate Professor	4	4	4	4
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	-
Invited Staff	0	0	0	-
Scientific Staff	-	-	-	-

Evidence/Indicators

- o   Personnel CVs;
- o   Interviews with academic and invited staff, students and alumni

Doctoral programme

The qualifications of persons participating in the programme are sufficient to initiate the new doctoral programme and are in accordance with the current legislation of Georgia. The programme will be implemented by the affiliated faculty and visiting lecturers with necessary professional and teaching experience. Both the learning and research components are provided for by high quality teachers and researchers, providing promising perspectives for the future doctors. This ensures the meeting of expected learning outcomes, but also necessary overlooking of research and guidance throughout the process. Staff appears to be adequate for the assistance in the selection of research topics, help and overlooking of its performance and finally guidance and advice in the writing of doctoral dissertation.

Doctoral programme [12]

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[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

[12] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[13]	Including the staff holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Total number of academic staff	9	5	5	9
- Professor	4	4	4	4
- Associate Professor	1	1	1	1
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	-
Invited Staff	4	3	3	0
Scientific Staff	-	-	-	-

Evidence/Indicators

- Personnel CVs;
- Interviews with academic and invited staff, students and alumni;

General recommendations of the cluster:

General suggestions of the cluster:

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

Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's Programme		☑		
Master's Programme		☑		
Doctoral Programme	☑			

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.

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university has detailed instruction on the MA and PhD level regarding the supervisors of MA and PhD theses. The supervisor's duties are clearly defined in those documents. The students can choose the topic of the thesis and the supervisors. The supervisors are qualified researchers (professors or associate professors) with experience and publications relevant to the topic of the thesis. The corresponding supervisors are approved by the faculty council. If necessary, the qualified invited professors with relevant experience and publications will be appointed as co-supervisors. The students have regular consultations with their supervisors. The limit for the supervisors is five active students on all levels (BA, MA, PhD).

Master's programme

There are 5 professors and 4 associate professors with the degree in History among the academic staff of MA Programme in History of Georgia. All of them are affiliated with Samtskhe-Javakheti State University. Their research topics diverse and cover the problems of history of Georgia. During the last five years three of them had supervised MA theses.

Master's Programme in History of Georgia			
Number of supervisors of master's theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of master's theses	9	9	9
- Professor	5	5	5
- Associate Professor	4	4	4
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Doctoral programme in Georgian History

There are 4 professors and 1 associate professor with the degree in History among the academic staff of Doctoral Programme in History of Georgia who participate in the teaching process. All of them are affiliated with Samtskhe-Javakheti State University. There are also 4 invited professors. According to the regulations, all of them can supervise doctoral theses. Nevertheless, in the annex only affiliated staff are mentioned as possible supervisors.

Doctoral Programme in Georgian History			
Number of supervisors of Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Number of supervisors of Doctoral theses	5	5	5
- Professor	4	4	4
- Associate Professor	1	1	1
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Evidence/Indicators

- o   Personnel CVs;
- o   Annex of Quantitative Data;
- o   Self-Evaluation Report;
- o   MA Programme in History of Georgia;
- o   Doctoral Programme in Georgian History.

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

    Recommendation(s):

    Suggestion(s):

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
Bachelor's programme	☑			
Master's programme	☑			
Doctoral programme	☑			

4.3 Professional Development of Academic, Scientific and Invited Staff

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The professional development of staff executing the programmes grouped in the cluster along with the visiting staff can be divided into two main groups. On the one hand it is composed of regular evaluation of staff scientific and teaching performances. On the other the university has developed a system of incentives to stimulate staff development, professional growth and progress.

In particular staff can develop their research based on the following clusters of activities (SER p. 71):

- "Execution of the scientific component of the educational program;
- Scientific work;
- scientific research projects;
- Scientific conference/forum/symposium/congress;
- Editing and reviewing of various scientific publications/papers; scientific consulting and expert activities; Public scientific-popular activity."

Assistance in the implementation of the programme is ensured by the fact that employees with the appropriate qualifications work in the university's educational process management service, library, faculty, quality assurance service, student centre and educational laboratories.

Meetings and interviews with representatives of the university administration showed that the university supports the implementation of the programme, and its resources in the form of administration and support staff help the faculty and direct executors of the programme within their competence.

During the visit interviews were conducted with library staff, quality assurance personnel and with representatives of other departments.

The programme is provided with material and technical resources of the necessary quantity and quality to achieve the goals and learning outcomes. The library stores all the basic literature and other study materials (including electronic resources) mentioned in the syllabi. Students are aware of the availability of resources and know how to use them. Basic literature indicated in the programme is available in the library.

The university helps and supports staff in participation in live and online seminars, webinars, professional development workshops. There are funds to help project initiatives, but also individual publishing activity.

The university has signed several international agreements stimulating exchange and cooperation with ERASMUS programme and several foreign universities for example in Poland and Romania. Some of those activities are listed in the SER (pp. 72-74).

Evidence/Indicators

- SER
- Interviews

General recommendations of the cluster:

General suggestions of the cluster:

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

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

    Recommendation(s):

    Suggestion(s):

....

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
Bachelor's programme	☑			
Master's programme	☑			

Doctoral Programme ☑

Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

For the three programmes united in the cluster: Bachelor's Programme in History; Master's Programme in Georgian History; Doctoral Programme in Georgian History material resources are basically the same. All three programmes use library resources, technical equipment, infrastructure.

The university has big and small lecture rooms enabling both general lectures and small group seminars. There is room space allowing for student personal work, as well as small group activities.

Classrooms are equipped with sufficient number of computers, Internet access, multimedia projectors or television screens allowing to conduct in-class presentations. The available equipment also allows for online instruction and distant teaching. There are possibilities to have a lecturer conduct a lecture of a seminar from a different location – even from a foreign country.

All literature indicated in the training courses is available in the library with the possibility of using printed and electronic resources.

Programmes are equipped with Moodle software, as well as software enabling the detection of cases of plagiarism. Basic word editing programmes are available.
Library has sufficient working space, with relevant number of reading places equipped with computers allowing to utilize online databases. There is a possibility to use databases from a different location and the library is making some resources available through scans and photographs of books/articles.
The SER reports about 10 online databases available for use. Unfortunately, the majority of them are of no use for humanities. These databases are relevant for engineers, technicians, sciences and medical students, not historians and steps need to be taken to improve this situation.
The teaching material is updated on a regular base and the current library holdings represent the most updated scientific research and achievements. The material is available to all students and teachers of Samtskhe-Javakheti State University. The study material is in the library. Students also receive information through electronic resources as additional literature.

Bachelor's programme

Students of the programme use appropriate teaching infrastructure at the university. There is also adequate equipment to conduct online training in case of existence of e.g., pandemic conditions. Classrooms are

furnished with appropriate furniture, most of them have adequate modern computer facilities, multimedia equipment and Wi-Fi Internet access. There is adequate space for small group work and consultations.

Library holdings are sufficient for conducting classes and are in line with syllabi and relevant state regulations.

Moodle is used for examination and programme evaluation.

Master's programme

Master's programme uses the same facilities as the bachelor's programme. Small number of students allow for close, personal instruction and tutor like engagement of staff. Modern multimedia equipment is sufficient and Wi-Fi connections allow for online instructions and interactive teaching from remote locations, even from abroad.

Library has sufficient number of books and journals to provide for reaching the learning outcomes. Some materials are available online.

Moodle is used for examination and programme evaluation.

Doctoral programme

Considering the small, expected number of students the workspace, classrooms, offices and laboratories are sufficient for successful execution of the learning section of the doctoral programme. There are though doubts about the sufficiency of the online database collection available for doctoral research. The current list of available databases may look impressive, but only one of two of the listed databases are of any use for students of history.

Serious steps need to be undertaken to grant access to additional databases.

Evidences/Indicators

- computer security;
- library;
- Lecture in the audience equipped with modern technology.
- Inspection of the infrastructure of the faculty;
- Library visit. Viewing the digital library and related infrastructure;

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Doctoral Programme

Recommendation(s): Serious steps need to be undertaken to ensure access to additional databases. Access to at least the following should be secured, even if they entail additional costs. Such access may be possible in cooperation with other universities and/or the appropriate ministries. These databases are: Proquest Central, EBSCO, H-Net, Oxford Journals, BRILL journals, De Gruyter Online journals.

Suggestion(s):

Master's Programme

Recommendation(s): Serious steps need to be undertaken to ensure access to additional databases. Access to at least the following should be secured, even if they entail additional costs. Such access may be possible in cooperation with other universities and/or the appropriate ministries. These databases are: Proquest Central, EBSCO, H-Net, Oxford Journals, BRILL journals, De Gruyter Online journals.

Suggestion(s):

Evaluation

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's programme	☑			
Master's programme		☑		
Doctoral programme		☑		

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to the programme needs.

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

The three programmes in the history cluster have a slightly diverse sources of budgeting. In case of the BA programme money comes from the relevant ministry and the programme is financed by the state. I case of the two other programmes they are finances in a part by students, who pay tuition for their study and the rest is supplemented by the university. This system, with the appropriate number of students assures sufficient funds and guarantees programme stability and sustainability within the university. Programme activities, such as teaching, multimedia equipment, teacher training is financed from the central budget of the university, the budget of the university ensures the salary of the teaching staff and guest teachers participating in the implementation of the program, maintenance and improvement of the material and technical base.

BA programme

BA studies are financed by the state of Georgia. The number of students accepted every year is sufficient to cover for all the expenses of the programme, for its sustainability and allows for allocation of some funds in the university budget for the two their programmes.

MA programme

MA programme is finances mostly by student tuition. There are no students financed by outside sources and some of the needs of the programme are financed and shared with the BA programme. In all finances of the cluster are adequate and sufficient for the programme, which is feasible and sustainable. The tuition paid by students covers substantial part of their studies, but does not appear to be an unbearable burden to an average household budget.

Doctoral programme

Doctoral programme is financed from student tuition and the central budget of the university. Considering the small number of students and practically individual tutorials, a substantial part of the budget is taken from the university reserves/central budget. This does not hinder the future development of the programme and secured funds appear to be adequate for its functioning, development and sustainability.

Evidence/Indicators

- o Interview with the rector and quality management specialist.
- o Budget descriptions for the BA, MA, PhD programmes enclosed in the programme descriptions.
- o SER – appendix 10

Recommendations and Suggestions according to the programmes:

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

    Recommendation(s):

    Suggestion(s):

....

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
Bachelor's programme	☑			
Master's programme	☑			
Doctoral programme	☑			

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

Bachelor's programme	☑			
Master's programme		☑		
Doctoral programme	☑			

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

Through the study of the presented documentation and interviews, it is determined that the institution has an internal quality assurance system, which is based on documented processes and procedures, as well as appropriate tools. During the interview process, it was confirmed that the institution implements the process set up according to the regulatory documentation, conducts various surveys, has a connection with employers, uses various internal quality assurance tools. The purpose of the above-mentioned process is to make the programs' quality assurance mechanisms and procedures subject to the following principle: "Plan - Do - Check - Act".

In relation to the programs, there is a methodology for planning and developing educational programs, which also describes the procedures for approving programs, making changes and cancelling them. As well as internal and external mechanisms of quality assurance of educational programs. As internal quality assurance mechanisms, a variety of survey forms, which the institution uses in practice, are also used.

The annual report of the Head of the Programme to the Faculty Council represents the practice of internal quality assurance in relation to the programs. The Head of the Programme makes a self-assessment report every year, where he analyses the actual state of programme implementation in accordance with the accreditation standards and records the actions taken as a result of the recommendations developed by

the internal and external evaluators of the program; In case of non-fulfilment of the recommendations, it describes the objective hindering conditions.

The interview confirms that there is an established practice of anonymous evaluation of the lecturer's work by students, the results of which are collected to the quality assurance service and sent to each lecturer for better planning and improvement of this work. The same form allows lecturers to provide feedback on assessment results.

Mutual attendance of colleagues at lectures-seminars on the principle of random selection is used as internal mechanisms of quality. In such a case, the Head of the Programme informs the academic staff about possible attendance 2 weeks in advance. The purpose of this activity is to study how well the lecturer follows the syllabus, whether he uses the assessment methods specified in the document, etc. After attendance, the results are discussed, and feedback is given. During the interview, it was explained that this activity is being done for the improvement and development of the program. In addition, during the interview, the institution emphasized the positive aspects of sharing practices and exchanging experiences with colleagues.

The quality assurance service identified specific initiatives that were given by students to improve the program. For example, in the master's program, the master's thesis would be given over two semesters instead of one, so that students could fully present the thesis and devote adequate time to each of its components. This was taken into account during the development of the program. During the internal assessment, the increase of counselling hours and the improvement of the material and technical bases were also named as general initiatives taken by the students.

According to the institution, the functions of the members in the self-evaluation group of the presented programmes were distributed in accordance with the recommendations of the National Center for the Development of Education Quality. Regarding the student, emphasis was placed on his social activity. As it is mentioned, not only students with good academic performance were considered for inclusion in the group, but also those who were actively involved in university life.

Through interviews with the Head of Program, it was determined that the changes made within the history bachelor's programme (refinement of the academic writing course, addition of study courses, extension of the working time on the master's thesis) were implemented based on the internal evaluation of the programme and the initiatives of the students.

Although the participation of students and academic staff in the internal quality assurance process is confirmed, it is difficult for students to identify the challenges that they would like to improve in relation to the specific program. The essence of the quality cycle (PDCA) lies in the continuous overcoming of existing challenges. To further improve the programme and the process, it is desirable for the quality assurance service to individually consider the need to use a specific tool in relation to the programs. If the questionnaire does not allow for the collection of qualitative information necessary for programme improvement, the alternative of using another instrument along with or instead of the questionnaire may be considered.

Evidence/Indicators

- o Interview Results;
- o The mechanisms of quality assurance:
- o The system of quality assurance service of LEPL Samtskhe-Javakheti State University;
- o The methodology of planning, collaboration and development of the educational programs;
- o Analysis of the results of internal and external evaluation of quality assurance;

General recommendations of the cluster:

General suggestions of the cluster:

To further improve the programme and the process, it is desirable for the quality assurance service to individually consider the need to use a specific tool in relation to the programmes. If the questionnaire does not allow for the collection of qualitative information necessary for programme improvement, the alternative of using another instrument along with or instead of the questionnaire may be considered.

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

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

    Recommendation(s):

    Suggestion(s):

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

Bachelor's programme ☑

Master's programme ☑

Doctoral programme ☑

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 presented programme is oriented cooperation with the Turkish side, and in the part of the external evaluation, according to the documentation, the programme evaluator is Associate Professor Levent Kuchuk of the History Department of Amasya University of the Republic of Turkey. The conclusion is positive in the main aspects and the possibility of more internationalization is given as a recommendation. The report itself does not specify what is meant by the desire for more internationalization, however, the programme management explained during the interview that, in addition to trans-Caucasian cooperation, their goal is to establish contacts with European scientific and educational spaces. As it is mentioned, negotiations are underway with the Archeology Research Center of the University of Bochum, Germany, in order to involve them in the program.

In the external part of evaluation, the institution also considers the feedback received from employers. During the interviews, the employers mentioned that they were involved in the programme development process, where they had the opportunity to share their experiences. The public relations service coordinates the process of relations with employers.

Evidence/Indicators

- o Interview results;
- o The mechanisms of quality assurance;
- o External Evaluation Report.

General recommendations of the cluster:

General suggestions of the cluster:

External evaluation is an important component of programme development. In order for the programmes in the cluster to be evaluated holistically, it is desirable for the external evaluation

report to include more specific information regarding programme improvement. This will help the institution to develop programs.

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

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

    Recommendation(s):

    Suggestion(s):

....

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's programme	☑			
Master's programme	☑			
Doctoral programme	☑			

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 quality assurance system in the university provides for monitoring and periodic evaluation of the programme by stakeholders. According to the institution's regulatory documentation, the programme is evaluated by the faculty and university quality assurance services, and the evaluation procedure includes the following elements:

- The Survey of students enrolled in the program;
- The Evaluation results (results of monitoring students' academic performance);
- The Analysis of the results of attending the programme head's lectures;
- The Survey of the academic staff implementing the program; 90 Self-Assessment report of educational programmes cluster
- The Survey of graduates;
- The Survey of employers;
- The Evaluation report of programme learning outcomes;
- The Evaluation of personnel performance (teaching and research quality, international mobility rate, etc.) and use of evaluation results in personnel professional development. Mechanism of participation of interested parties in the process of development of programs

Student survey forms differ in content (eg Survey of students enrolled in the program, doctoral student survey form). The data is processed collectively, and no specific programme recommendations are made during the general university survey.

During the interviews, students and graduates confirm that they participate in various surveys, including the assessment part of specific courses. The quality assurance service noted that approximately 60% of students participate in surveys. However, during the interview, the students could not identify specific activities that they proposed to the university in order to improve the program.

The monitoring of the evaluation of learning results is carried out by the quality assurance service together with the Head of the Program. In this part is discussed the assessment of academic staff's scientific productivity and self-assessment. To achieve learning outcomes, the university carries out several activities based on the needs identified during the internal evaluation process - for example, the results obtained during the study of the needs of online education were named, after which the university financed a certain category of students with the Internet, as well as provided computer equipment for temporary use to the academic staff.

Academic staff demonstrate involvement in the programme development process in the format of workshops - both online and face-to-face. The use of internal quality assessment tools presented by the institution in practice is also confirmed. It should be noted that the university's

internal services and incentive mechanisms (co-financing of articles, financing of internal grant projects) are available to both - academic and invited staff.

The programme leaders identified as a challenge in the process of developing the cluster to connect the programmes to each other in terms of content and purpose and to see them under a common hat (cluster), as well as in connection with the industry standard. The mentioned difficulties were overcome step by step, in the process of updating the program. Cluster accreditation is perceived as an opportunity in terms of content and methodological development of programmes at all levels.

Evidence/Indicators

- o The Interview results;
- o Regulatory documents - the mechanisms of quality assurance;
- o Analysis of the results of internal and external evaluation of quality assurance;
- o The methodology of planning, collaboration and development of the educational programs;
- o Quality service questionnaires, forms of observation, mutual attendance at a lecture/seminar;

General recommendations of the cluster:

General suggestions of the cluster:

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Bachelor's programme	☑			
Master's programme	☑			
Doctoral programme	☑			

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
Bachelor's programme	☑			
Master's programme	☑			
Doctoral programme	☑			

LEPL - Samtskhe – Javakheti State University
Bachelor's Programme in History
Master's Programme in Georgian History
Doctoral Programme in Georgian History

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
Bachelor's Programme in History	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Master's Programme in Georgian History	Complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements	Complies with requirements
Doctoral Programme in Georgian History	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel
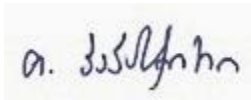
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