



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

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

History Bachelor Programme; Archeology Bachelor Programme; Archeology Master Programme; Modern Georgian History Master Programme; Medieval Studies Master Programme; History Doctoral Programme; Archeology Doctoral Programme.

LEPL Ilia State University

Evaluation Date(s): November 21-22, 24-25

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Tbilisi

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### Information on the Higher educational Institution

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

### Expert Panel Members

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## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>	<b>Programme 3</b>	<b>Programme 4</b>	<b>Programme 5</b>	<b>Programme 6</b>	<b>Programme 7</b>	<b>Programme 8</b>
<b>Name of the educational programme</b>	History (Major and Minor)	Archaeology (Major and Minor)	Archaeology	Modern Georgian History	Medieval Studies	History	Archaeology	
<b>Level of higher education</b>	Select Appropriate	Select Appropriate	Select Appropriate	Select Appropriate	Select Appropriate	Select Appropriate	Select Appropriate	Select Appropriate
<b>Qualification to be awarded</b>	Bachelor of Arts in History	Bachelor of Arts in Archaeology	Master of Archaeology	Master of History	Master of Arts in Medieval Studies	Doctor of Philosophy in History	Doctor of Philosophy in Archaeology	
<b>Name and code of the detailed field</b>	0222 History and Archaeology	0222 History and Archaeology	0222 History and Archaeology	0222 History and Archaeology	0288 Interdisciplinary – includes Arts and Humanities	0222 History and Archaeology	0222 History and Archaeology	
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>								
<b>Language of instruction</b>	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	
<b>Number of ECTS credits</b>	240 ECTS	240 ECTS	120 ECTS	120 ECTS	120 ECTS	42 ECTS	42 ECTS	
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Accredited	Accredited	Accredited	Accredited	Accredited	Accredited	Accredited	

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

## II. Accreditation Report Executive Summary

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

The cluster accreditation included seven programmes of the disciplines of History and Archaeology from Bachelor through Master to Doctoral level. Most of these programmes have been implemented since their accreditation in September 2011 (BA History, BA Archaeology, MA Medieval Studies, MA Archaeology, PhD History and PhD Archaeology). Master's programme "Modern Georgian History" has been a recent addition and was accredited and launched in 2020. The Archaeology programmes cover at all levels a very broad thematic and methodological range. In History, there are at MA level two programmes (Modern Georgian History and Medieval Studies), providing two different opportunities of studying the discipline with a distinctive thematic focus. All programmes are strongly interrelated due to their consecutive structure and the close relationship of both disciplines to each other. They also share the aim to provide high-level theoretical and practical knowledge in History and Archaeology as well as essential soft skills for a successful career inside or even outside academia.

- **Overview of the Accreditation Site Visit**

The accreditation procedure took place on 21, 22, 24, and 25 November 2022. Due to the excellent organization by the NCEQE and the engaged cooperation of all university representatives (teaching staff, students, employees) who provided the members of the accreditation panel with all necessary information, the accreditation proceeded smoothly and without any significant deviation from the original tight time schedule. Even though all meetings took place in a hybrid format and in two languages (Georgian and English), there were no technical or organizational problems.

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

After the site visit, the interviews, and the study of relevant documents, the accreditation experts group is convinced that the individual programmes and the cluster as a whole fully complies with current accreditation standards. This compliance includes all components under evaluation.

- **Recommendations**

The recommendations of the accreditation experts group are the following:

- Strengthen the practical component of the programmes at BA and MA levels in the case of Archaeology.
- Ensure that the syllabi of individual courses in BA and MA programmes of Archeology include updated bibliography (especially in Georgian and English language).
- New textbooks and monographs should be specified in the syllabi of some courses.
- Some courses (Fundamentals of Archaeology, Field and Office Study of Archaeological Sites) indicate the title of the designated reader.
- Furthermore, it is desirable to use more recent foreign literature instead of relatively outdated Russian-language literature. For example: Амальрик А.С., Монгайт А.Л. В пойсках исчезнувших цивилизаций. Москва. 1959; **Early Metal Age Archeology** (BA). • Essays on the

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

history of Georgia, Vol. I, Tbilisi. 1970; **Medieval Archaeology (BA)**; Essays on the history of Georgia, Vol. II, Tbilisi. 1973; **Fundamentals of Archaeology (BA)** Монгайт А.Л. Археология Западной Европы. Каменный век. М., 1973.; **Introduction to Georgian Archaeology (BA)** Essays on the history of Georgia, v. I. Tbilisi. 1970; Essays on the history of Georgia, v. II. Tbilisi. 1973; **Field Archaeology (MA)** Авдусин Д., Археологические разведки и раскопки, М., 1959; Блаватский В., Античная полевая археология, М., 1967.

- In both Doctoral Programmes (Archeology PhD and History PhD), the compulsory "Personal and Professional Development Center (PPDC)" training should become part of the Assistance.

- **Suggestions for the Programme Development**

- It is desirable to indicate in the prerequisites for admission to the BA and MA Archaeology programmes so that it is possible to enroll in the programme via mobility twice a year, within the deadlines set by the Ministry of Education and Science of Georgia, following the mandatory procedures and rules set by the university.
- It is desirable to explain the assessment criteria for different types of assignments in the syllabi, so that the grading system becomes more transparent and clear for the students. For example, the same component can be graded from 16 to 20 points. In this and similar cases, it would be advisable to avoid such a large differential.
- Only a part of the academic staff of the archeology programmes has participated in international scientific conferences in recent years. It would be recommended to encourage the academic staff to participate in international conferences.
- From the survey carried out by the university itself in 2022, it can be seen that only a part of the academic staff publishes articles with high impact or citation score (Scopus) in foreign international refereed journals and refereed journals included in international bases. It would be recommended for the university to encourage the staff in this direction.
- In the Doctoral Programmes History and Archaeology, professors with Degrees, not obtained in the relevant field of study, are mentioned as potential supervisors. It would be better if these professors would have a status of co-supervisor unless they have demonstrated their expertise in the relevant field of study through recent publications.

- **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

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

Experts reviewed the argumentative position presented by the University. Decision was made to remove one recommendation and adjust final assessments in the standard 2.

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

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

After their first accreditation (in most of the cases in 2011) and during their implementation, the programmes' goals, learning outcomes, and structure were revised regularly adhering to current needs and new standards. These changes/improvements included: a) the addition of compulsory, compulsory/elective, and elective courses, b) the strengthening of the practical component in the BA and MA programmes of Archaeology, c) a new design of both PhD programmes with the allocation of 42 ECTS for the learning component and a clear emphasis on the research component.

**Evaluation approaches for the accreditation experts:**

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

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster evaluation<sup>5</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster

<sup>4</sup> **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

<sup>5</sup> **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster



### III. Compliance of the Programme with Accreditation Standards

#### 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

##### 1.1 Programme Objectives

The objectives and learning outcomes of the cluster's programmes are based on a well-thought-out concept which is clearly defined and communicated to staff members and students. The internal evaluation process is excellently organized and effective, ensuring that both objectives and learning outcomes are consistent with the university's mission, objectives, and strategic plan. The individual programmes discussed below are closely connected to each other and develop through the regular assessments as parts of a coherent whole. They aim at the transmission of both subject-specific competencies and transferable skills, having a different focus at each level. The Bachelor programmes seek to provide basic knowledge in History and Archaeology at a broad chronological and geographical range. The Master programmes have a pronounced emphasis on specialization in the respective fields and combine the in-depth knowledge of specific subjects with a systematic engagement with theoretical and methodological issues. Finally, the main objective of the Doctoral programmes is to encourage independent and innovative research, interdisciplinarity, and the ability to make scientific knowledge accessible to a wider audience.

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

##### Programme 1 – Bachelor's Programme in History

The BA program in History has an objective to prepare the specialists who will have:

- “The general knowledge about Georgian and World History;
- the ability to critically evaluate the historical events, to analyze and interpret them with the aim of the reconstruction and re-evaluation of past;
- the basic research skills, among them the ability to work on the primary and secondary sources, to define the research question, and to answer it using the obtained methods;
- the ability to communicate and defend personal arguments and views according to the principles of academic integrity and using modern technologies.

Programme goals are in full compliance with the mission and objectives of the university, and strategic plan of the Faculty of Arts and Sciences. The skills obtained while studying at the BA program in History will allow the graduate to be competitive at the labor market or continue study on the MA level of higher education.

##### Programme - 2. Bachelor's Programme in Archeology;

**Description-**The Bachelor's Programme in Archaeology aims at training a specialist who, along with basic archaeological skills, will have a general and broad knowledge of archaeology in order to study the past of

Georgia and different regions of the world within a specific time and space (the Caucasus, the Near East, the Mediterranean). In addition, the programme develops important transferable skills for employment and further study, such as the ability to work individually and in a group, critical analytical thinking and reasoning, the ability to communicate effectively orally and in writing while adhering to the principles of academic integrity and using modern technologies.

**Analysis** - The goals of the Bachelor's Programme correspond to the level of education, they are public, accessible, realistic, and achievable. Furthermore, they clearly define what knowledge, skills and competences a graduate in archeology should obtain. The Programme takes into account the peculiarities of the field of study defined by the sectoral benchmark of archeology, as well as the requirements of the level VI qualification descriptor of the National Qualifications Framework and the content of the detailed field "0222 History and Archeology" defined by Article III of the study field classifier. The programme is developed in accordance with the requirements of the labor market and employers. The skills developed during the study process will enable a graduate to be employed in the following: in the state and private structures of the cultural field; in private and state museums and galleries; in the National Agency for the Cultural Heritage Preservation; in the Ministry of Culture and Monument Protection; in non-governmental organizations of the relevant profile; in archaeological projects carried out by local and international organizations; in cultural heritage protection promotion and educational programmes; tourism; mass media and others. Graduates can also continue their studies at the next level of higher education - master's degree.

### **Programme - 3. Master's Programme in Archeology**

**Description** - The programme aims to prepare a competitive specialist in the field of archeology who will possess the following: complex theoretical knowledge regarding the archeology of the Caucasus region; ability to define an original research question related to the past of the Caucasus region, independently carry out archaeological research and share its results; ability to work in the field and laboratory, collect, analyze and interpret archaeological material; and ability to adhere to the principles of professional and research ethics.

**Analysis** - The goals of the Master's Programme are consistent with the levels of education and they are public, accessible, realistic, and achievable. They clearly state what knowledge, skills, and competencies a graduate of this educational programme should obtain. They take into account the peculiarities of the field of study defined by the sectoral benchmark of archeology, as well as the requirements of the level VII qualification descriptor of the National Qualifications Framework and the content of the detailed field "0222 History and Archeology" defined by Article III of the study field classifier. The programme is developed in accordance with the requirements of the labor market (including international) and the employers. The skills developed during the study will allow a graduate to be employed in state and private structures in the field of culture; in private and state museums and galleries; in the National Agency for the Cultural Heritage Preservation; in the Ministry of Culture and Monument Protection; in non-governmental organizations of the relevant profile; in archaeological projects carried out by local and international organizations; Graduates can also continue their studies on doctoral programmes.

#### **Programme 4 – Master's Programme in Modern Georgian History**

The goals of the MA programme in Modern Georgian History are clearly defined. They are in full compliance with the mission and objectives of the university, and strategic plan of the Faculty of Arts and Sciences. The programme intends to prepare the new generation of the researchers in the field of Georgian history, who will be able to conduct research in modern and contemporary history of Georgia and learn the latest achievements of international historiography. Special emphasis is given to the internationalization of the research. The skills obtained in the course of the programme will allow the graduate to get a job in state or private organizations or to continue his/her studies on the doctoral level of higher education.

#### **Programme 5 – Master's Programme in Medieval Studies**

The goals of the MA programme in Modern Georgian History are clearly defined. They are in full compliance with the mission and objectives of the university, and strategic plan of the Faculty of Arts and Sciences. The program intends to prepare the highly qualified specialists in Medieval Studies with the systemic knowledge regarding the historical, artistic, philosophical, theological, literary or linguistic issues in Medieval Georgia and Byzantium or Western Europe (according to the region of interest), and to help them develop the skills of critical thinking and analysis. The qualification and skills obtained while studying at the MA programme in Medieval Studies will allow the graduate to get a job in state or private organizations or to continue study on the doctoral level of higher education.

#### **Programme 6 – PhD Programme in History**

PhD program in History has the objective to prepare the researchers who will:

1. conduct innovative research in different mono- or interdisciplinary fields of history employing various historical approaches;
2. contribute to the dissemination of historical research by communicating research results through publications in international peer-reviewed journals and books;
3. transfer knowledge to students with modern pedagogical methods.

The goals of PhD programme in History are clearly defined. They are in full compliance with the mission and objectives of the university, and strategic plan of the Faculty of Arts and Sciences. The skills obtained while studying at the PhD program in History will allow the graduate to get a job in academic institutions or state and private organizations.

#### **Programme 7– PhD Programme in Archaeology**

PhD program in Archaeology has the objective to prepare the researchers who will have the ability to:

- plan and conduct original research in different fields of archeology employing current theoretical models and cutting-edge methodologies and adhering to modern ethical standards
- interpret and share research results by participating in local and international conferences and publishing in international refereed publications;

- transfer knowledge to students using modern teaching methods and approaches;
- develop innovative research ideas.

#### Evidences/Indicators

- Educational programmes;
- Report of the programme working group;
- Reports of focus groups conducted with students;
- University Mission;
- Strategy of the Faculty of Arts and Sciences of Ilia State University for 2018-2024;
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

##### Programme 1 (History, Bachelor programme)

Recommendation(s):

Suggestion(s):

##### Programme 2 (Archeology, Bachelor programme)

Recommendation(s):

Suggestion(s):

##### Programme 3 (Archeology, Master programme)

Recommendation(s):

Suggestion(s):

##### Programme 4 (Modern Georgian History, Master programme)

Recommendation(s):

Suggestion(s):

##### Programme 5 (Medieval Studies, Master programme)

Recommendation(s):

Suggestion(s):

##### Programme 6 (History, Doctoral programme)

Recommendation(s):

Suggestion(s):

##### Programme 7 (Archeology, Doctoral programme)

Recommendation(s):

Suggestion(s):

## Evaluation <sup>6</sup>

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Programme Learning Outcomes

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

The learning outcomes of all programmes generally correspond to their objectives as they are described above and - in more detail - in the self evaluation report. They fully comply with current European standards. It must be stressed that the learning outcomes were designed in a way which has enabled the active participation of all involved institutions and persons (faculty, university administration, academic and invited staff). Furthermore, they are communicated to students, graduates, external evaluators and potential employers through the published programmes' curricula on the university's website.

#### Programme 1 – Bachelor's Programme in History

The learning outcomes and competences of BA program in History are:

- “broad knowledge of the stages of social and economic development of Georgia and its separate eras, continent and world history;
- analysis of peoples and cultures of different eras using a comparative approach;
- identifying, evaluating and discussing different perspectives and interpretations of the past in the context of adjacent disciplines (e.g. taking into account the historical, political, cultural, social, economic and other parameters);
- posing a research question to study a current historiographical problem/issue and answering it using relevant theories, methods, and approaches by predetermined guidelines;
- finding primary and/or secondary historical sources, conducting their critical analysis and synthesis;

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<sup>6</sup> Evaluation is performed for each programme separately.

- the ability to formulate opinions and arguments clearly and coherently in writing and orally, while adhering to the ethical norms, justice, impartiality and tolerance.”

Learning outcomes of BA programme in History are logically connected with its goals. They were worked out with the participation of all interested parties and are freely accessible at the university website.

The learning outcomes of BA program in History correspond to the bachelor's level of the National Qualifications Framework and the benchmark document in History.

### **Programme - 2. Bachelor’s Programme in Archeology;**

**Description** - The programme has six learning outcomes. A graduate demonstrates general knowledge of the foundations of archaeology, its main theories, approaches, methods and development trends; recognizes the importance of archeology in the study of the past of mankind and in understanding the historical past in a social, cultural, political, economic, ecological, and chronological context; demonstrates extensive knowledge of prehistoric and historical archeology (Stone Age, Early Metal Age, Bronze Age, Iron Age, Antiquity and Middle Ages) of Georgia and different regions of the world (Caucasus region, Near East, Mediterranean Sea); in accordance with predetermined methods, he/she obtains and processes data (sources, materials, etc.) using the basic principles and methods of archaeological theory and research (field, laboratory); based on their analysis and interpretation, he/she reconstructs the past; adheres to the principles of impartiality and objectivity in the description, analysis and interpretation of archaeological information/material/data; and recognizes the different values, ideas, and beliefs about individual archaeological cultures and civilizations as part of world values.

**Analysis** - the learning outcomes of the bachelor’s programme are clearly formulated and describe the knowledge and skills that the student acquires during the course of study. The learning outcomes are realistic, achievable, measurable and consistent with the programme's purpose, the sectoral benchmarks of archaeology, the specifics of the field of study, and the requirements of the labor market, the content of the detailed field defined by Article 3 of the study field classifier (0222 History and Archaeology) and with the qualification awarded to it - "Bachelor of Humanities" in archaeology. The involvement of participants and interested parties in the development of the programme outcomes, which ensure that learning outcomes are communicated to the interested community, is confirmed. The learning outcomes of the bachelor's programme are in alignment with the requirements of the level VI qualification descriptor of the National Qualifications Framework. They are consistent and develop according to the difficulty, complexity and content of the field of study. Furthermore, they are relevant to the requirements of the fields of professional employment and provide the opportunity to continue studying at the second level of higher education.

### **Programme 3 – Master's Programme in Archaeology**

**Description** - The programme has eight learning outcomes. A graduate demonstrates systematic knowledge of the development dynamics (prehistoric and historical era) and trends of modern and ancient world archeology; can determine how the current cultural-historical processes in the Caucasus affect the archaeological monuments of the outside world and material culture in general; demonstrates in-depth knowledge of the most recent challenges, problems and ways to solve them; in order to expand the existing knowledge about the past of the Caucasus region or to interpret it in a new way, he/she can independently plan archaeological research and carry out research work in all existing conditions (field, laboratory,

chamber), where he/she uses modern methods of obtaining and studying archaeological material (GIS, ArcMap); has the ability to interpret material culture remains/materials obtained by archaeological methods, taking into account the historical, social, cultural, and political context; can carry out research activities in accordance with the established norms of archaeological ethics and legal regulations; is able to clearly and competently present the results/findings of one's research in written and oral form to the academic and general public, observing the standards of academic communication and the principle of integrity; he/she is able to act autonomously in the process of learning and research and to show his/her own scientific vision and attitude.

**Analysis** - The learning outcomes of the master's programme are clearly formulated and describe the knowledge and skills that a student acquires during the course of study. The learning outcomes are realistic, achievable, measurable and consistent with the programme's purpose, the sectoral benchmarks of archaeology, the specifics of the field of study and the requirements of the labor market, the content of the detailed field defined by Article 3 of the study field classifier (0222 History and Archaeology) and with the qualification awarded to it - "Master of Archaeology. The involvement of participants and interested parties in the development of programme outcomes, which ensure that learning outcomes are communicated to the interested community, is confirmed. The learning outcomes of the master's programme are in alignment with the requirements of the level VII qualification descriptor of the National Qualifications Framework, are consistent and develop according to the difficulty, complexity, and content of the field of study. The learning outcomes are relevant to the requirements of the fields of professional employment and provide the opportunity to continue studying at the third level of higher education.

#### **Programme 4 – Master's Programme in Modern Georgian History**

The learning outcomes and competences of MA program in Modern Georgian History are:

- “in-depth and systemic knowledge of history of Georgia (its stages, political, cultural, social, and economic aspects) of the 19<sup>th</sup>-20<sup>th</sup> cc.;
- in-depth knowledge of global and regional (the Caucasus, Russia, Eastern Europe) contexts of modern and contemporary history;
- in-depth and systemic knowledge of Western, Soviet, and post-Soviet historiography;
- the ability to work in archives on original sources and contribute to the establishment of new values based on the conducted research;
- conducting research independently in a transnational context in compliance with ethical standards and modern methods, and publicly presenting it;
- the ability to present his/her conclusions, arguments, and research results using the modern technologies and academic standards both in native and English languages;
- defining the study needs, independently planning and conducting the learning process;
- the ability to contribute to the development of professional field.”

Learning outcomes of MA program in Modern Georgian History are logically connected with its goals. They were worked out with the participation of all interested parties and are freely accessible at the university website.

The learning outcomes of MA program in Modern Georgian History correspond to the Master's level of the National Qualifications Framework and the benchmark document in History.

### **Programme 5 – Master's Programme in Medieval Studies**

The learning outcomes and competences of MA program in Medieval Studies are:

- “systemic knowledge, as well as critical analysis and evaluation of modern tendencies, researches, and theoretical issues in Medieval Studies;
- systemic knowledge, as well as critical analysis and evaluation of Georgian and Byzantine or Western European contexts (History, Philosophy-Theology, Literature, Art History, Linguistics);
- knowledge of Old Georgian and one of the ancient languages (Ancient Greek/Latin/Old Armenian);
- the critical analysis, synthesis, and evaluation of primary sources, arguments, and evidence;
- the ability to independently obtain the primary sources and other relevant data for the research, its systematization, processing, and interpretation;
- conducting an independent and complex research of problematic issue or event in Medieval Studies using the relevant methods and interdisciplinary approaches;
- the ability to present competently and convincingly his/her viewpoints, arguments, and conclusions/research results, both in oral and written form, to scientists and a wider audience, using modern technologies of information and communication;
- work autonomously in study and research processes and share his/her scholarly views and approaches.”

Learning outcomes of MA programme in Medieval Studies are logically connected with its goals. They were worked out with the participation of all interested parties and are freely accessible at the university website.

The learning outcomes of MA program in Medieval Studies correspond to the Master's level of the National Qualifications Framework.

### **Programme 6 – PhD Programme in History**

The graduate of PhD program in History is able:

- “to critically analyze historical events/facts related to the field of research and possesses knowledge based on the latest research;
- to solve historical and/or historiographical problems from different perspectives of historical events and tendencies (e.g. social, economic, anthropological, political, cultural, etc.) through interpretation/analysis and the implementation of historical research methods;
- to plan independently and conduct original research using primary sources and assessing the validity, context, and objectivity of secondary sources, by applying modern field or interdisciplinary research methods;
- to share new knowledge through a variety of means of communication and adhere to the principles of academic integrity, which include the participation in thematic discussions at local or international level and disseminate research results in international peer-reviewed publications;
- to transfer knowledge in the process of auditory teaching using modern teaching methods, experiences, and approaches.”

The learning outcomes of PhD program in History are logically connected with its goals. They were worked out with the participation of all interested parties and are freely accessible at the university



website. Finally, the learning outcomes of PhD program in History correspond to the Doctoral level of the National Qualifications Framework.

### **Programme 7– PhD Programme in Archaeology**

The graduate of PhD program in Archaeology is able:

- “to plan independently and conduct original research within one or more sub-fields of archeology (prehistoric, classical, medieval, etc.), based on the assessment of the existing knowledge about the research question, using the relevant theories/theoretical framework and adhering to the principles of academic integrity;
- apply relevant research methods and/or techniques in the process of field or laboratory work for data collection and analysis;
- interpret and share research results by participating in local and international thematic discussions, including international refereed publications;
- transfer knowledge during the auditorium teaching process, using modern teaching methods and approaches;
- develop further research processes and new ideas based on knowledge which is founded on the latest achievements.

The learning outcomes of PhD program in Archaeology are logically connected with its goals. They were worked out with the participation of all interested parties and are freely accessible at the university website. The learning outcomes of PhD program in Archaeology correspond to the Doctoral level of the National Qualifications Framework.

### **Evidences/Indicators**

- Educational programmes;
- Reports of working groups of programmes;
- Reports of student and graduate research;
- On-site interviews;
- Self-Evaluation Report;
- Maps of competences;
- Maps of target benchmarks;
- Maps of learning goals and outcomes.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**

**Recommendation(s):**

Suggestion(s):  
 Programme 2 (Archeology, Bachelor programme)  
 Recommendation(s):  
 Suggestion(s):  
 Programme 3 (Archeology, Master programme)  
 Recommendation(s):  
 Suggestion(s):  
 Programme 4 (Modern Georgian History, Master programme)  
 Recommendation(s):  
 Suggestion(s):  
 Programme 5 (Medieval Studies, Master programme)  
 Recommendation(s):  
 Suggestion(s):  
 Programme 6 (History, Doctoral programme)  
 Recommendation(s):  
 Suggestion(s):  
 Programme 7 (Archeology, Doctoral programme)  
 Recommendation(s):  
 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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.3 Evaluation Mechanism of the Programme Learning Outcomes**

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component Evaluation Mechanism of the Programme Learning Outcomes

**Description of the cluster** - The assessment of the learning outcomes of the programmes grouped in the cluster is defined by the evaluation procedure of the educational programmes conducted by Ilia State University as well as the mechanism for assessing their learning outcomes developed within the programmes. The internal self-evaluation mechanism takes into account the involvement of interested parties in the process. For the purpose of this self-evaluation, tools developed for the programmes of all three levels are implemented. They collect the following qualitative and quantitative data, taking into account the specifics of each programme: academic performance of students; semester survey of students regarding the courses included in the programme; evaluation of academic and invited staff; direct assessment of the programme's learning outcomes based on target benchmarks; feedback from employers about the programme; peer evaluation of the programme; survey of students regarding bachelor's and master's theses; research results of students and graduates of the final semester; a survey of doctoral students on supervision; feedback from doctoral students about programme components, services, and academic and visiting staff involved in the programme; a survey of doctoral programme graduates on employment and career development. In order to improve the programmes grouped in the cluster based on the analysis of the data listed above, a number of changes were made regarding such aspects of the programmes as: programme structure and content; learning outcomes of the programme; the evaluation system used in the programme; programme resources. Based on the analysis of the data, the self-evaluation process implies identifying strong aspects and areas of improvement of the programme and defining the main needs for their development and planning interventions. Internal self-evaluation of educational programmes is presented as a continuous process. The cycle defined for the assessment of the programmes takes into account the duration of the programme implementation, and in the case of Bachelor's, Master's and Doctoral programmes, it amounts to 5, 3 and 6 years, respectively. Each cycle of the programmes includes an appropriate number of self-evaluation periods, when one reporting period includes two semesters for data collection and a third semester for data analysis, interpretation and making relevant, informed decisions. In addition to the Quality Assurance Office, the Assessment and Development Office of the Educational Process of the Faculty of Arts and Sciences participates in the process of assessing the learning outcomes. Additionally, the Quality Assurance Office of Ilia State University takes into account the international practice and offers training modules about defining, assessing and analyzing programme outcomes to programme administrators, heads and staff involved in the implementation of the programme. It should be noted here that the Quality Assurance Office conducted an external workshop and a series of trainings for programme administrators (deans of faculties/schools, heads of the Quality Assurance Office and specialists) regarding the internal self-assessment mechanisms and tools of the programme in the summer of this year. The mentioned series of trainings for heads of the programme is planned to be held during the autumn semester of the current year. In addition, the Quality Assurance Office of the university conducts individual consultations with the heads of the programme and working teams and offers them recommendations regarding the correct formulation and assessment of the learning outcomes of the programme.

**Analysis** - the evaluation of the learning outcomes of the educational and scientific-research component of the programmes of all three levels is transparent and is carried out consistently in accordance with the

specifics of the field. The HEI has a system of periodical evaluation of learning outcomes of educational programmes, which takes into account the specificity of the field and level of study, uses adequate forms and methods of evaluation, which provides the opportunity to determine the achievement of learning outcomes by students of all three levels. External stakeholders are involved in the evaluation of learning outcomes. All three level programmes have target benchmarks for each learning outcome, which are periodically compared through periodic monitoring of learning outcomes assessment. Academic and invited staff of the bachelor's, master's and doctoral programmes have participated in the development of learning outcomes assessment methods and are therefore familiar with them and they use them. The HEI ensures familiarization of the results of the analysis of the learning outcomes of all three levels of programmes to the interested parties and ensures their use for the further development and improvement of the programmes.

#### **Evidences/Indicators**

- Educational programmes;
- Report of the programme working group;
- Reports of focus groups conducted with students;
- University Mission;
- Strategy of the Faculty of Arts and Sciences of Ilia State University for 2018-2024;
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

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

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 2 (Archeology, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 3 (Archeology, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 4 (Modern Georgian History, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 5 (Medieval Studies, Master programme)**

<p>Recommendation(s):</p> <p>Suggestion(s):</p> <p>Programme 6 (History, Doctoral programme)</p> <p>Recommendation(s):</p> <p>Suggestion(s):</p> <p>Programme 7 (Archeology, Doctoral programme)</p> <p>Recommendation(s):</p> <p>Suggestion(s):</p>
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## Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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

All seven programmes of the cluster are in full accordance with the current standards and rules of the national legislation, the Ilia State University, and the European Credit Transfer and Accumulation System as to the developing of the programmes, the assessment of students, and the granting of credits. The programmes' structure is based on a well thought-out and realistic concept and has been modified and improved regularly as a result of external reviews, the internal evaluation system, the feedback by students and graduates, and the work of focus groups. The current structure of the programmes follows a sensible sequential scheme from Bachelor to Doctoral level ensuring that the learning outcomes can be achieved. The Bachelor programmes have a duration of 4 years which corresponds to 240 ECTS, the Master programmes a duration of 2 years which corresponds to 120 ECTS, and the Doctoral programmes a duration of 3-5 years (120 ECTS, 42 of which are dedicated to the relevant field of specialization, i.e. Archaeology or History).

#### Description and Analysis

### **Programme 1 – Bachelor's Programme in History**

The BA program in History is designed according to methodology of planning, designing, and developing which exists in Ilia State University. The program structure includes the preconditions for the acceptance and learning outcomes.

The structure of BA program in History consists of 240 ECTS credits, which are divided in the following way:

- 60 ECTS credits are given to the general modules, which consist of courses in Humanities and introductory courses;
- 120 ECTS credits are given to the main specialisation. From this amount 48 ECTS credits are mandatory, 54 ECTS credits are mandatory-elective (the students have to choose 9 courses or 7 courses plus BA Thesis from 28 disciplines), and 18 ECTS credits are elective.
- 60 ECTS credits are allocated for the minor program or can be used as free credits.

The structure of BA program in History is logical and consistent. The courses in their unity ensure the achievement of program learning outcomes. The qualification to be awarded – BA in History – is in full compliance with the National Qualifications Framework and with program content and learning outcomes.

### **Programme -2. Bachelor's Programme in Archeology;**

**Description** - The volume of the Bachelor's Programme in Archaeology is 240 credits and the standard duration of education is 4 years. The programme's structure includes: Free Component: General module - 60 credits; Main field of study - 120 credits; Additional programme/free component - 60 credits.

**Analysis** - The structure of the Bachelor's Programme of archeology is drawn up in accordance with the rules established by the Georgian legislation and in accordance with ECTS - The European Credit Transfer and Accumulation System, using the methodology of planning, designing and development of educational programmes operating at Ilia State University and with the involvement of all interested parties. The content, volume and complexity of the programme are in alignment with the cycle of studies; The content, structure, and resources of the programme ensure individuality during the studies, the achievement of learning outcomes, and compliance with the qualification awarded – Bachelor of Humanities in Archaeology. The structure of the programme is coherent and each of its components is arranged logically, in sequence, and the prerequisites for admission to each subsequent component are adequate. Furthermore, the programme reflects the modern achievements of the field. Ilia State University ensures the publicity of the information related to the programme.

### **Programme 3 – Master's Programme in Archaeology**

**Description** - The volume of the Master's programme in Archaeology is 120 credits and the standard duration of education is 2 years. The structure of the programme includes: Compulsory courses - 66 credits; Mandatory-elective courses - 30 credits; Elective courses - 6 credits; Master's thesis - 18 credits.

**Analysis** - The structure of the Master's Programme in Archeology is drawn up in accordance with the rules established by the Georgian legislation and in accordance with ECTS - The European Credit Transfer and Accumulation System, using the methodology of planning, designing, and development of educational programmes operating at Ilia State University and with the involvement of all interested parties. The content, volume and complexity of the programme are in alignment with the level of education. The content, structure and resources of the programme ensures individuality during the studies, achievement of learning outcomes, and compliance with the qualification awarded - Master of Archaeology. The structure of the programme is consistent and each of its components is arranged in a logical sequence. The prerequisites for admission to each subsequent component are adequate. The MA programme reflects the modern achievements of the field. Ilia State University ensures the publicity of the information related to the programme.

#### **Programme 4 – Master's Programme in Modern Georgian History**

The MA program in Modern Georgian History is designed according to methodology of planning, designing, and developing which exists in Ilia State University. The program structure includes the preconditions for the acceptance and learning outcomes.

The structure of MA program in Modern Georgian History consists of 120 ECTS credits, which are divided in the following way:

- 78 ECTS credits are given to mandatory courses;
- 24 ECTS credits are given to elective courses;
- 18 ECTS credits are allocated for the MA Thesis.

The structure of MA program in Modern Georgian History is logical and consistent. The courses in their unity ensure the achievement of program learning outcomes. The qualification to be awarded – Master of History – is in full compliance with the National Qualifications Framework and with program content and learning outcomes.

#### **Programme 5 – Master's Programme in Medieval Studies**

The MA program in Medieval Studies is designed according to methodology of planning, designing, and developing which exists in Ilia State University. The program structure includes the preconditions for the acceptance and learning outcomes.

The structure of MA program in Medieval Studies consists of 120 ECTS credits, which are divided in the following way:

- 30 ECTS credits are given to mandatory courses;
- at least 42 ECTS credits are given to mandatory–elective courses (students may choose more ECTS credits instead of elective courses);
- a maximum of 18 ECTS credits are given to elective courses;
- 30 ECTS credits are allocated for the MA Thesis.

The structure of MA program in Medieval Studies is logical and consistent. The courses in their unity ensure the achievement of program learning outcomes. The qualification to be awarded – MA in Medieval Studies – is in full compliance with the National Qualifications Framework and with program content and learning outcomes.

### **Programme 6 – PhD Programme in History**

The PhD program in History is designed according to methodology of planning, designing, and developing which exists in Ilia State University. The program structure includes the preconditions for the acceptance and learning outcomes. It consists of study and research components. There are 42 ECTS credits allocated for the study component. From them 30 ECTS credits are compulsory and 12 ECTS credits are elective.

The structure of PhD program in History is mostly logical and consistent. The program ensures the achievement of learning outcomes. The qualification to be awarded – PhD in History – is in full compliance with the National Qualifications Framework and with program content and learning outcomes. The only problem is with the compulsory "Personal and Professional Development Center (PPDC)" training, which is part of compulsory components, although it does not have any ECTS credit. At the same time, it cannot be considered as part of a research component, for which there is no need to assign ECTS credits. There is no syllabus for this training and, as it became clear during the interviews, there is no clear perception of what this training will represent. It is connected with the Assistance, for which it is prerequisite if a PhD student decides to assist in teaching. This training is the latest addition to the programme and it did not exist in the previously accredited PhD program in History. Thus, the panel of experts came to conclusion that it will be better to make it as a part of Assistance, thus solving the problems that currently exist.

### **Programme 7 – PhD Programme in Archaeology**

The PhD program in Archaeology is designed according to the methodology of planning, designing, and developing which exists in Ilia State University. The program structure includes the preconditions for the acceptance and learning outcomes. The structure of PhD program in Archaeology consists of study and research components. There are 42 ECTS credits allocated for the study component. From them, 24 ECTS credits are compulsory and 18 ECTS credits are elective. The structure of PhD program in Archaeology is mostly logical and consistent. The program ensures the achievement of learning outcomes. The qualification to be awarded – PhD in Archaeology – is in full compliance with the National Qualifications Framework and with program content and learning outcomes. Like the PhD Program in History, the only concern is with the compulsory "Personal and Professional Development Center (PPDC)" training (for details, see the description of PhD program in History). Thus, the panel of experts gives the same recommendation.

### **Evidences/Indicators**

- educational programmes;
- Syllabi;



- electronic portal "Argus": <https://argus.ge/ge/>
- Ilia State University website: <https://iliauni.edu.ge/ge/>
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestion of the cluster:**

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

**Programmes 6 and 7:** PhD in History, PhD in Archaeology

**Recommendation(s):** The compulsory "Personal and Professional Development Center (PPDC)" training is recommended to become part of the Assistance

#### Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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 content of the courses and/or subjects of all programmes of the cluster are designed in a manner which fully complies to the current standards and requirements. Each course/subject has a clearly defined and The number of credits is in each case justified and corresponds well to the required workload. Less satisfactory is the literature contained in the syllabi which in several cases has to be significantly updated.

##### Description and Analysis

##### Programme 1 – Bachelor's Programme in History

The study courses of the BA programme in History are divided into mandatory, mandatory-elective, 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 program. The course contents and number of the credits are in correspondence with the course learning outcomes. The workload of each course is described in detail in the syllabi. Teaching materials given in syllabi are based on the core achievements in the field and ensure the achievement of the intended learning outcomes. The mandatory literature in nearly all courses is in Georgian. The only exception is the course in *History of Middle East*. In the syllabus of this course there is no division of mandatory and additional literature. The literature is given in Georgian, English, and Russian under the topics, but on some topics there is no Georgian literature at all. Since the course has no precondition based on languages, it is suggested that the course literature should be updated, divided into mandatory and additional literature, and Georgian literature (or at least handout) should be given under each topic.

### **Programme 2 - Bachelor's Programme in Archeology**

**Description** - Archeology from the Stone Age to Classical Archeology is being taught within the mandatory courses of the bachelor's programme; field archaeological practice ensures the application of the methods studied within the Geographic Information System training course in the field; the Bachelor's thesis brings together the theoretical and practical knowledge acquired within the programme. Elective courses supplement compulsory courses in terms of content and offer students a broader study of topics of interest to them. The programme also offers students the opportunity to study Latin, Classical Greek, and ancient Georgian languages.

**Analysis** - The learning outcomes of the main study area of the bachelor's archeology programme are fully aligned with the learning outcomes of the programme. Taking into account the specifics of each study course/subject, the number of credits and corresponding hours (contact and independent work) are determined, the ratio between them is adequate and corresponds to the learning content and results. Each learning outcome is evaluated through the assessment forms, methods and criteria of the course/subject syllabus. The required reading and other study materials indicated in the course/subject syllabi are based on the current developments in the field. The academic course is described in the syllabus and includes the following information: Name of the course, duration, number of credits, distribution of hours, lecturer, prerequisites for admission to the course, teaching methods, purpose of the course, learning outcomes and competencies, evaluation method, literature and other resources, topics by weeks.

### **Programme 3 - Master's Programme in Archeology**

**Description** - Compulsory courses of the Archeology Master's programme provide the study of the archeology of Georgia since prehistoric times; Practical courses of field archaeological practice theoretical, and field and office study of archaeological monuments provide the development of skills necessary for archaeological research; the same goals are served by the courses on the Analysis of Archaeological Sources and the Process and Methods of Archaeological Research; issues related to academic writing are taught within the framework of the compulsory academic writing course; the Geoinformation Systems In-depth Analysis course prepares students for the archaeological research required for the Master's thesis. Both mandatory-elective and optional courses module of the programme include field courses that deepen the knowledge gained within the framework of mandatory courses.

**Analysis** - The course/subject learning outcomes of the main study area of the Master of Archeology programme are fully aligned with the programme learning outcomes. The results of the teaching and research components form the final learning outcomes of the programme. The content of each study course/subject corresponds to the learning outcomes of this study course/subject. The number of credits and corresponding hours are determined taking into account the specifics of each study course/subject (course content and learning outcomes). The times intended for contact and independent work are given in the syllabi/concepts, the ratio between them is adequate and takes into account the specifics of the course. The number of contact hours is fully consistent with the content and learning outcomes of this course/subject. Each learning outcome is evaluated through the assessment forms, methods and criteria of the course/subject syllabus. The required literature and other study materials specified in the programme course/subject syllabi are based on current advances/research in the field. In the syllabi and concepts, the learning outcomes of the courses are mostly formulated in the present tense and by using active verbs. The academic course is described in the syllabus or concept and includes the following information: Name of the course, duration, number of credits, distribution of hours (contact and independent work hours), lecturer, prerequisites for admission to the course, teaching methods, purpose of the course, learning outcomes and competencies, main topics, evaluation method, literature and other resources, and finally topics according to weeks.

#### **Programme 4 – Master's Programme in Modern Georgian History**

The study courses of the MA programme in Modern Georgian History 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 programme. The course contents and number of the credits are in correspondence with the course learning outcomes. The workload of each course is described in detail in the syllabi. Teaching materials given in syllabi are based on the core achievements in the field and ensure the achievement of the intended learning outcomes.

#### **Programme 5 – Master's Programme in Medieval Studies**

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

#### **Programme 6 – PhD Programme in History**

The compulsory components of PhD programme in History are the following: a) Historical research, theoretical approaches and methods – 12 ECTS credits; b) Assistance – 12 ECTS. During this course, a PhD student is involved in teaching or research and obtains the necessary skills for conducting the lectures and seminars or independent research; c) Writing for Academic Publication – 6 ECTS credits. This course is intended to help students with writing one article for the publication in an international peer-reviewed journal (the prerequisite for the defence of the PhD Thesis); d) Doctoral colloquiums which represent the

student's reports on the current stage of the research. They should be submitted to the relevant commission in the field; e) PhD Thesis; f) "Personal and Professional Development Center (PPDC)" training (for the recommendation regarding this discipline, see substandard 1.4). Besides mandatory courses, a PhD student has to fulfill 12 ECTS credits in elective courses. The learning outcomes of all 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 program. The course contents and number of the credits are in correspondence with the course learning outcomes. The workload of each course is described in detail in the syllabi. Teaching materials given in syllabi are based on the core achievements in the field and ensure the achievement of the intended learning outcomes.

### **Programme 7 – PhD Programme in Archaeology**

The compulsory components of PhD program in Archaeology are the following: a) Archaeological research methodologies – 6 ECTS credits; b) Assistance – 12 ECTS. During this course a PhD student is involved in teaching or research and obtains the necessary skills for conducting the lectures and seminars or independent research; c) Writing for Academic Publication – 6 ECTS credits. This course is intended to help students with writing one article for the publication in an international peer-reviewed journal (the prerequisite for the defence of PhD Thesis); d) Doctoral colloquiums, which represent the student's reports on the current stage of the research. They should be submitted to the relevant commission in the field; e) PhD Thesis; f) "Personal and Professional Development Center (PPDC)" training (for the recommendation regarding this discipline, see substandard 1.4). Besides mandatory courses, a PhD student has to fulfill 18 ECTS credits in elective courses. The learning outcomes of all 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 program. The course contents and number of the credits are in correspondence with the course learning outcomes. The workload of each course is described in detail in the syllabi. Teaching materials given in syllabi are based on the core achievements in the field and ensure the achievement of the intended learning outcomes.

### **Evidences/Indicators**

- Educational programmes;
- Syllabi;
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

### Programmes 2 and 3: Archeology, BA -MA

**Recommendation(s):** ensure that the syllabi of individual courses in BA and MA programmes of Archeology include updated bibliography (especially in Georgian and English language).

**Suggestion(s):**

#### Programme 2: Archaeology, BA

##### Recommendation(s):

- It is desirable that some courses (Fundamentals of Archaeology, Field and Office Study of Archaeological Sites) indicate the title of the designated reader.
- It is desirable that new textbooks and monographs be specified in the syllabi of some courses.
- it is desirable to use more recent foreign literature instead of relatively outdated Russian-language literature. For example: Амальрик А.С., Монгайт А.Л. В пойсках исчезнувших цивилизаций. Москва. 1959; **Early Metal Age Archeology (BA)**. • Essays on the history of Georgia, Vol. I, Tb. 1970 Medieval Archaeology (BA); Essays on the history of Georgia, Vol. II, Tb. 1973; **Fundamentals of Archaeology (BA)** Монгайт А.Л. Археология Западной Европы. Каменный век. М., 1973.; **Introduction to Georgian Archaeology (BA)** Essays on the history of Georgia, v. I. Tbilisi. 1970; Essays on the history of Georgia, v. II. Tbilisi. 1973; **Field Archaeology (MA)** Авдусин Д., Археологические разведки и раскопки, М., 1959; Блаватский В., Античная полевая археология, М., 1967.

**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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

### 2.1 Programme Admission Preconditions

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

The admission preconditions and procedures of the cluster's programmes as a whole are in full compliance with current legislation and requirements. On the basis of the requirements of the relevant programme and level, it is ensured that the students that enroll for their studies are adequately equipped. Admission at Bachelor and Master level is regulated through the Unified National Examination (BA) and the Unified Master's Examination and university entrance exams (MA), while admission to the Doctoral programme is subject to the university's won admission rules which adhere to international standards. Admission conditions are effectively communicated in the websites of Ilia State University and the National Assessment and Examinations Center as well as in information meetings and an "Open Door Day".

#### Programme 1 – Bachelor's Programme in History

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

- Passing National Entrance Exams in Georgian Language and Literature, Foreign Language (English, German, French or Russian), and either in History or Georgian Literature.

The preconditions for admission to the BA Program in History are relevant and fair. They are publicly accessible at university webpage: <https://iliauni.edu.ge>. 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 program.

#### Programme 2 – Bachelor's Programme in Archaeology

**Description** - The bachelor's programme curriculum determines as a prerequisite for admission to the programme that the applicants are required to have passed the Unified National Examinations in accordance with the rules established by the Ministry of Education and Science of Georgia. The self-evaluation of the cluster specifies the preconditions in the following manner: A person who has successfully passed the Unified National Examinations in the following subjects can study on the Bachelor's programme in "Archaeology (Major and Minor)": Georgian language and literature; history/mathematics/literature; foreign language (German, English, Russian, French).

**Analysis** - Admission requirements and procedures for bachelor's archeology programme are rigorous, fair and accessible. The prerequisites are in accordance with the applicable legislation and logically related to the level of education, the qualification awarded and the language of education.

The preconditions for the admission to the BA program in Archaeology are:

- Passing National Entrance Exams in Georgian Language and Literature, Foreign Language (English, German, French or Russian), and either in History or Georgian Literature or Mathematics.

These preconditions are relevant and fair. They are publicly accessible at university webpage: <https://iliauni.edu.ge>. Furthermore, they 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 program.

### **Programme 3 – Master's Programme in Archaeology**

The preconditions for the admission to the MA program in Archaeology are:

- Bachelor's or equal Degree (Priority will be given to the applicants with a Bachelor's degree in certain fields of Humanities and Social Sciences);
- Passing Unified Master Exams;
- Passing the University Entrance Exam, where the applicant's knowledge in the field and his/her proficiency in English (B2 level) will be established.

The preconditions for admission to the MA Program in Archaeology are relevant and fair. They are publicly accessible at university webpage: <https://iliauni.edu.ge>. Furthermore, they 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 program.

**Description** - Candidates wishing to be admitted to the archeology master's programme must have a bachelor's degree or an equivalent academic degree; the contestant must pass the unified master's exam and the internal examination at the university. Within the framework of the intra-university examination, the applicant's sectoral knowledge and ability to communicate in English at the B2 level are examined.

Detailed information on the conditions, requirements, assessment components and criteria for the in-house university examination is provided in the 'Programme Admission Document' which is available on the University website- [www.iliauni.edu.ge](http://www.iliauni.edu.ge).

The self-evaluation of the cluster specifies the preconditions for admission to the master's programme in the following manner: An entrant with a bachelor's degree or an equivalent academic degree who has passed the Unified Master's Examinations and university entrance examinations will be admitted to the Master's programme in Archeology. The university oral entrance exam assesses the student's basic

knowledge of the field, motivation, academic/professional achievements and the ability to communicate in Georgian and English languages. Priority for admission to the Master's programme in "Archaeology" will be given to graduates of the following Bachelor's degree programmes: 021- Art: 0213.1.5 Art History and Theory (Art Studies); Humanities (without languages) 022: 02221.1. History; 02221.2. archaeology; 0222.2.1-History of Georgia; 02222.2; -History of Christianity; 0222.2.3-Antiquities; 031-Social and behavioral sciences: 0314.1.3-Public geography; 0314.1.4-culture studies; 0314.1.6.-Ethnology; 0314.1.7.- Social and/or cultural anthropology; 053-Physical sciences: 0532.1.2.- Geography (physical); 0532.1.3-Geology; 0532.1.4-Geophysics.

**Analysis** - Admission requirements and procedures for the Master's Programme in Archeology are rigorous, fair and accessible. The prerequisites are in accordance with the applicable legislation, are logically related to the level of education, the qualification awarded and the language of education.

#### **Programme 4 – Master's Programme in Modern Georgian History**

The preconditions for the admission to the MA program in Modern Georgian History are:

- Bachelor's or equal Degree (Priority will be given to the applicants with a Bachelor's degree in certain fields of Humanities and Social Sciences);
- Passing Unified Master Exams;
- Passing the University Entrance Exam, where the applicant's knowledge in the field and his/her proficiency in English (B2 level) will be established.

The preconditions for admission to the MA program in Modern Georgian History are relevant and fair. They are publicly accessible at university webpage: <https://iliauni.edu.ge>. 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 program.

#### **Programme 5 – Master's Programme in Medieval Studies**

The preconditions for the admission to the PhD program in History are:

- Bachelor's or equal Degree;
- Passing Unified Master Exams;
- Passing the University Entrance Exam, where the applicant's knowledge in the field and his/her proficiency in English (B2 level) will be established.

The preconditions for admission to the PhD program in History are relevant and fair. They are publicly accessible at university webpage: <https://iliauni.edu.ge>. 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 program.

#### **Programme 6 – PhD Programme in History**

The preconditions for the admission to the PhD program in History are:

- Master's degree or equivalent academic degree, in the following areas: **Education** - teacher training with subject specialization (0114); **Humanities**: Religion and Theology (0221); History and Archeology (0222); Philosophy and Ethics (0223); Interdisciplinary - includes Arts and Humanitarian Sciences (0288) or **Social Sciences**: Political Sciences and Civics Fundamentals (0312), Sociology and Cultural Studies (0314), Social and Behavioral Sciences - Unclassified (0319), Library, Archival Research and Information Management (0322), Interdisciplinary -



includes Social Sciences, Journalism, Information Management (0388); Law (0421); Travel, Tourism, Recreation (1015); Economics (0311);

- Successfully passed internal university examination to confirm at least B2 level proficiency in English or an international certificate of English language proficiency (corresponding to at least B2 level);
- Doctoral research application;
- Oral exam in field.

The preconditions for admission to the PhD program in History are relevant and fair. They are publicly accessible at university webpage: <https://iliauni.edu.ge>. 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 program.

#### **Programme 7 – PhD Programme in Archaeology**

The preconditions for the admission to the PhD program in Archaeology are:

- Master's degree or equivalent academic degree, in the following areas: History and Archeology (0222); Cultural Heritage Studies (0288.1.); Paleoanthropology (0588.1.1); Religion and Theology (0221); Art History and Theory (Art Studies) (0213.1.5); Architecture and Construction (073); Medieval Studies (0288.2.1);
- Successfully passed internal university examination to confirm at least B2 level proficiency in English or an international certificate of English language proficiency (corresponding to at least B2 level);
- Doctoral research application;
- Oral exam in field.

The preconditions for admission to the PhD program in Archaeology are relevant and fair. They are publicly accessible at university webpage: <https://iliauni.edu.ge>. 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 program.

#### **Evidences/Indicators**

- Educational programmes
- Documents for the admission to the programmes;
- Ilia State University Website <https://iliauni.edu.ge/ge/>;
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

### Programme 3 (Archeology, Master's Programme)

#### Recommendation(s):

**Suggestion(s):** It is desirable to indicate in the prerequisites for admission to the programme of both levels that it is possible to enroll in the programme via mobility twice a year, within the deadlines set by the Ministry of Education and Science of Georgia, following the mandatory procedures and rules set by the university. Enrollment in the programme or transfer enrollment from a recognized higher educational institution of a foreign country is carried out in accordance with the order of the Minister of Education and Science of Georgia.

#### Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The programmes as a whole and the individual courses are designed in a manner that ensures that students will acquire all those skills that are necessary for the completion of their studies and a successful career within or outside academia. This qualification includes theoretical and practical competencies as well as transferable skills. The students have also the possibility to participate in a wide variety of extracurricular activities (the access to which is provided by the individual programmes) that enrich their scientific qualification. The cooperation of Ilia State University with a broad range of extramural scientific institutions and libraries provides an excellent pool of research resources and infrastructure during the period of study. Furthermore, students have the possibility to get engaged in research projects conducted by members of the teaching staff, acquiring thus practical knowledge.

At Doctoral level, the close cooperation with the International Doctoral Programmes gives PhD candidates the possibility to participate in various trainings which seek to improve their career prospects. Furthermore they are supported by the university's Research Coordination and Development Offices which disseminate information relevant to funding institutions and on-going research projects.

## **description and analysis according to the education programmes**

### **Description and Analysis**

(Archaeology BA, MA, PhD)

Archeology students of the university have the opportunity to acquire practical experience of fieldwork and archaeological research.

The university has all the resources - both material and technical as well as qualified staff – in order to independently plan and carry out archaeological excavation or reconnaissance works or to carry out archaeological rescue works. The need for such work is becoming increasingly relevant during the recent intensive construction activity in Georgia.

Modern archaeological research, in addition to archaeological excavations, also involves the use of many auxiliary disciplines in research. This means, for example, C14 dating, genetics research, different analyses of archeological finds, and others, which of course are difficult for this university and all other scientific institutions, because of the country's economic capabilities. The solution is to search for ways of cooperation with Western scientific institutions. The university already has a good experience of this, since it cooperates with European universities in the field of archaeology. This cooperation includes for example a research project of Ilia state University and Halle University, which is carried out on the Iori plateau in eastern Georgia:

<https://orientarch.uni->

[halle.de/projekte\\_der\\_orientarch/vorderorientalisch/vorderoriental\\_aktuell/nazarlebi/?lang=en](https://orientarch.uni-halle.de/projekte_der_orientarch/vorderorientalisch/vorderoriental_aktuell/nazarlebi/?lang=en)

The implementation of the archeology program involves offering students to participate in archaeological research. Yet here, a balance must be maintained between the requirements of the programme on the one hand and the reality on the other hand, which implies that there is a need to protect the archaeological monuments and study them by excavation methods only in case of justified necessity.

Conventions and charters for the protection of Western archaeological heritage should be considered here. For example, the Charter for the Protection and Management of the Archaeological Heritage adopted in Lausanne in 1990, which recommends that archaeological excavations be carried out either to avoid imminent damage to an archaeological site (for example, construction work) or to solve a well- reasoned scientific problem if necessary.

### **Programme 1 - Bachelor's Programme in Archeology;**

**Description** - The programme, in accordance with the learning outcomes, ensures the development of students' practical, research and transfer skills. The courses to be studied within the framework of the first academic year fully serve the development of such transferable skills as critical analysis, principles of academic work and quantitative reasoning (for example, "Introduction to Modern Thought", "Statistics", "Academic Writing"). In order to develop English language competence, English language courses are offered within the framework of the general module from the first semester of teaching. The mandatory course of the Bachelor of Archeology programme "Field Archaeological Practice" provides students with the development of basic archaeological research skills; The mandatory course of the archeology

programme "Archaeology and Geographical Information System" provides students with theoretical and practical knowledge of GIS systems; A bachelor's thesis is a mandatory component for the programme.

**Analysis** - The bachelor's programme ensures the development of students' practical, research and transferable skills. The practical component of the programme is organized and planned according to the learning outcomes of the programme and corresponds to the cycle of education. When participating in practice and scientific-research project, a student is guided by a qualified person in the field, who also evaluates the student's activity; agreements/memorandums signed with practice institutions and employers help to achieve the learning outcomes provided by the programmes. Mandatory study components of the bachelor's programme envisage the development of competencies necessary for writing a bachelor's thesis and the development of level-appropriate research skills.

### **Programme 2- Master's Programme in Archeology**

**Description** - The Master's programme ensures the development of students' practical, research and transfer skills, in accordance with the learning outcomes, and their involvement in research projects. A large part of the block of compulsory courses of the programme provides the development of practical skills necessary in the field of archaeology: "Field Archaeology", "Analysis of Archaeological Sources", "Field and Cameral Study of Archaeological Monuments"; "In-depth Analysis of Geographic Information System"; "Archaeological Research-Search Process and Methods". The processing of the results of practical work in the field and further research continues in the archaeological laboratory, which is equipped with the necessary equipment and makes it possible to continue practical work under the supervision of professors. Partner institutions of the programme that contribute to the development of students' research and practical skills are as follows: The Georgian National Museum: The partner institution of the bachelor's and master's programmes of archeology - the Georgian National Museum - provides internships for students/graduates. In addition, the National Museum provides students and graduates of the programme with the opportunity to participate in research, various projects and scientific archaeological expeditions in the museum. The leading specialists of the National Museum participated in the study expeditions of Paleolithic monuments organized by the professors involved in the programme with the students of the programmes.

**Analysis** - The Master's Programme in Archeology ensures the development of students' practical, research and transferable skills. The practical component of the programme is organized and planned according to the learning outcomes of the programme and corresponds to the cycle of education. When participating in practice and scientific-research project, a student is guided by a qualified person in the field, who also evaluates the student's activity; agreements/memorandums signed with practice institutions and employers help to achieve the learning outcomes provided by the programmes. Mandatory study components of the Master's programme envisage the development of competencies necessary for writing a Master's thesis and the development of level-appropriate research skills.

While working on the qualification thesis, modern research methods are used, which gives a student the ability to process, integrate, analyze, interpret, and discuss archaeological cultures in a wider context of various types of data. In order to develop students' practical, scientific, research and transferable skills, the following university institutes and bases of the relevant profile at Ilia University are actively used: Institute of Earth Studies, Institute of Oriental Studies, Chiatura base, Vani base, Dedofliskaro base,

Stepantsminda base, Grigoleti base, Manglisi base; Archaeological Laboratory of the University; Center for Medieval Studies; Laboratory of Visual Anthropology and Local History Studies; International School of Caucasian Studies. Ilia State University actively cooperates with international partners, for example with Halle University.

- **Evidences/Indicators**
- Educational programmes
- The Regulations of the Science Research Coordination Office
- The Regulations of the Dissertation Committee and Doctoral Degree of the Faculty of Arts and Sciences;
- Syllabi of the relevant courses.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (Archeology BA programme; Archeology MA programme)**

**Recommendation(s):** Strengthen the practical component of the programmes at BA and MA levels in the case of Archaeology

### Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

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

**Description of the cluster** - The following teaching-learning methods are used in the archeology bachelor's programme: lecture/seminar; practical method (field work and laboratory); individual and group projects; demonstration method; analysis and synthesis; discussion/debate; method of working on primary sources (written and material); case analysis and more. Group work is added to the master's programme; and methods of material analysis and synthesis. Depending on the specifics of the learning components, the different methods used are presented in the syllabi of specific courses. The teaching-learning methods correspond to the relevant level of education, the content of the course and serve to achieve the learning outcomes of the course. Their utilization ensures the development of such competences as autonomy, critical reasoning and analytical skills.

**Analysis** - The teaching-learning methods of different courses/subjects within the educational programmes grouped in the cluster and the activities are defined taking into account the specifics of the academic and research components, fully complying with the level of education, learning outcomes and the requirements of the sectoral characteristics of archaeology. The teaching-learning methods used in the programme ensure the achievement of the learning outcomes of the programme, the active involvement of students in the learning process with appropriate autonomy and responsibility, the interaction between staff and students, and so on. The teaching-learning methods take into account the student's participation in the learning process and are aimed at the development of sectoral and transferable skills by a student. The teaching-learning methods described in the syllabus of study courses/subjects take into account the individual needs of students. In case of necessity, HEI ensures electronic/distance learning with study methods relevant for the field, which do not change the objectives and learning outcome of the programme. For example, e-learning tools have been used successfully during the Covid-19 pandemic.

#### Evidences/Indicators

- Educational programmes;
- Programme Syllabi;
- Electronic selection system "Argus".

**General recommendations of the cluster:**

**General suggestions of the cluster:**

### Recommendations and suggestions according to the programmes:

Programme 1 (History, Bachelor programme)

Recommendation(s):

Suggestion(s):

Programme 2 (Archeology, Bachelor programme)

Recommendation(s):

Suggestion(s):

Programme 3 (Archeology, Master programme)

Recommendation(s):

Suggestion(s):

Programme 4 (Modern Georgian History, Master programme)

Recommendation(s):

Suggestion(s):

Programme 5 (Medieval Studies, Master programme)

Recommendation(s):

Suggestion(s):

Programme 6 (History, Doctoral programme)

Recommendation(s):

Suggestion(s):

Programme 7 (Archeology, Doctoral programme)

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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.4. Student Evaluation

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

The student evaluation process in presented programmes complies with the HEI mission and is realistic and achievable as evidenced in the self-evaluation report (SER), Programmes, site visits, and interviews with various stakeholders of the University. The evaluation system is based on legislative requirements. Within the framework of each course, individual methods of student evaluation are presented. Students have consulting hours with professors/academic staff, so they can clarify some evaluation issues individually and privately.

The grading system of the students is regulated by the law. The system of grading is transparent, but it is worthy of attention that in some of the syllabi (**Description and Analysis of the Programmes**) the grading criteria need more specific explanation in the part of the division of the points with evaluation criteria.

It should be noted that from students, there was no case of complaining about the evaluation. Students know that they have rights of appeal and dispute and they are also aware of concrete procedures.

**Description of the cluster** - the process of student evaluation in the self-evaluation questionnaire complies with both internal (university) and external regulations (Order No. 3 of the Minister of Education and Science of Georgia: on the approval of the rules for the calculation of credits for higher education programmes and the rules for determining the assessment of students/professional students, assigning credits, rating and payment for additional/repetitive courses/components at Ilia State University). The assessment of students within the courses included in the programmes is conducted with methods and components, which are in accordance with the specifics of the course and ensure the assessment of the achievement of course-defined learning outcomes using the measurable criteria and rubrics defined in them. Student assessment is based on four main principles of assessment: objectivity, reliability, validity, transparency. The assessment system of each teaching course consists of multiple components and envisages assessment of at least three components (midterm assessments and one final assessment). Midterm assessment is for assessment of student's knowledge during the lecture-scientific studying period. The final assessment includes the assessment of the student at the end of the semester, during the examination period. Minimum competency thresholds are defined for midterm and final assessments. For the final assessment, this limit does not exceed 60% of the points defined for it. The relative share of the final assessment does not exceed 30 points. Final assessment is a compulsory component of the course. The assessment at the Bachelor's and Master's level and Doctoral study components is based on a 100-point system. Points will be distributed and defined as follows: (A) Excellent- 91-100 points of assessment; (B) Very good - 81-90 points of the maximum assessment; (C) Good - 71-80 points of the maximum assessment; (D) Satisfactory - 61-70 points of the maximum assessment; (E) Sufficient - 51-60 points of the maximum assessment; (FX) Failed, 41-50 points of the maximum assessment, which means that the student needs more work to pass and is allowed to take one additional exam via independent work; (F) Do not pass, 40 points or less out of maximum score, which means that the work done by the student is not sufficient and he/she has to retake the subject. The assessment of the Master's thesis at the Master's level is a one-time matter and multi-component. The paper is assessed through a collegiate assessment, in a commission manner. The supervisor of the thesis, the reviewer and the defense assessment commission, which is



staffed by active specialists in the field, are involved in the assessment process of the master's thesis. The defense of Bachelor's and Master's theses is public, assessment procedures and criteria are clearly established, take into account the specifics of a particular field, are transparent and fair and are indicated in the thesis concept document. The academic style of Ilia State University is used for writing bachelor's and master's theses. The requirements related to adhering to the indicated style in the papers are detailed in the concepts of the papers. In order to prevent plagiarism in the works, they are uploaded to the eLearning platform and the Turnitin system is used to identify similarities in them. The syllabus of each course defines the assessment methods used within the courses, which ensure the achievement of the learning outcomes envisaged by the course. The syllabi also specify the relevant assessment criteria. The assessment methods, components and criteria used within each course are known in advance to the students through the electronic selection system "Argus". Predetermining assessment components and criteria and their availability in "Argus" ensures transparency, objectivity and fairness of the system. Additionally, the university operates an assessment appeal mechanism, which gives the student the opportunity to appeal to the faculty/school for the purpose of creating a complaint commission and initiating appropriate procedures in the case of reasonable doubt. During the learning process, students receive feedback from academic/visiting staff on their achievements and opportunities for improvement. Within each study course, after mid-term evaluations, a student is given the opportunity to receive feedback from the lecturer about his/her work and grade. In order to monitor the effectiveness of Bachelor's and Master's programme courses, statistical analysis of students' academic performance uses key indicators such as average and median, frequency and standard deviation. The mentioned data is generated through the "Argus" system, and the head of the programme, the working group and the specialists of the quality assurance service are involved in the analysis process. It is noteworthy that, within the systematic assessment of the courses, students are provided with feedback on the efficiency of the evaluation system defined by the course. As a result of the surveys, it is determined how well a student was informed in advance about the assessment system, how objective the assessment was, whether the assessment results were uploaded on 'Argus' on time, whether a student received feedback from the lecturer about strengths and weaknesses, etc. Academic and visiting personnel involved in the programme hold relevant knowledge with regard to the modern methods of assessment. Moreover, in the process of composing, updating and improving the educational courses, the personnel involved in the programme receive consultations and support from the Quality Assurance Office of the faculty in regards with different topics, including the assessment mechanisms and approaches.

**Analysis** - within the framework of educational programmes grouped in a cluster, the system of assessing students' knowledge is in accordance with the legislation of Georgia. Student assessment in the programme is known to students in advance, it is multi-component, transparent, objective, reliable and provides assessment of course objectives and learning outcomes, which are achieved using specific and measurable criteria and rubrics. The assessment components and methods of individual courses/subjects are designed taking into account their specificities and ensure the achievement of learning outcomes. Students of all three level programmes receive feedback on learning outcomes. The master's educational programme provides for rigorous and fair procedures for the defense and evaluation of the thesis. The doctoral educational programme ensures the periodic development-based evaluation of a doctoral student by

his/her scientific supervisor. Academic style requirements for dissertations are defined by the University and are known to students. The defense of the dissertation is done publicly according to the procedures for the evaluation and defense of the dissertation in the HEI. External evaluator (s) involvement in dissertation evaluation is ensured. Ilia State University uses mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response in evaluating students of all three levels of education. The HEI provides an appeal process for student evaluations that is transparent and objective. HEI analyzes the results of student evaluations and uses it to improve the teaching process. If necessary, the University evaluates students using an electronic/distance method, taking into account the peculiarities of the individual evaluation component and monitoring the reliability and validity.

#### **Evidences/Indicators**

- Educational programmes;
- Programme Syllabi;
- Electronic selection system "Argus".

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

**General suggestions of the cluster:** It is desirable to explain the assessment criteria for different types of assignments in the syllabi, so that the grading system becomes more transparent and clear for the students. For example, the same component can be graded from 16 to 20 points. In this and similar cases, it would be advisable to avoid such a large differential.

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

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

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 2 (Archeology, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 3 (Archeology, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 4 (Modern Georgian History, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 5 (Medieval Studies, Master programme)**

**Recommendation(s):**

**Suggestion(s):**  
**Programme 6 (History, Doctoral programme)**  
**Recommendation(s):**  
**Suggestion(s):**  
**Programme 7 (Archeology, Doctoral programme)**  
**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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Student Achievements, Individual Work with Them

### 3.1 Student Consulting and Support Services

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

Based on the Self-evaluation report of the educational programs with relevant enclosed documents, information of the accreditation site visit results, Ilia State University (hereinafter referred to as Higher Educational Institution - HEI) and as a result of the study and development of the presented Programs, have been observed the following conditions:

The HEI aims to contribute to the free development of an individual and the establishment of innovative methods in the learning process. It should be noted that the objectives of the programs are in full compliance with the HEI mission and are realistic and achievable.

The University has a strong international partnership policy and uses it as well for the development and improvement of its programs.

The student-oriented MA and Ph.D. Programmes offer students very qualified thesis supervisors. The qualifications and the number of the teaching/scientific/invited staff on the Programme are perfectly adequate to ensure expected learning outcomes and meet the legal requirements.

The teaching/scientific/invited staff is really well-known in a national academic and professional environment. This brings very successful practical and professional experience, which is supporting the ongoing innovative process of the Programmes.

It should be noted that the HEI has employed carefully selected academic and invited staff having a strong educational background and simultaneously a wide practical experience in the field of their teaching.

The structure of the Programs is in compliance with the applicable Georgian legal regulations, corresponds to the current local and international legal market demand, and echoes the challenges and developments in spheres. Most importantly, the issues to be researched in the thesis and dissertations are selected in order to reflect and address the topics, which are in need of deeper analyses and research.

All the indicated basic factors in addition to sufficient infrastructure and resources provide necessary arguments in favor of the conclusion that the objectives of the presented Programs are realistic and achievable.

Educational Process Regulation Rules and Conditions by the Internal Legal Acts are determined clearly and well. It shall be noticed that information necessary for students in reference to the educational process and explained clearly in detail. As students note, procedures established by the Internal Legal Acts are available and easily understandable for them.

The administration of the University cares about the provision of all necessary information for them. A relevant electronic database exists for the planning and implementation of educational procedures. By means of them, students are provided with detailed information on the educational process.

The objectives of the programmes and the learning outcomes are mutually harmonious and condition each other, meanwhile, the learning outcomes are precisely based on what methods they are guiding while mastering it.

Students arise impressively motivated. They value the practical profile of their academic staff, the opportunities to continue their studies at the same University, and to choose specialized studies according

to the Programmes and the availability and running of placements. The level of interaction with professors and administration expressed general satisfaction of the students.

Stakeholders are very committed to the Programmes and emphasize students' good training and the development of innovative projects. The workload of academic/invited/administrative staff includes hours for student advising. Students have good and intensive communication with the programmes' academic/invited/administrative staff using both formal and informal means of communication. Official consultation hours for each course are determined and published in the course syllabi. Despite that, students always have the opportunity to communicate with academic staff informally during their working hours.

The awareness among students and academic staff regarding the rules for the preparation and defense of a master's and Ph.D. thesis is pretty enough. The supervisors are helping students to work on the Bibliography and prepare/specify the work plan. Periodically they check the ongoing work on the subject, as a consultation, perform certain adjustments to the work performed by the student.

Two library spaces are available for the students, the newest PC study rooms. University Library is determined with the literature of multi-profile content, including, books in German, English, and other languages, as well as unique books. Online literature databases are also accessible from the library, full access to the online literature databases gives the student the top opportunity to study and make research, using comprehensive foreign sources and applying them in their study development.

The library has an electronic catalog which is flexible. Students can use primarily the books themselves. A librarian facilitates the distribution of the books. In the scheme of engagement of the academic staff, and supervisors in the component of work with the MA and Ph.D. students, the availability of academic personnel and tutors was ascertained. Individual meetings and consultations are also facilitated by the University.

Since the students are engaged in their profession, the time of lectures is maximally adjusted to the student's daily schedule which makes the learning most flexible.

University provides students with information on scholarships of local and international scientific funds and supports how to apply for them, also implements encouragement of successful students by financing or co-financing the projects submitted by them.

Students participate in local and international conferences, in different other scientific activities throughout Georgia, as well as in similar activities abroad.

The University expresses support to its students and, if necessary, is ready to grant internal (in-University) grants for both MA and Ph.D. students and academic personnel to finance research projects.

The University is also involved in the Erasmus+ Program which is very proactive and successful. Also, Ilia State University has several partner universities where students can additionally participate in different exchange programs/activities.

University offers doctorate students a Lecture/Teaching component. Employment prospective exists – Ph.D. students are tutoring simultaneously with the status of assistant – leading lectures-seminars up to the BA Level Courses.

The Programs Course contents, meaning, and objective is relevant to the current needs. Ph.D. students manage/supervise the process of the University's research projects and are paid for their work. Also, it

Should be mentioned that the study for doctoral students is free of charge.

**Evidences/Indicators:**

- ✓ Self-evaluation report of the educational program with enclosed documents (Internal legal acts and regulations);
- ✓ Syllabi;
- ✓ Programs of the Ilia State University;
- ✓ Information on the accreditation site visit results;
- ✓ Web page (<https://iliauni.edu.ge/en/>).

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**

Recommendation(s):

Suggestion(s):

**Programme 2 (Archeology, Bachelor programme)**

Recommendation(s):

Suggestion(s):

**Programme 3 (Archeology, Master programme)**

Recommendation(s):

Suggestion(s):

**Programme 4 (Modern Georgian History, Master programme)**

Recommendation(s):

Suggestion(s):

**Programme 5 (Medieval Studies, Master programme)**

Recommendation(s):

Suggestion(s):

**Programme 6 (History, Doctoral programme)**

Recommendation(s):

Suggestion(s):

**Programme 7 (Archeology, Doctoral programme)**

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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Based on the Self-evaluation report of the educational programs, with relevant enclosed documents, information on the accreditation site visit results, Ilia State University (hereinafter referred to as Higher Educational Institution/HEI) and because of the study and development of the MA and PhD Programmes have been observed in the following conditions:

People with relevant academic expertise are involved in the program implementation, management, and supervising research, which is proved by the relevant number and degree of academic work, with specific fields of study.

The ratio of doctoral students and doctoral theses supervisors on the programs is determined based on the internal legal acts and in each academic semester, one professor can supervise a maximum of 5 students.

The quantitate ratio of students admitted annually to master's programs grouped in the cluster and academic and invited staff involved in the program:

- ✓ "Archaeology" - 12-15 students;
- ✓ "History of Modern Georgia" - 7-10 students;
- ✓ "Medieval Studies" - 15 students;
- ✓ The master's program of the history of modern Georgia - in total, 15 academic and invited staff members are involved in;
- ✓ The archeology master's program - 15 academic and visiting staff;
- ✓ The medieval studies master's program - 21 academic and visiting staff;

Every year 5 vacancies are announced for Doctoral programs. 19 - academic staff supervise the doctoral thesis in history and 11 academic staff supervise the doctoral thesis in the archeology doctoral programme. The selection process of the supervisor and topics is very transparent and flexible for students and is based on student's interests, needs, and desires.

The University has elaborated the rule for the preparation and defense of a PhD and MA thesis, which defines the rights and obligations of the supervisor and the supervision process.

The internal legal acts of the University include the rules regarding the performance of the work of the thesis, the responsibilities of supervisor, as well as the sequence of the supervision process.

In the process of interviewing students, it became clear that subjects included in the MA and PhD programmes are immensely directed to the achievement of the goals of learning, are practically sensible and resultant, oriented on the development and defense of high-level thesis/dissertation works, which meet new challenges and are featured with higher academic and contextual style.

MA and PhD programmes, developed by the University, facilitate the student to evolve specific skills needed to develop the thesis/dissertation through the implementation of tasks requiring analyzing the various articles and discussions, determining the problem correctly, and selecting the title. Discussion of troublesome issues with the engagement of the supervisors and authorized persons on interesting topics.

If the student does not have chosen a specific direction, the university shall provide their participation in the discussions concerning the shortcomings of the existing actual topics, which facilitates students to develop their position on a certain troublesome issue, and in accordance with their interests.

The MA and PhD Programmes are aimed at step-by-step, correctly processing and defining the dissertation work with a supervisor.

The university policy is to develop and correctly define the skills of time, which helps the student to accurately determine the subject matter and reach specific conclusions. This approach especially helps students who are employed by their profession, giving them the right direction during the given process is carrying substantial importance. Therefore, a topic processing procedure is correctly ruled by the supervisors themselves and the results are achievable.

#### **Evidences/Indicators**

- ✓ Self-evaluation report of the educational program with enclosed documents (Internal legal acts and regulations);
- ✓ Programs;
- ✓ MA and Ph.D. thesis;
- ✓ Information on the accreditation site visit results;
- ✓ Web page (<https://iliauni.edu.ge/en/>).

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**



Recommendation(s):  
Suggestion(s):

Programme 2 (Archeology, Bachelor programme)  
Recommendation(s):  
Suggestion(s):

Programme 3 (Archeology, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 4 (Modern Georgian History, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 5 (Medieval Studies, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 6 (History, Doctoral programme)  
Recommendation(s):  
Suggestion(s):

Programme 7 (Archeology, Doctoral programme)  
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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

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

Programme 2 (Archeology, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Providing Teaching Resources

### 4.1 Human Resources

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

The members of the academic and invited staff (Georgian and foreign) are highly qualified scholars in their respective fields of specialization. Their strong engagement in research is evident through regular publications and involvement in research projects. On the basis of a logically articulated workload scheme, teaching, consulting and other responsibilities are evenly distributed among the staff members (academic and invited).

#### Description and Analysis

##### Programme 1 – Bachelor's Programme in History

The BA programme in History has 22 lecturers. 16 among them represent the academic staff (7 professors and 9 associate professors), while 6 are invited lecturers. Everyone from the academic staff is affiliated with Ilia State University. The personal files (CVs, publications, participation in the conferences, and other activities) of both academic and invited staff confirm that all of them are qualified scholars who possess the required competences to ensure the achievement of programme learning outcomes. The ratio between the academic and invited staff and between the staff and students provided in the quantitative indicators proves the programme's sustainability. The workload of the academic and invited staff ensures that they are able to properly conduct their research activities along with performing their duties in the educational process.

The heads of programme possess necessary qualities and are already experienced in program elaboration. Both of them are personally participating in the program.

The programme is administered by the Faculty of Arts and Sciences. Both the administrative and support staff possess the necessary competences to provide the adequate support for the students enrolled in the programme.

<b>Programme 1 (History, BA)<sup>[1]</sup></b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>[2]</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>[3]</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>16</b>	<b>??</b>	<b>16</b>	<b>??</b>
- Professor	7	7	7	7
- Associate Professor	9	6	6	9
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	<b>6</b>	<b>5</b>	<b>2</b>	
<b>Scientific Staff</b>				

<sup>[1]</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>[2]</sup> Staff implementing the relevant components of the main field of study

<sup>[3]</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

## **Programme - 2. Bachelor's Programme in Archeology;**

**Description** - According to the Bachelor's Programme Curriculum, Self-Evaluation Report, Appendix 1, the number of academic and invited staff of the programme is adequate in relation to the number of students (15/129). There is a balance between the academic and invited staff of the programme (13/2), and the turnover rate is 4 (academic staff - 2, invited staff - 2), which ensures the sustainability of the programme. The international experience of the majority of the academic and invited staff ensures that a student gets to know the modern achievements in the field, as well as the development of relevant skills for the field. The head of the bachelor's programme "Archaeology (major and minor specialty)" is Professor Nodar Bakhtadze.

<b>Programme 2 (Archaeology, BA)<sup>7</sup></b>
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<sup>7</sup> 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 <sup>8</sup>	Including the staff holding PhD degree in the sectoral direction <sup>9</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>13</b>	<b>8</b>	<b>7</b>	<b>7</b>
- Professor	7	5	5	5
- Associate Professor	2			
- Assistant-Professor	2	2	2	2
- Assistant				
<b>Invited Staff</b>	<b>2</b>	<b>1</b>		-
<b>Scientific Staff</b>				-

### Programme - 3. Master's Programme in Archeology

**Description** - According to the Master's Programme Curriculum, Self-Evaluation Report, Appendix 1, the number of academic and invited staff of the programme is adequate in relation to the number of students (15/19). There is a balance between academic and invited staff of the programme (10/5), and the turnover rate is 3 (academic staff - 1, invited staff - 2. See Appendix 1), that ensures sustainability of the program. Ratio of graduate students to their supervisors (19/14) corresponds to the methodology defined in the concept of the master's thesis and in accordance with the workload of the supervisors. The research experience and qualifications of the academic staff ensure the use of modern trends and achievements in the field both in the teaching process and in the guidance of master's students.

**Analysis** - the study of the data (monograph, textbook, publications published in refereed journals, participation in conferences and other activities) of the last 5 years of the academic staff involved in the implementation of archeology educational programmes at Ilia State University in accordance with the legislation of Georgia and the internal regulations of the university confirmed their competence, which is in full compliance with the qualification requirements and ensures the achievement of the learning outcomes of all three programmes. The qualification of the invited staff/teacher is confirmed by the knowledge, experience and competence necessary to achieve the learning outcomes of the programme. The programmes have in place a workload scheme for the academic and invited staff that is updated in every semester; it includes the academic and/or scientific-research and other workload according to the functions and duties of the academic staff. A full workload of academic and invited staff, including affiliated academic staff, with workloads for clustered educational programmes that include student counseling hours, ensures the smooth implementation of the educational programme. The ratio of

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

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

academic and invited staff, as well as their turnover rate, ensures the sustainability of the programmes and their total number is adequate in relation to the number of students. The rate of turnover of academic and invited staff, as well as the number of master's and doctoral students, is in full compliance with the workload of their supervisors. HEI studies and analyzes quantitative indicators of educational programmes, including academic and invited staff turnover indicators, and uses the results to improve the quality of the programme's sustainability. The internal resources of Ilia State University are properly used for the implementation of the programme. The research area of the staff involved in the programme is diverse and includes various thematic or chronological issues of archaeology. In addition to archaeologists, specialists from other fields (e.g. history) are involved in the programme. All academic staff members are affiliated with Ilia State University, which ensures the sustainability of the programme. The heads of the programmes of all three levels have the necessary knowledge and experience for the development of the programme and they are directly involved in the implementation of the programme and their evaluation and development, counseling of students, also they engage in various events planned within the programme. Their competence is proven by relevant field education, practical experience and scientific works.

The HEI has an adequate number of qualified administrative and support staff, whose qualifications correspond to the functions they perform and who contribute to the implementation of the programmes and their smooth functioning.

**Programme 4 – Master's Programme in Modern Georgian History**

The MA programme in Modern Georgian History has 15 lecturers. 7 among them represent the academic staff (6 professors and 1 associate professor), while 8 are invited lecturers. Everyone from the academic staff is affiliated with Ilia State University. The personal files (CVs, publications, participation in the conferences, and other activities) of both academic and invited staff confirm that all of them are qualified scholars who possess the required competences to ensure the achievement of programme learning outcomes. The ratio between the academic and invited staff and between the staff and students provided in the quantitative indicators proves the programme sustainability. The workload of the academic and invited staff ensures that they are able to properly conduct their research activities along with performing their duties in the educational process.

The heads of the programme possess necessary qualities and are already experienced in programme elaboration. Both of them are personally participating in the programme.

The programme is administered by the Faculty of Arts and Sciences. Both the administrative and support staff possess the necessary competences to provide the adequate support for the students enrolled in the programme.

<b>Programme 4 (Modern Georgian History, MA)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in	Among them, the affiliated academic staff

			the sectoral direction	
<b>Total number of academic staff</b>	<b>15</b>			
- Professor	6	6	6	6
- Associate Professor	1	1	1	1
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	<b>8</b>	<b>8</b>	<b>3</b>	
<b>Scientific Staff</b>				

### Programme 5 – Master's Programme in Medieval Studies

The MA programme in Medieval Studies has 21 lecturers. 19 among them represent the academic staff (8 professors and 11 associate professors), while 2 are invited lecturers. Everyone from the academic staff is affiliated with Ilia State University. The personal files (CVs, publications, participation in the conferences, and other activities) of both academic and invited staff confirm that all of them are qualified scholars who possess the required competences to ensure the achievement of the programme's learning outcomes. The ratio between the academic and invited staff and between the staff and students provided in the quantitative indicators proves the program sustainability. The workload of the academic and invited staff ensures that they are able to properly conduct their research activities along with performing their duties in the educational process.

The heads of programme possess necessary qualities and are already experienced in programme elaboration. All of them are personally participating in the programme.

The programme is administered by the Faculty of Arts and Sciences. Both the administrative and support staff possess the necessary competences to provide the adequate support for the students enrolled in the programme.

<b>Programme 5 (Medieval Studies, MA)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>21</b>	<b>??</b>	<b>??</b>	<b>??</b>
- Professor	8	8	8	8
- Associate Professor	11	11	11	11

- Assistant-Professor				
- Assistant				
Invited Staff	2	1	1	-
Scientific Staff				

### Programme 6 – Doctoral Programme in History

The PhD programme in History includes 21 members of academic personnel. 19 among them represent the academic staff (11 professors, 8 associate professors, and 1 assistant professor), while 1 is invited lecturer. Everyone from the academic staff is affiliated with Ilia State University. The personal files (CVs, publications, participation in the conferences, and other activities) of both academic and invited staff confirm that all of them are qualified scholars who possess the required competences to ensure the achievement of programme learning outcomes. The ratio between the academic and invited staff and between the staff and students provided in the quantitative indicators proves the programme sustainability. The workload of the academic and invited staff ensures that they are able to properly conduct their research activities along with performing their duties in the educational process.

The heads of programme possess necessary qualities and are already experienced in programme elaboration. Both of them are personally participating in the programme as supervisors.

The programme is administered by the Faculty of Arts and Sciences. Both the administrative and support staff possess the necessary competences to provide the adequate support for the students enrolled in the programme.

<b>Programme 6 (History, PhD)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>21</b>	<b>??</b>	<b>??</b>	<b>??</b>
- Professor	11	9	9	11
- Associate Professor	8	8	8	8
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	1	1	??	-
Scientific Staff				

### Programme 7 – Doctoral Programme in Archaeology

The PhD programme in Archaeology includes 11 members of academic personnel. All of them represent the academic staff (7 professors, 2 associate professors, and 2 assistant professors). Everyone from the academic staff is

affiliated with Ilia State University. The personal files (CVs, publications, participation in the conferences, and other activities) of both academic and invited staff confirm that all of them are qualified scholars who possess the required competences to ensure the achievement of programme learning outcomes. The ratio between the academic and invited staff and between the staff and students provided in the quantitative indicators proves the programme sustainability. The workload of the academic and invited staff ensures that they are able to properly conduct their research activities along with performing their duties in the educational process.

The head of programme possesses necessary qualities and is already experienced in the programme's elaboration. He personally participates in the programme as a supervisor and also leads the elective course.

The programme is administered by the Faculty of Arts and Sciences. Both the administrative and support staff possess the necessary competences to provide the adequate support for the students enrolled in the programme.

<b>Programme 7 (Archaeology, PhD)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>11</b>	<b>7</b>	<b>7</b>	<b>7</b>
- Professor	8	5	5	5
- Associate Professor	1			
- Assistant-Professor	2	2	2	2
- Assistant				
<b>Invited Staff</b>				
<b>Scientific Staff</b>				

#### **Evidences/Indicators**

- Personal files of academic/administrative/invited and support staff;
- Quantitative indicators of programmes;
- Workload scheme of academic and invited personnel;
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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



Programme 1 (History, Bachelor programme)  
 Recommendation(s):  
 Suggestion(s):

Programme 2 (Archeology, Bachelor programme)  
 Recommendation(s):  
 Suggestion(s):

Programme 3 (Archeology, Master programme)  
 Recommendation(s):  
 Suggestion(s):

Programme 4 (Modern Georgian History, Master programme)  
 Recommendation(s):  
 Suggestion(s):

Programme 5 (Medieval Studies, Master programme)  
 Recommendation(s):  
 Suggestion(s):

Programme 6 (History, Doctoral programme)  
 Recommendation(s):  
 Suggestion(s):

Programme 7 (Archeology, Doctoral programme)  
 Recommendation(s):  
 Suggestion(s):

#### Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The Master and Doctoral programmes have highly qualified supervisors with rich experience and a substantial publication record. This pool of supervisors can be extended through the participation of external supervisors from partner universities, as in the case of the Doctoral programmes (on the basis of a Cotutelle agreement with the University of Münster). In the case of the BA, MA, and PhD Programmes in Archaeology, the accreditation experts group observed that the only a part of the academic staff has participated in the last years in international conferences or published a paper in an international peer-reviewed periodical. The university/faculty should encourage both activities that enhance the international profile of both the university and its academic staff.

### Programme - 3. Master's Programme in Archeology

**Description** - A professor involved in the implementation of the programme (associate professor, assistant professor, professor-emeritus) or an invited person who is equipped with the latest knowledge based on the specifics and development of the field, has actively participated in scientific research and/or has published a scientific paper that corresponds to a master's thesis general topic/direction; The scientific supervisors of master's programmes grouped in the cluster have published scientific papers in such international peer reviewed publications as Routledge, Taylor & Francis, Le Museon, Caucasus Survey, etc. They are involved in local and international projects, have participated in local and international conferences, are editors of various scientific publications, publish monographs and receive scientific grants or scholarships. Information about the profiles of the supervisors and their research interests is available on the university website at [faculty.iliauni.edu.ge](http://faculty.iliauni.edu.ge)

**Analysis** - Ilia State University, based on the specifics of the programmes and taking into account international practice, has developed transparent qualification requirements for scientific supervisor/co-supervisor, which is relevant to the requirements of the corresponding level of education. Master's/Doctoral students' scientific supervisors have up-to-date knowledge of the field, experience in participating in modern scientific research, and scientific papers relevant to the topic of the master's/doctoral theses.

<b>Programme 3 (Archaeology, MA)<sup>10</sup></b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>11</sup>	Among them, the affiliated academic staff
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>8</b>	<b>7</b>	<b>7</b>
<b>- Professor</b>	5	5	5

<sup>10</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

- Associate Professor			
- Assistant-Professor	2	2	2
Invited Staff	1		–
Scientific Staff			–

#### Programme 4 – Master's Programme in Modern Georgian History

The academic personnel of MA program in Modern Georgian History have all the necessary skills and experience for supervising MA theses. All of them, including the invited staff which does not have a PhD degree yet, possess the knowledge of modern methods and are skilled researchers with publications in the relevant fields.

Programme 4 (Modern Georgian History, MA)			
Number of supervisors of Master's/Doctoral 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/Doctoral theses	15	??	??
- Professor	6	6	6
- Associate Professor	1	1	1
- Assistant-Professor			
Invited Staff	8	3	??
Scientific Staff			

#### Programme 5 – Master's Programme in Medieval Studies

The academic personnel of MA program in Medieval Studies have all the necessary skills and experience for supervising MA theses. All of them, including the invited lecturer which does not have a PhD degree yet, possess the knowledge of modern methods and are skilled researchers with publications in the relevant fields.

Programme 5 (Medieval Studies, MA)			
Number of supervisors of Master's/Doctoral 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/Doctoral theses	21		

- Professor	8	8	8
- Associate Professor	11	11	11
- Assistant-Professor			
Invited Staff	2	1	
Scientific Staff			

### Programme 6 – Doctoral Programme in History

The members of the academic personnel of PhD program in History have all the necessary skills and experience for supervising PhD theses. All of them possess the knowledge of modern methods. They are skilled researchers with publications in the relevant fields (except two professors, who participate in the program as teachers of general courses). Based on the PhD students needs, the university can invite a co-supervisor in the relevant field. There is a possibility to invite also foreign co-supervisor within the cotutelle format.

As it was mentioned above, there are two professors who are listed as possible supervisors, although they do not have the doctoral degree in History and their latest researches lay in other fields. It would be better if they were not directly included in the list of the supervisors and invited as co-supervisors if needed.

Programme 6 (History, PhD)			
Number of supervisors of Master's/Doctoral 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/Doctoral theses	19	??	??
- Professor	11	9	9
- Associate Professor	8	8	8
- Assistant-Professor			
Invited Staff	??	??	??
Scientific Staff			

### Programme 7 – Doctoral Programme in Archaeology

The members of the academic personnel of PhD program in Archaeology have all the necessary skills and experience for supervising PhD theses. All of them possess the knowledge of modern methods. They are skilled researchers with publications in the relevant fields (except two professors, who participate in the program as teachers of general courses). Based on the PhD students needs, the university can invite a co-supervisor in the relevant field. There is a possibility to invite also foreign co-supervisor within the cotutelle format. Yet, only a part of the academic staff has

participated in recent years in international conferences or published articles in international peer-reviewed journals.

As it was mentioned above, there are two professors who are listed as possible supervisors, although they do not have the doctoral degree in Archaeology or History and their latest researches lay in other fields. It would be better if they were not directly included in the list of the supervisors and invited as co-supervisors if needed. There is also one professor who has a degree in other field, namely in Physics and Mathematics, but his works are mainly in the field of Archaeology, thus, he is qualified to supervise the PhD students in the field.

<b>Programme 7 (Archaeology, PhD)</b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>Theses supervisors</b>	<b>Including the supervisors holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>11</b>	<b>??</b>	<b>??</b>
- Professor	7	4	7
- Associate Professor	2	2	2
- Assistant-Professor	2	2	2
<b>Invited Staff</b>	<b>??</b>	<b>??</b>	<b>??</b>
<b>Scientific Staff</b>			

#### Evidences/Indicators

- Personal files of academic staff;
- Quantitative indicators of programs;
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programmes 2, 3, and 7: Archaeology, BA, MA, PhD**

**Recommendation(s):**

**Suggestion(s):**

1. Only a part of the academic staff of the archeology programmes has participated in international scientific conferences in recent years. It would be recommended to encourage the academic staff to participate in international conferences.
2. From the survey carried out by the university itself in 2022, it can be seen that only a part of the academic staff publishes articles with high impact or citation score (Scopus) in foreign international refereed journals and refereed journals included in international bases. It would be recommended for the university to encourage the staff in this direction.

**Programmes 6 and 7:** History, PhD, Archaeology, PhD

**Recommendation(s):**

**Suggestion(s):** In the Doctoral Programmes History and Archeology Professors with Degrees, not obtained in the relevant field of study, are mentioned as potential supervisors. It would be better if these professors would have a status of co-supervisor unless they have demonstrated their expertise in the relevant field of study through recent publications.

## Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The assessment of the professional development of academic and invited staff both in terms of research and teaching is based on a well-organized evaluation system and takes place with the support of the quality assurance service. The evaluation methods and tools include mainly the filling of a self-evaluation report for research activities, student surveys through the Argus system (for teaching). Regular improvements of the evaluation mechanism, the assessment criteria which fully comply with international standards, and the support of the Personal and Professional Development Center are important parameters for the effectiveness of these measures and foster the personal development of academic and invited staff members. Staff also participates in satisfaction surveys and get regular feedback concerning the

development possibilities. Furthermore, the university provides financial support for the participation of academic staff and doctoral students in international conferences.

**Analysis** - Ilia State University periodically evaluates the educational and research activities of the staff involved in the implementation of the archeology educational programmes and conducts a survey of their satisfaction for their professional development both for the development of scientific-research and academic skills. HEI periodically organizes events promoting the development of programme heads, academic and invited staff, supervisors of master's and doctoral students; appropriate conditions for scientific/research activities are created, and participation in international projects, studies and conferences is facilitated. If necessary, the staff implementing the programme are retrained in order to use electronic/distance teaching-learning/evaluation methods. Retraining of existing staff was also carried out in order to align the programmes with the National Qualifications Framework and Study Field Classifier. In addition, training and consultations were held, which took place both by using the internal resources of the university, and within the framework of meetings organized by the NCEQE.

#### Evidences/Indicators

- Regulations of the Development Service of Ilia State University available:<https://iliauni.edu.ge/uploads/other/46/46621.pdf>
- Scientific Research Platform of Ilia State University: <https://research.iliauni.edu.ge/ka>
- Research Strategy of Ilia State University; <https://research.iliauni.edu.ge/ka/about#section-1>  
<https://iliauni.edu.ge/ge/iliauni/units/researchoffice>
- Statute of the Personal and Professional Development Center

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

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

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 2 (Archeology, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 3 (Archeology, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 4 (Modern Georgian History, Master programme)**

<p>Recommendation(s):</p> <p>Suggestion(s):</p> <p>Programme 5 (Medieval Studies, Master programme)</p> <p>Recommendation(s):</p> <p>Suggestion(s):</p> <p>Programme 6 (History, Doctoral programme)</p> <p>Recommendation(s):</p> <p>Suggestion(s):</p> <p>Programme 7 (Archeology, Doctoral programme)</p> <p>Recommendation(s):</p> <p>Suggestion(s):</p>
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### Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

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

University has relevant material resources (see also point 3: Students' achievements and individual work with them). The university has two libraries equipped with all modern electronic resources and bases in which students can have access to all electronic libraries and books.

While checking syllabi, the field experts randomly selected several books from different courses. All of them were found in the library. E-books are located on the electronic portal of the University and are accessible to the students. University is equipped with modern technologies. Every classroom has a computer and projector. Students can use a computer class during the learning process. University has access to different scientific bases which are actively used by the students and academic staff. On this occasions, they have the opportunity to introduce and use scientific literature.



The presented Programmes are provided with the necessary infrastructure and technical equipment required for achieving program learning outcomes.

It should be noted that students are used to work with foreign documentation, articles, and books. This is partly made possible by the very active collaboration of the University with partner Institutions thanks to the strongly international-oriented policy of the University,

In summary, the environment of the University is designed to ensure the educational process and achieve the learning outcomes envisaged by the programs (library/library service center/university electronic resources/literature research international system, laboratories, etc.). Therefore, the University is very dynamic and developing its infrastructure policy as the accreditation expert group could see during the site visit.

**Description and Analysis:** The material and technical infrastructure of the university should be assessed positively in general. It meets all the basic requirements necessary to run an archeology program.

The university has scientific bases in different regions of Georgia.

They play an important role in the organization of archaeological excavations or archaeological reconnaissance work.

The archeology programmes of all three levels of LEPL -Iliia State University are provided with constantly updated library, material, laboratory and digital resources, which in terms of quantity and quality contribute to the achievement of educational programmes' goals and learning outcomes. Iliia University has well-equipped auditoriums freely accessible to students and staff of the programmes, an archaeological laboratory and its own archaeological bases, which ensure the achievement of the learning outcomes of the programme. The library stores the mandatory literature and other educational materials specified in the course/subject syllabus, the latest scientific periodicals, digital resources and international electronic databases, the use of which is accessible and the rules of use are informed to the students. If necessary – as it happened for example during the covid-19 pandemic – the University will provide the staff and students involved in the programme with the appropriate resources for electronic/distance learning.

#### **Programme 1 – Bachelor's Programme in History**

See the Cluster description and analysis.

#### **Programme 2 – Bachelor's Programme in**

See the Cluster description and analysis.

#### **Programme 3 – Master's Programme in Archaeology**

See the Cluster description and analysis.

#### **Programme 4 – Master's Programme in Modern Georgian History**

See the Cluster description and analysis.

#### **Programme 5 – Master's Programme in Medieval Studies**

See the Cluster description and analysis.

#### **Programme 6 – Doctoral Programme in History**

See the Cluster description and analysis.

#### **Programme 7 – Doctoral Programme in Archaeology**

See the Cluster description and analysis.

#### **Evidences/Indicators**

- ✓ Self-evaluation report of the educational program with enclosed documents;
- ✓ Programs;
- ✓ Syllabi;
- ✓ Information on the accreditation site visit results;
- ✓ Web page (<https://iliauni.edu.ge/en/>).

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Archeology, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Archeology, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Modern Georgian History, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 5 (Medieval Studies, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 6 (History, Doctoral programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 7 (Archeology, Doctoral programme)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Component 4.4 Material  
resources

Complies with  
requirements

Substantially  
complies with  
requirements

Partially complies  
with requirements

Does not comply  
with requirements

Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The allocation of the university financial resources to the faculty for the programmes grouped in the cluster seems adequate, if one bears in mind that the most substantial expenses (salaries of the academic staff, infrastructure, most library resources) are covered by the central budget of the university.

##### Programme 1 – Bachelor's Programme in History

The main income for the program is the tuition fee, paid either by state (BA in History is among the state funded programs) or by the students themselves. Program budget shows the profit of 30,000.00 GEL per year. The annual number of students who enter the program is consistent and usually is 60-65 students per year. Unfortunately, the Excel sheet does not show the number of vacancies announced for the program, although the number of candidates making the program as their first, second, or third choice, shows the great interest in program, and it will be easy to surmise that all the vacancies are filled up. The expenses cover not only the salaries of academic or invited staff, but the administrative expenses, the infrastructure costs, library resources, etc. Therefore, the program is financially sustainable even without the additional expenses from the central or faculty budgets.

##### Programme 2 – Bachelor's Programme in Archaeology

The main income for the program is the tuition fee, paid either by state (BA in Archaeology is among the state funded programs) or by the students themselves. Program budget shows the profit of 9,200.00 GEL per year. The annual number of students who enter the program is consistent and usually is 40 students per year. Unfortunately, the Excel sheet does not show the number of vacancies announced for the program, although the number of candidates making the program as their first, second, or third choice, shows the great interest in program, and it will be easy to surmise that all the vacancies are filled up. The expenses cover not only the salaries of academic or invited staff, but the administrative expenses, the infrastructure costs, library resources, etc. Therefore, the program is financially sustainable even without the additional expenses from the central or faculty budgets.

##### Programme 3 – Master's Programme in Archaeology

The main income for the program is the tuition fee, paid either by state (based on the results in National Master Exam) or by the students themselves. Program budget shows that the income and expenses balance themselves out. The annual number of students who entered the program during the last five years varies from 7 to 12. Unfortunately, the Excel sheet does not show the number of vacancies announced for the program, although the number of candidates is higher than the number of those who become the students. This shows the interest in programme. The expenses cover not only the salaries of academic or invited staff, but the administrative expenses, the infrastructure costs, library resources, etc. Therefore, the program is financially sustainable and, if needed, the additional sum can be provided from the central or faculty budgets.

#### **Programme 4 – Master's Programme in Modern Georgian History**

The main income for the program is the tuition fee, paid either by state (based on the results in National Master Exam) or by the students themselves. Program budget shows that the income and expenses balance themselves out. The annual number of students who entered the program during the last two years (the program was first accredited in 2020) varies from 5 to 10. Unfortunately, the Excel sheet does not show the number of vacancies announced for the program, although the number of candidates is much higher than the number of those who become the students. This shows the great interest in program. The expenses cover not only the salaries of academic or invited staff, but the administrative expenses, the infrastructure costs, library resources, etc. Additionally, the program has obtained additional funding for the students from Konrad Adenauer Foundation for South Caucasus and six best students are receiving monthly stipend of 800.00 GEL. Therefore, the program is financially sustainable and, if needed, the additional sum can be provided from the central or faculty budgets.

#### **Programme 5 – Master's Programme in Medieval Studies**

The main income for the program is the tuition fee, paid either by state (based on the results in National Master Exam) or by the students themselves. Program budget shows that the income and expenses balance themselves out. The annual number of students who entered the program during the last five years varies from 14 to 21. Usually, all the vacancies are filled up, and the number of candidates is higher than the number of those who become the students. This shows the great interest in program. The expenses cover not only the salaries of academic or invited staff, but the administrative expenses, the infrastructure costs, library resources, etc. Therefore, the program is financially sustainable and, if needed, the additional sum can be provided from the central or faculty budgets.

#### **Programme 6 – Doctoral Programme in History**

Studying at doctoral programs is free in Ilia State University. Thus, there is no income from the tuition fee. All the expenses are covered from the central or faculty budgets.

#### **Programme 7 – Doctoral Programme in Archaeology**

Studying at doctoral programs is free in Ilia State University. Thus, there is no income from the tuition fee. All the expenses are covered from the central or faculty budgets.

#### **Evidences/Indicators**

- Program budgets;
- Quantitative indicators of programmes;
- Self-Evaluation Report.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Archeology, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 3 (Archeology, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 4 (Modern Georgian History, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 5 (Medieval Studies, Master programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 6 (History, Doctoral programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 7 (Archeology, Doctoral programme)**

**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**

**Programme 1 (History, BA)**



Programme 2 (Archeology, BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies, MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology, PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (History, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

### 5.1. Internal Quality Evaluation

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

Internal Quality Assurance mechanisms at Ilia State University are defined by the regulation of Quality Assurance Office. Internal quality assurance services include the systemic surveys and evaluations of curricula, services and resources. QA Office focuses on longitudinal surveys and analyzing assessment results to maintain the effective monitoring and identify development tendencies. In accordance with the evaluation of the submitted documents and online accreditation visit findings, programme evaluation is consistent and assessment results are utilized for programme improvement. Programme quality assurance is based on the PDCA - “plan –do – check - act” principle.

Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. QA office cooperates and encourages involvement of the programme staff to ensure constructive evaluation process, therefore, self-evaluation report of the programme is prepared with active involvement

of academic and administrative staff. Necessity-based and need assessment surveys are used by internal quality evaluation process for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs and wants of the students with low academic performance, those who are transferred through mobility, international students, students with suspended status, etc. QA Office also works on adapting the surveys and questionnaires to the specific processes and ensures flexibility of evaluation.

University has implemented a successful practice of planning, elaborating and development with the programme development group. This programme development group comprises of administrative and academic staff and other stakeholders. The Faculty QA Office is working on opportunities and further improvement possibilities defined by the development group and self-evaluation report is prepared by their active engagement.

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

#### **Evidences/Indicators**

- Self-evaluation Report;
- Quality Assurance Department Statute;
- Concept of Internal Quality Assurance of Ilia State University;
- Regulation for evaluating educational programmes;
- Programme evaluation criteria;
- Survey reports;
- A summary of the results of the employer focus groups and peer review conducted to evaluate the programmes clustered together;
- Description of results of employer focus groups and collegiate review conducted to assess Doctoral programmes grouped in the cluster
- Interview results.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**

Recommendation(s):  
Suggestion(s):

Programme 2 (Archeology, Bachelor programme)  
Recommendation(s):  
Suggestion(s):

Programme 3 (Archeology, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 4 (Modern Georgian History, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 5 (Medieval Studies, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 6 (History, Doctoral programme)  
Recommendation(s):  
Suggestion(s):

Programme 7 (Archeology, Doctoral programme)  
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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

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



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

Educational programmes are periodically evaluated by external experts, including international experts. HEI has also implemented the engagement of the employers and relevant experts in the programmes external evaluation processes. All the programmes of cluster have been evaluated by the field professionals from the different organizations and received recommendations and suggestions. QA Office ensures a consistent follow-up process for considering the actions taken after getting the external evaluation feedback.

### **description and analysis according to the education programmes**

#### **Description and Analysis – History, Bachelor Programme**

The Bachelor's programme in History has been evaluated by the Associate Professor at the Faculty of Humanities of Ivane Javakishvili Tbilisi State University. Expert's findings identified diversity in teaching methods, competencies of the programme coordinators and the requirements of employers as the main strength of the programme.

#### **Description and Analysis – Archeology, Bachelor Programme**

The Bachelor's Program in Archeology has been evaluated by the Associate Professor at the Faculty of Humanities of Ivane Javakishvili Tbilisi State University, at the same time representing National Agency for Cultural Heritage Preservation. Expert has identified strengths of the program as a logical and coherent structure, compatibility of both theoretical and practical knowledge, labor market requirements and specific courses ensuring required skills and competencies for the graduates. The expert also gave recommendations that have significantly facilitated developments in the program.

#### **Description and Analysis – Archeology, Master Programme**

The Master's Program in Archeology has been evaluated by the Associate Professor at the Faculty of Humanities of Ivane Javakishvili Tbilisi State University, at the same time representing National Agency for Cultural Heritage Preservation and expert from Martin-Luther-Universitat-Halle-Wittenberg. Experts identified strengths of the program as a logical and coherent structure, sound theoretical and practical knowledge and compliance with the labor market requirements. The expert also gave recommendations concerning the necessity of the latest and diverse available literature, as well as increasing the proportion of master's thesis evaluation in relevance with the overall grade.

#### **Description and Analysis – Modern History of Georgia, Master Programme**

The Master's Program in Modern History of Georgia has been evaluated by the Associate Professor at the Faculty of Humanities of Ivane Javakishvili Tbilisi State University. One of the most important findings is the program individualism and interesting courses. However, Expert has identified certain questions concerning the contents of the courses.

#### **Description and Analysis – Medieval Studies, Master Programme**

The Master's Program in Medieval Studies has been evaluated by the Professor of Cultural Studies Scientific-teaching Institute at Ivane Javakhishvili Tbilisi State University. Expert has mentioned in the report that transparent, clear objectives, as well as human and material resources of the University ensures compliance with the standards, however, admission prerequisites has been identified as an opportunity for future considerations.

#### **Description and Analysis – History, Doctoral Programme**

The Doctoral Program in History has been evaluated by the Field Expert from Tokyo Metropolitan University. The competencies of the staff involved in the program, as well as supervisors and substantial number of learning resources shared with other partner institutions are identified as the major strengths of the program. However, revising the development of interdisciplinary methods received certain skepticism.

#### **Description and Analysis – Archeology, Doctoral Programme**

The Doctoral Program in Archeology has been evaluated by the Field Experts, Professors from Sokhumi State University and University of Warsaw. The coherent structure of the program, international team of experts, international supervisors and services for doctoral students are identified as key strengths.

#### **Evidences/Indicators**

- Self-evaluation Report;
- Quality Assurance Department Statute;
- Concept of Internal Quality Assurance of Ilia State University;
- Regulation for evaluating educational programmes;
- Programme evaluation criteria;
- Survey reports;
- A summary of the results of the employer focus groups and peer review conducted to evaluate the programmes clustered together;
- Description of results of employer focus groups and collegiate review conducted to assess Doctoral programmes grouped in the cluster;
- External evaluation results;
- Interview results.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Archeology, Bachelor programme)**

Recommendation(s):  
Suggestion(s):

Programme 3 (Archeology, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 4 (Modern Georgian History, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 5 (Medieval Studies, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 6 (History, Doctoral programme)  
Recommendation(s):  
Suggestion(s):

Programme 7 (Archeology, Doctoral programme)  
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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

#### Cluster and individual evaluation

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

For programme development and service improvement QA Office at Ilia State University ensures constant monitoring and periodical assessment. Assessment and evaluation process involve internal and external actors. Surveys with academic and administrative staff, students, graduates and employers are central tools for implementing strategic visions of the university. Monitoring process is based on the principles of

transparency and sharing, participation, continuity, academic integrity and freedom, accountability. At the end of every compulsory course students evaluate the course by completing course evaluation form, if the students number is too low in order to get representative results, focus groups are used for validity. Necessity-based and need assessment surveys are used in order to identify improvements and priorities, to ensure effective monitoring process. General program evaluation is conducted by the QA Office after three semesters for all programs. Fall and Spring semesters are dedicated for the data collection and the third, fall semester is assigned for interpreting and analyzing the data.

Master and Doctoral students evaluate the implementation of the scientific-research component, as well as scientific supervision. Results of the evaluation processes are distributed among the stakeholders and are used for the programme improvements. Conducted interviews with academic and invited staff showed that evaluation results are used at every stage for curricula development, that is also evidenced by the submitted survey results of students and alumni, as well as surveys conducted among the field specialists. The target of this analysis is further development of the programme and satisfaction of the employment market requirements. Furthermore, sectoral benchmarks are used as one of the central tools for monitoring the process of higher educational programmes. The document defines minimum competencies that the holder of the relevant qualification (bachelor's, master's, doctor's) should have and considers field specific international requirements as well. Therefore, HEI ensures the international experience and modern requirements to be applied for all programmes grouped in cluster.

#### **Evidences/Indicators**

- Self-evaluation Report;
- Quality Assurance Department Statute;
- Concept of Internal Quality Assurance of Ilia State University;
- Regulation for evaluating educational programmes;
- Programme evaluation criteria;
- Survey reports;
- A summary of the results of the employer focus groups and peer review conducted to evaluate the programmes clustered together;
- Description of results of employer focus groups and collegiate review conducted to assess Doctoral programmes grouped in the cluster;
- External evaluation results;
- Interview results.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

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

**Programme 1 (History, Bachelor programme)**

Recommendation(s):  
Suggestion(s):

Programme 2 (Archeology, Bachelor programme)  
Recommendation(s):  
Suggestion(s):

Programme 3 (Archeology, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 4 (Modern Georgian History, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 5 (Medieval Studies, Master programme)  
Recommendation(s):  
Suggestion(s):

Programme 6 (History, Doctoral programme)  
Recommendation(s):  
Suggestion(s):

Programme 7 (Archeology, Doctoral programme)  
Recommendation(s):  
Suggestion(s):

### 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
Programme 1 (History BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology BA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies MA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology PhD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1 (History, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Archeology, Bachelor programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (Archeology, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (Modern Georgian History, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (Medieval Studies, Master programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6 (History, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7 (Archeology, Doctoral programme)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: LEPL Ilia State University

Name of Higher Educational Programmes, Levels: 1) Archeology, Bachelor, 2) Archeology, Master, 3) Archeology, Doctoral, 4) History, Bachelor, 5) Modern Georgian History, Master, 6) History, Doctoral, 7) Medieval studies, Master.

#### Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 ( History, Bachelor programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 2 (Archeology, Bachelor programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 3 (Archeology, Master programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 4 (Modern Georgian History, Master programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 5 (Medieval Studies, Master programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
Programme 6 (History, Doctoral programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements

Programme 7 (Archeology, Doctoral programme)	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
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Signatures

Chair of Accreditation Experts Panel

Diamantis Panagiotopoulos 

Of the member(s) of the Accreditation Experts Panel

Teimuraz Papaskiri

Merab Chumburidze



Levan Tchabashvili



Tamta Tskhovrebadze



Tatia Ube

