NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Draft Report on Cluster of Higher Education Programmes

LEPL - Ivane Javakhishvili Tbilisi State University
Programme 1: Georgian Philology (BA)
Programme 2: Kartvelian Linguistics (MA)
Programme 3: Georgian Literature (MA)
Programme 4: General and Applied Linguistics (MA)
Programme 5: Literary Criticism, Textology and editing-publishing (MA)
Programme 6: Medieval Eastern Christian Philology (MA)
Programme 7: Philology (PhD)

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Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL - Ivane Javakhishvili Tbilisi State University
Identification Code of Institution	204864548
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Rebecca Ruth Gould, University of Birmingham, United Kingdom
Member (Name, Surname, HEI/Organization, Country)	Ekaterine Bakaradze, New Vision University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Levan Tsagareli, Ilia State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Irma Karaulashvili, Ilia State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Nino Pkhakadze, Akaki Tsereteli State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Tamta Tskhovrebadze, International Black Sea University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Dato Kakiashvili, Grigol Robakidze University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7
Name of the educational programme	Georgian Philology	Georgian (Kartvelian) Linguistics	Georgian Literature	General and applied linguistics	Literary Studies, Textology and Editing-Publishing	Philological Studies in Medieval Eastern Christianity	Philology
Level of higher education	Level 6 - Bachelor's Studies	Level 7 - Master's Studies	Level 7 - Master's Studies	Level 7 - Master's Studies	Level 7 - Master's Studies	Level 7 - Master's Studies	Level 8 - Doctoral Studies
Qualification to be awarded	Bachelor of Georgian Philology	Master of Georgian (Kartvelian) Linguistics	Master of Georgian Literature	Master of Linguistics	Master of Literary Studies (For the module Literary Studies); Master of Philology (For the module - Textology	Master of Philology	Doctor of Philosophy / PhD in Philology.

					and Editing-Publishing)		
Name and code of the detailed field	0232.1.1 - Georgian philology	0232.2.2 - Georgian (Kartvelian) Linguistics	0232.1.3 - Philology	0232.2.1 - Linguistics	0232.2.5 - Literary Studies 0232.1.3 - Philology	0232.1.3 - Philology	0232.1.3 - Philology
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	-	-	-	-	-	-	
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Georgian	
Number of ECTS credits	240	120	120	120	120	120	Learning component- 40 credits
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	accredited № 172, 28.10.11	accredited № 223, 18.07.12	accredited № 222, 18.07.12	accredited N 236; 18.07.12	Accredited № 231, 18.07.12	Accredited № 207, 18.07.12	accredited, № 239, 18.07.12

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[1] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

● General Information on the Cluster of Education Programmes[2]

Philology cluster of Ivane Javakhishvili Tbilisi State University includes 7 programs at all three higher educational levels as follows:

(i)   BA program in Georgian Philology (accredited in 2011) – comprised of 240 ECTS credits, out of which 50 ECTS credits are allocated to basic core humanities competency and elective courses; 120 ECTS are intended for the primary (profiling) specialty chosen by the student; students can choose (both at the Faculty of Humanities and at other faculties of the HEI) an additional BA Program (specialty) within the 60 ECTS. In case the student will not choose an additional program, 60 ECTS can be accumulated from any BA level program operating within the HEI. This enables the student to plan own study process and acquire the knowledge and competencies in additional specialty according to preferences.

(ii)   MA Program in Georgian (Kartvelian) Linguistics (accredited in 2012) - combines three modules: 1. Old and new Georgian literary language. 2. Kartvelian languages and dialects. 3. Pragmatics of the

Georgian language. The program includes 120 ECTS credits. The common courses of the program include 30 ECTS credits. Core specialization subjects and optional subjects are provided for each module. MA student can take electives from any module of the program. 30 ECTS credits of the IV semester are devoted to the preparation of a MA research paper.

(iii)   MA Program in Georgian Literature (accredited in 2012) - the volume of the master's program is 120 credits, which are distributed as follows: 25 ECTS are provided for the core courses of the program, the student chooses the specialization module from the first semester of study, and he studies with core and elective components for three semesters. Core courses of 30 ECTS and elective courses of 35 ECTS are offered for each module. The distribution of core and elective courses is equally adequate. MA students can take electives from any module. 30 ECTS of the IV semester are devoted to preparing a research paper, approved by the faculty council, and public defense of the thesis before the commission. The program is flexible and meets the diverse interests of students in the field of Georgian Literature, providing a fairly large number of disciplines and electives.

(iv)   MA Program in General and Applied Linguistics (accredited in 2012) – comprised of 120 ECTS. The program includes mandatory specialization subjects and elective subjects. 30 ECTS of the IV semester are devoted to the preparation of a MA research paper. Program considers the long university tradition of this direction, relevant experience of the Georgian and foreign academic space.

(v)   MA Program in Literary Studies, Textology and Publishing (accredited in 2012) - volume of the programme is measured in ECTS and comprises 120 ECTS that corresponds to the learning cycle of MA degree programmes as it is determined by the legislation of Georgia. There are 30 ECTS allocated to each module. The connection between two modules is ensured by a sequence of mandatory courses (30 ECTS) as well as elective courses (30 ECTS) that are common for both modules. The combination of mandatory courses and one of the modules makes up 60 ECTS i.e. the 50% of the entire programme content that is necessary for awarding of one of the qualifications envisaged by the programme (MA of Literary Studies or MA of Philology), thus making it possible to achieve the learning outcomes reserved for each module of the programme.

(vi)   MA Program in Philological Studies in Medieval Eastern Christianity (accredited in 2012) - The content, volume and complexity of programme corresponds to learning cycle, while its consistent structure ensure its' individuality; teaching and scientific-research components of the programme (including each individual course) are logically organised and logical development of the content is

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

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ensured. The programme is divided into two modules (module I – medieval Georgian philology, and module II – medieval Armenian philology).

(vii)   PhD Program in Philology (accredited in 2012) - includes teaching and research components. The study component is allocated 40 ECTS credits, out of which 25 ECTS credits are intended for compulsory courses and activities, and 15 ECTS credits for optional courses and activities. The doctoral student is obliged to perform and publicly present two scientific research projects, which are parts of his dissertation research. Depending on the individual needs of the doctoral student, it should be considered as a positive practice to have the opportunity to attend relevant courses as a free student at the lower levels of education, with an activity outside the curriculum, in order to deepen field knowledge.

Programs aim to transfer theoretical and practical fundamental knowledge in the field and create new knowledge. Within the framework of the undergraduate program, the student is introduced to the field of philology, the ways of historical development, directions, philological methods, work on texts, and interdisciplinary and complex issues of humanitarian and philological sciences. Presented MA programs aim at providing deep and systematic knowledge in five areas of philology. The programs, in which relevant specialization modules are integrated, critically examine the main features of practical philology, interpret and compare Georgian and general philological problems and studies using traditional and modern methodologies; programs are focused on the deep and systematic study of philological scientific-research currents, concepts, strategies. The doctoral program represents integration and unification of all directions in the field of philology with scientific topics, both linguistic and literary theories. The program prepares researchers in the field of philology according to modern international scientific and research standards.

● Overview of the Accreditation Site Visit

On December 20-23, 20022, a group of experts, approved by the order of the director of the National Center for the Educational Quality Enhancement visited Tbilisi State University named after Ivane Javakhishvili for the purpose of evaluating the programs grouped in the philology cluster. The visit was conducted in a mixed format, on-site and online. Accreditation experts studied the presented documentation, got acquainted with MA and PhD papers defended in recent years, requested additional documentation. During the visit, meetings were held with the university administration, representatives of quality assurance service, dean of the Faculty of Humanities, self-evaluation groups of the programs, heads of the programs, academic/visiting/administrative staff, students and graduates of the programs, employers.

In the end, main findings highlighted during the visit and the general suggestions and recommendations considered appropriate by the expert panel members were presented to the leadership of the university and the faculty.

● Brief Overview of Education Programme Compliance with the Standards

Philology cluster was evaluated according to the accreditation standards. in particular:

Standard 1: Substantially complies with requirements

Standard 2: Complies with requirements

Standard 2: Complies with requirements

Standard 2: Complies with requirements

Standard 2: Complies with requirements

- **Recommendations**

1.1 substandard:

Programme 5: It is recommended to take into account the requirements and needs of the labor market when modifying the objectives of the program;

Programme 5: It is recommended to ensure that the programme objectives are shared not only by the teaching personnel but also by the students so that they are able to identify their strengths and areas of improvement.

1.2 substandard:

Programme 2: It is recommended to consider the interests of employers. When creating educational programs, it is necessary to have a state vision and take into account the requirements of the labor market, so that graduates can easily adapt to workplaces, use professional knowledge, conduct oral and written communication effectively, and create a collaborative environment. The modern digital era offers a wide range of employment opportunities for philological majors, the use of this opportunity should ensure adequate learning outcomes of the program;

Programme 3: It is recommended to ensure the development of language competence of the students up to B2 level through core courses to enhance students' participation in international research projects and other activities at international level;

Programme 4: It is recommended to consider the interests of employers. When creating educational programs, it is necessary to have a state vision and take into account the requirements of the labor market, so that graduates can easily adapt to workplaces, use professional knowledge, conduct oral and written communication effectively, and create a collaborative environment. The modern digital era offers a wide range of employment opportunities for philological majors, the use of this opportunity should ensure adequate learning outcomes of the program;

Programme 5: Ensure the consistency of the programme outcomes with the demands of the labor market by focusing on development of more practical skills (i.e. reviewing);

Programme 6: It is recommended that the programme should have a wider scope to go beyond the Georgian-Greek-Armenian languages and better embrace broader issues in the field of philology. Accordingly, relevant aspects should be reflected in the programme learning outcomes;

Programme 7: It is recommended to take more into account the interests of employers, which provides wide employment opportunities, the use of this opportunity ensures adequate learning outcomes of the program.

1.3 substandard:

Cluster: It is recommended to provide the information about the learning outcomes of the programme to students, alumni and employers.

1.4 substandard:

Programme 1: The content of the course "Georgian classics of the 19th century" should be transferred to the mandatory component to ensure the learning outcomes planned by the program;

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Programme 6: It is recommended to add interdisciplinary (art studies, history, archeology) courses to the program.

1.5 substandard:

Programme 1: The foreign languages are offered in an elective component and for a particular semester, when these courses are offered, a student's language competence should be at least B2 to understand the content of compulsory study literature in Russian, English, French and /or German;

Programme 6: It is recommended that mandatory literature provided in English, Russian, German and /or French in some courses be translated into Georgian by the course authors;

Programme 5: Make sure that the ratio between contact and independent hours considers peculiarities of the courses (their content and learning outcomes) and is adequate to the master's level providing more time for independent learning;

It is recommended that mandatory literature provided in Armenian in some courses be translated into Georgian by the course authors as despite the specificity of the program, not all student might be able to have the relevant knowledge of Armenian;

2.1 substandard:

Cluster: Determine the knowledge of a foreign language at the B2 level as a precondition for admission to the MA programme;

Programme 6: Make sure that the entrance examination in textology is modified in accordance to the requirements of separate modules.

2.3 substandard:

Cluster: It is recommended to use the teaching and learning methods that ensure students' active engagement in the learning process (student centred learning), interaction both between students and staff and students themselves;

Cluster: It is recommended to provide training on online and blended learning methods and tools for academic and invited personnel in order to ensure that electronic/distance learning is conducted using relevant methods.

● **Suggestions for the Programme Development**

1.1 substandard:

Cluster: Closer coordination between prospective employers and module designers would be useful, in order to ensure that students are well-prepared to enter the labor market and employer needs will be met;

Programme 5: a separate description of objectives for the first module;

Programme 6: It is desirable for internationalisation to be more clearly defined in the objectives of the program;

Programme 7: More efforts could be made towards internationalisation, including by involving scholars from outside Georgia on PhD committees where their expertise is relevant;

1.2 substandard:

Programme 3: Increase the contact hours for 5 ECTS credit foreign language courses 1 and 2 (English/German/French) to ensure the development of language competence of the students based on the CEFR;

Programme 5: Revise the outcomes of the programme so that the knowledge, skills and responsibility are described in a more differentiated way;

Programme 5: Formulate the outcomes of the programme in a more simple and concrete manner in order to make them more useful and handy for all the stakeholders;

Programme 5: Modify the programme outcomes based on the sectoral benchmark for Literary Studies upon its official enacting;

Programme 7: It is better to differentiate between knowledge-understanding, skills and responsibility-autonomy and to formulate learning outcomes more clearly.

1.4 substandard:

Cluster: A more global approach to the study of the Caucasus could be embedded into the curriculum. This includes recognizing Georgia's contacts with the Near Eastern world as well as examining the relationship between Georgian and other literatures of the Caucasus;

Programme 1: It is desirable that the recent research, new findings and modern scientific achievements should be reflected in the content of the program (which, in many cases, implies the results of the grant projects financed by the Rustaveli Foundation, in the implementation of which the scientific potential of the university is involved);

Programme 1: it is desirable that core and elective courses do not repeat the same issue to avoid overlapping, and plan the course syllabi accordingly;

Programme 3: correct a technical error is identified in the program qualification - "master of Georgian Literature";

Programme 5: Consider new research findings and modern scientific achievements of Literary Studies by taking advantage of more recent international scientific sources, thus supporting the internationalization of the programme;

Programme 6: It is recommended that the curriculum of educational program should describe more clearly the division of the program into two modules;

It is advisable to add a separate module in Medieval Christian Syriac/Aramaic, as it is the Medieval Syriac, alongside with Greek, that defined the Medieval Eastern Christian culture, or at least offer a course in Medieval Syriac.

1.5 substandard:

Programme 1: Program offers many new and interesting disciplines in the field that equip the students with contemporary approaches of the field development. It is important that the authors of the courses consider the specificity of the BA Program and provide the student with appropriate volume of literature, as some courses contain quite a big list of scientific literature;

Programme 1: It is desired that scientific literature should take into account the appropriate level of the student's knowledge of a foreign language;

Programme 2: It is better that the amount of material provided by the academic courses, the literature required for its utilization should correspond to the credit assigned for a specific academic course and the corresponding lecture-seminar hours and independent work hours of these credits;

Programme 3: It is advised to revise the list of mandatory literature in the syllabi of some courses and shorten the list of literature based on the specifics of the course content, to avoid the repetition of the same literature in other courses;

Programme 3: It is desirable to revise the credit load of some courses to enable the students to process, understand, and analyze large volumes of books, assigning credits to the subject by considering work required for independent work, by considering the level of the program;

Programme 5: Adjust the learning outcomes of the courses so that they correspond to the programme learning outcomes in a more differentiated way and functional duplications are eliminated;

Programme 5: Include the primary sources (literary texts) both in the list of course readings as well as in the content of the syllabi;

Programme 5: Specify in the syllabi the correlation between learning outcomes and assignments showing which assessment method is used for each learning outcome;

Programme 6: Ensure that the bibliographical entries are correctly indicated in the syllabi;

Programme 6: It is advisable that the topics of the MA theses would not be confined to the Biblical Studies, but   broadened;

Programme 7: Decrease the number of contact hours for the teaching courses in the PhD programme Philology providing PhD students with more time for independent work and research;

2.1 substandard:

Cluster: Consider merger or modification of the programmes with low numbers of admissions in order to make them more popular.

2.2 substandard:

Cluster: It is suggested to add additional foreign language courses, with a special focus on academic reading and writing skills, which will increase the research potential of BA and MA students at the international level;

Cluster: It is suggested to integrate an activity or course into BA and MA programmes similar to Doctoral Students' Seminar ensuring gradual enhancement of BA and MA research under regular supervision;

Cluster: It is suggested to collect and provide information on students' engagement in research projects and relevant documents (scientific papers published with co-authorship of students) separately.

2.4 substandard:

Cluster: It is suggested that the university administration use existing communication channels and possibilities more effectively to increase the awareness among the university community.

3.2 substandard:

Cluster: It is suggested to develop mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA/doctoral theses;

Cluster: It is suggested to revise the maximum limit of PhD student supervisors.

4.1 substandard:

Programme 7: Additional support for PhD supervisors (including additional compensation for their work) would be desirable where possible, as supervision of PhD thesis is included in the regular workload of academic staff. Failing that a reduction in workload in return for PhD supervision would be advisable.

4.4 substandard:

Cluster: It is desirable to increase the number of student spaces in the university;

Programme 2: It is recommended to material and technical base intensively for effective realization of electronic resources, digital elements of teaching and research provided by the study courses, which considers efforts of the academic staff in terms of offering the said resource and raising the motivation of students.

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

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

In the descriptive part of sub-standard 1.2 of the PhD program, discussion regarding the labor market is presented in two parts: the first part refers to the academic space of employment and accordingly, evaluation is positive, whereas in the second part, the opinion is expressed about considering the employers's recommendations more in relation to other areas of employment. Accordingly, in the conclusion nothing is omitted, besides, the university agrees with this recommendation.

Thus, the experts' panel do not agree with the University opinion on the first standard that the descriptive narrative and the relationship of the evaluations of the program components provided is not accurate, as:

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

1. In substandard 1.3, the overall cluster recommendation applies to all programs and the evaluation as 'substantially complies with the standard' applies to all programs;

2. In sub-standard 1.2, recommendations are written in regard of MA Program in Kartvelian Linguistics, MA Program in Georgian Literature, MA Program in General and Applied Linguistics, and PhD Program in Philology, based on the reasoning presented in the descriptive part and the evaluation as "substantially complies with the standard" is properly presented;

3. In two sub-standards of the first standard: 1.2 and 1.3, the evaluation as 'substantially complies with the standard' is defined for the MA Programs in Georgian linguistics, MA Program in Georgian literature, MA Program in General and Applied Linguistics, PhD Program in Philology. According to the Accreditation Provision (Subparagraph 2 of Article 27), "The educational program 'complies with the requirements of the standard', if the educational program is evaluated in relation to no more than one component of this standard as 'substantially complies with the standard', and in relation to the remaining components - as 'complies with the requirements of the standard' ". Accordingly, the standard evaluation of the expert in line with the legislative requirements.

In conclusion, the expert panel agrees that all recommendations provided for the HEI will remain unchanged.

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

Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation[4]
2. Cluster evaluation[5]

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

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

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

4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The educational programmes conform to the standard. The objectives are clearly stated, the learning outcomes are realistic, the curriculums are well-designed. In addition, students are thoroughly engaged at all levels in the learning process. Teaching and learning methods are appropriate as well as flexible. The labour market has been taken into consideration in the design of each programme. The site visit confirmed the active engagement of teachers, students, and administrators in improving the programme. The degree of internationalisation in most cases is excellent.

Traditional philological courses for Ivane Javakhishvili State University at the BA, MA and PhD levels are presented in the cluster. They are logically connected to each other, consistently developing students from broad knowledge to deep and systematic knowledge, providing opportunities for independent research.

The goals of the programs united in the cluster include development of philological knowledge and skills, teaching of philological field competencies.

Programs have common goals; however, they are independent, individual programs.

The objectives of the programs united in the cluster correspond to the mission, goals and strategy of the higher education institution. The goals are formulated based on the opinions of the involved parties, the requirements of the labor market are mainly taken into account, although in some cases the interests of the employers are not taken into account.

The objectives of the programs reflect the aspects of internationalization. Students and graduates have the opportunity to be involved in the international scientific field based on the acquired knowledge and practical skills. The goals of the programs presented in the cluster provide the opportunity for graduates to contribute to the development of the field and society.

The goals of the programs are formulated realistically. It corresponds to the teaching field, level, national qualification framework, standard, takes into account the subject benchmark statement and is achievable.

Description and Analysis - Programme 1 Georgian Philology - BA level

BA Educational Program in Georgian Philology was developed considering the labour market requirements. The program's goals align with the University mission and strategic plan, and it provides for equipping the graduates with knowledge of the international standards-based Georgian philology, interdisciplinary and complex issues of humanities, and philological sciences. The program aims at developing basic knowledge of humanitarian competence, so that the students be able to analyse, critically evaluate, review and interpret a literary work from a historical and cultural point of view; to describe the centuries-old Georgian literature and the processes of Georgian Folklore; to possess the structure of the old and new Georgian language; Georgian literary language history, paleography; the main topics of Georgian dialectology, lexicology-lexicography; One of the European languages and one of the classical/oriental languages at the primary level; Learn world literary processes, translation theory, and practice at a basic level; and develop a critical approach to analysing Georgian language and literature, to define and critically discuss linguistic, ethical-historical-ideological issues of the literary text at the primary level; to show respect for Georgian as the state language, uphold academic ethics, and have humanistic values. The BA program covers a wide range of Georgian philology and its separate directions, a variety of core and elective courses that enables the students to deepen their knowledge based on their interests, and plan the next level of their studies more thoroughly.

Overall, the program goals consider the specifics of the field of study, level, and educational program and determine the knowledge, skills, and competencies the program aims to develop in graduates. They also demonstrate how the program contributes to the development of the field and society. The goal of the program is fully consistent with the characteristics of Georgian philology, which considers the requirements of the field and the peculiarities of its development. Program corresponds to the requirements stipulated by level 7 of the National Qualification Framework. From the goals of the program it is seen that the program aims to assist the student develop respect for Georgian as the state language, to uphold academic ethics, and to have humanistic values – and thus, contribute to the development of the field and generally, society. Ways and methods of implementation of the program goals are outlined in the program considering the field and level specifics of the study.

Program internationalisation is also envisaged in the goals of the program, where the specificity of the area of the study is highlighted. Academic staff are involved in international scientific projects, which was also mentioned in the interview process and is confirmed by the submitted documents. During the interviews the students admitted that they are also provided with information regarding exchange programs and other international projects by the staff and the administration. Information about the program is public and available on the institution's website, shared by the stakeholders involved in the

program. Based on the interviews it can be said that the goals set by the program are in line with local labour market requirements and needs, they are realistic and achievable.

Description and Analysis - Programme 2 Georgian (Kartvelian) linguistics master's program

The goal of the **Georgian (Kartvelian) Linguistics** master's program of Ivane Javakhishvili Tbilisi State University is adequate for the level of the field of study. The program complies with the requirements of the 7th level of the national qualification framework.

The program is focused on the acquisition of systematic sectoral knowledge of international standards in Georgian (Kartvelian) linguistics, on the development of research and transferable skills, which ensures the training of a specialist corresponding to the demands of the academic space and the labor market. The program is related to the university's mission in terms of conducting high-quality teaching and research activities and provides for the vision of the university/faculty's strategic development and action plan.

The goals reflect the peculiarities of the educational program represented by several modules and include various aspects of the development of Georgian linguistics. The master's program of Georgian (Kartvelian) linguistics combines three modules: 1. Old and new Georgian literary language. 2. Georgian (Kartvelian) languages and dialects. 3. Pragmatics of the Georgian language. The objectives of the program adequately reflect the features of all three modules. The program takes into account the subject benchmark statement of philology, which reflects the requirements of the field and the peculiarities of its development.

The goal of the master's program in **Georgian (Kartvelian) linguistics** is to provide deep and systematic knowledge about the structure and functioning of Georgian languages, lexicology and lexicography, to equip linguistic research with modern methods and technologies, so that the graduate can learn about the old and new Georgian literary language and dialects, Kolkhuri (Megrul-Lazuri), Svanuri Collection and processing of empirical material to work on issues of structure and linguopragmatics, textological, linguistic, linguocultural and comparative analysis of sources of Georgian language subsystems (according to the program modules), reconciliation of different opinions in accordance with the principles of academic ethics, formation of one's own opinion, innovative synthesis of information based on data on Georgian languages, strategically conducting linguistic research and presenting the results, contributing to the spread of knowledge about Georgian as the state language and other Georgian languages, linguistic and realizing a value attitude towards cultural diversity.

As a result of the presented documentation and interviews, the involvement of students in international scientific projects within the program was confirmed, which reflects the realism of presenting the aspects of internationalization in the goals of the program.

The goals of the program also reflect the contribution of graduates to the development of the field and society. The goals of the program are formulated realistically. The objectives of the program are also mainly relevant to the labor market requirements and are achievable. As a result of the presented documentation and the interview, the coordinated activities of the academic staff involved in the preparation of the program were confirmed.

Overall, program objectives take into account the specifics of the field of study, level and educational program and define the knowledge, skills and competences aim to develop in graduates.

Information about the program is public and can be viewed on the university's website.

Description and Analysis - Programme 3 Georgian Literature (MA Level)

The MA Educational Program in Georgian Philology was developed considering the labor market requirements. The program's goals align with the University mission and strategic plan, and it provides for equipping the graduate with systematic knowledge and skills based on international competencies. The program consists of four modules: Module I: Old Georgian literature; Module II: New Georgian literature; Module III: Modern Georgian Literature, and Module IV: Folklore. In the program description, the goal of each module is presented separately, which is also consistent with the program's main goals and the university's mission. The program fully corresponds to the study level of the master's level of higher education.

Each specialisation module in the program presents the main directions and characteristics of old, new, and Modern Georgian literature, as well as the problems of the history and theory of folklore. The program is focused on preparing the students to conduct scientific research, pedagogical and practical activities independently in the fields of Georgian literary criticism and folklore so that they can read literary texts professionally and form a culture of theoretical research, interpretation, independent (interdisciplinary and intercultural) research and analytical thinking and have the profound knowledge of the history of Georgian literature, literary criticism and specific issues of Georgian folklore.

Study courses and modules are logically connected and cover the entire spectrum of the development of Georgian literature. Overall, the program goals consider the specifics of the field of study, level, and educational program and determine the knowledge, skills, and competencies the program aims to develop in graduates. They also demonstrate how the program contributes to the development of the field and society. The goal of the program is fully consistent with the characteristics of Georgian philology, which considers the requirements of the field and the peculiarities of its development. Program corresponds to the requirements stipulated by level 7 of the National Qualification Framework.

Regarding Program internationalisation it can be said that the academic staff and students are involved in international scientific projects, which was also mentioned in the interview process and is confirmed by the submitted documents. Information about the program is public and available on the institution's website.

Evidences/Indicators

- Bachelor's, Master's, Doctoral programmes and syllabi grouped in the Philology cluster (Appendix #2);
- Analysis of labor market and employers' demands (Appendix # 9);
- HEI Mission and Strategic Plan (Appendix # 17)
- Website;
- Interview results.

Description and Analysis - Programme 4 General and applied linguistics master's program

The goal of the master's program in general and applied linguistics of Ivane Javakhishvili Tbilisi State University is adequate for the level of the field of study. The program complies with the requirements of the 7th level of the national qualification framework.

The program is focused on providing systematic field knowledge of international standards in the field of general and applied linguistics, developing research, transferable skills, which ensures the training of a competitive specialist corresponding to the demands of the academic space and the labor market. The program is related to the university's mission in terms of conducting high-quality teaching and research activities and provides for the vision of the university/faculty's strategic development and action plan.

The goal of the master's program in general and applied linguistics is to educate an independent, self-critical, initiative, responsible and competitive specialist - a linguist in professional practice, for which the program is focused on teaching the theories of applied aspects of linguistics on the one hand, and on the other hand, acquiring deep knowledge in the fields of theoretical and comparative linguistics and acquiring this knowledge, the development of the ability to use it in practice. The purpose of the program provides opportunities for complex study of linguistic problems and making optimal decisions, presenting substantiated conclusions, and raising the professional level.

As a result of the presented documentation and interviews, the involvement of students in international scientific projects within the program was confirmed, which reflects the realism of presenting the aspects of internationalization in the goals of the program.

The goals of the program also reflect the contribution of graduates to the development of the field and society.

The goals of the program are formulated realistically. The objectives of the program are also mainly relevant to the labor market requirements and are achievable. As a result of the presented documentation and the interview, the coordinated activities of the academic staff involved in the preparation of the program were confirmed.

Overall, program objectives take into account the specifics of the field of study, level and educational program and define the knowledge, skills and competences aims to develop in graduates.

Information about the program is public and can be viewed on the university's website.

Description and Analysis - Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)

The objectives of the MA Programme *Literary Studies, Textology and Editing-Publishing* are clearly established stating that the programme aims at preparing professional scholars who are equipped both with the theoretical knowledge in modern literary studies as well as practical skills in the field of textology, edition and publishing. These objectives, described in a more detailed way in the curriculum, seem to be realistic and achievable within the 4 semesters allocated to the MA Programme. Furthermore, the programme objectives consider the specificity of the field of Literature and Linguistics defined in the *Educational Fields Classification* under 0232 that includes the study of comparative literature as well as "Study of literature in general (not combined with study of a special language)". They also correspond to the stage 7 of the *National Qualification Framework* by highlighting "the theoretical aspects of modern theoretical methodologies" and a contribution to Literary Studies "with the latest knowledge of the field". The programme objectives as they are described in the curriculum comprise knowledge and understanding (of literature as a form of intercultural communication), skills (of application of the

theoretical approaches established in the Western Literary Studies for the analysis of the Georgian literature) and competences / values ("maintaining academic integrity, respecting cultural diversity") that the students will have developed at the moment of their graduation.

The description of programme objectives illustrates its contribution to the development of the field and the society quite explicitly by indicating graduate's capacity to involve local Literary Studies into the broader context of the World Literary Studies providing an interdisciplinary dialogue on an international level on the one hand and to participate in the establishment of critical thought implementing innovative methods of text edition and publication on the other hand. Additionally, the head of the programme shared with us her view on the societal functions of the programme. From her point of view, the programme widens the vision of students showing them the potential of literature in today's world and emphasising its intercultural dimension. It appears to be a bit peculiar though that only objectives of the second module are present in the programme separately whereas the objectives of the first module are missing.

The objectives of the programme are consistent both with the university's mission that emphasises contribution to the intellectual, ethical, cultural and socio-economical development of the society and with its strategic plan, especially the goal N2 implying the integration of scientific research in the educational process that is made possible due to the fact that the MA Programme *Literary Studies, Textology and Editing-Publishing* is carried out in collaboration with two research institutes. However, the thoroughly conducted analysis of the labour market shows that not all of its demands and needs are considered in the programme. For instance, the ability to critically review a literary work had apparently been addressed by employers as one of the key competences to be expected from the graduates. However, no related competence is mentioned among the programme objectives. Even though it is clear that the second module of the programme is very much oriented to the labour market and many graduates are already employed at publishing houses whereas the first module provides rather the academic personnel for research projects and high schools, still more attention to the results of the labour market analysis would definitely have a positive impact on the employability of the graduates.

Internationalisation certainly belongs to one of the strengths of the programme objectives. It can be noted throughout different parts of the objective formulation. First of all, Comparative Literature itself is identified here as an intercultural field of study, later on, the European theoretical trends as well as Western theoretical and practical requirements are mentioned, and the perspective to pursue Literary Studies at a European HEI is outlined in the programme objectives as well. All of this is good evidence for the proper acknowledgement of internationalisation issues while developing the programme.

The MA Programme *Literary Studies, Textology and Editing-Publishing* is publicly available on the website of TSU, so the description of its objectives can be freely accessed by all stakeholders. The programme objectives are shared by the academic and invited personnel that are involved in the programme. Several members of the personnel could name the most important objectives of the programme (to analyse Georgian literature based on recent methodology, thus making Georgian literature accessible and understandable for Western academia; preparing the graduated for the work in the field of edition and publishing) and confirm the logical connection between the courses they teach and the programme objectives by emphasising the outcomes like the abilities to apply theory and practice or to analyse a literary text. However, the students and alumni had no opinion of the programme objectives which can be definitely an issue for the further improvement.

Evidences/Indicators

- o   Bachelor's, Master's, Doctoral programmes and syllabi grouped in the Philology cluster (Appendix 2);
- o   Analysis of labor market and employers` demands;
- o   TSU Mission and Strategic Plan
- o   Website;
- o   Interview results.

Description and Analysis - Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)

Programme objectives are relatively clearly defined, and consider the specificity of the field of study, level and an educational programme; they are realistic and achievable, and define the set of knowledge, "based on international competencies, with methodology and skills" a programme aims to develop in graduate students. The objectives set by the programme description also illustrate the contribution of the programme to the development "of the academic field and exchange of knowledge and dissemination to the academic community and wider circles," they also aim to "integrate into the international scientific sphere of Caucasus studies."

Programme objectives are consistent with the mission, objectives and strategy of the HEI, its faculty and its structural unit; As the interviews showed, local labor market demands, trends and needs of the international labor market are of primary importance, as the programme is integrated into the framework of the International Society of Biblical Studies. Hence, the objectives defined reflect main issues of internationalization of the programme, focusing on the peculiarities of the field of study and the level of education; Knowledge, skills and competences that the programme aims to develop in graduate students are clearly formulated; its objectives are public and accessible, and are shared by the persons involved in the program.

The strongest aspect of the programme is its internationalization: however, although the academic staff and students are involved in international scientific projects, this fact is not indicated in the description of the programme. The shortcomings of the programme description and objectives are the following: a) division of the programme into two modules (module I – medieval Georgian philology, and module II – medieval Armenian philology) is first indicated only at the end of the learning outcomes description; respectively, it is not reflected in the programme objectives; b) one of the goals of the programme is defined as to "provide deep and systematic knowledge in the Philology of Medieval Christian East." In reality the programme is centred around the Medieval Georgian and Armenian philology, and its relationship to the Medieval Byzantine philological and cultural milieu;

Evidences/Indicators

Results of interviews;

Self-evaluation report;

Program curriculum.

Description and Analysis - Programme 7 (Philology (PHD))

The goal of the doctoral program in philology of Ivane Javakhishvili Tbilisi State University is adequate for the level of the field of study. The program complies with the requirements of the 8th level of the national qualification framework.

 It is in a natural and logical connection with the content and results of this program, it takes into account the mission and strategic plan of Ivane Javakhishvili Tbilisi State University. The goals of the program are formulated realistically. The objectives of the program are also largely relevant to the labor market and are achievable.

When defining the goals of the program, the specifics of the third level of study are emphasized - the development of research skills and contributing to the development of the field through its implementation, which is why the program is focused on promoting the intellectual growth of the doctoral student and the creation and implementation of new knowledge in the field.

The objectives of the program reflect the aspects of internationalization. It envisages the inclusion of doctoral students in the international scientific space based on the knowledge and practical skills obtained in accordance with internationally proven standards.

The goals of the doctoral program in philology are:

· The doctoral student should study in depth the modern research methods based on the fundamental knowledge of the field of philology and the philological field selected for research, including the methods of obtaining and processing information using modern technologies.

· To develop the ability to organise and conduct scientific-research activities in the chosen philological field, as well as to perform independent or collective scientific research with appropriate research methods.

· to support the doctoral student in the internationalization of his research results and integration in international academic circles; to develop necessary skills for teaching and research activities in higher educational institutions; To develop high scientific values, to acquire the obligation to observe the principles of professional ethics and academic integrity in the research process and the responsibility of exchanging and spreading the latest scientific knowledge, which is the so-called third mission of the university.

As a result of the presented documentation and the interviews, the involvement of doctoral students in international scientific projects within the program was confirmed, which reflects the realism of presenting the aspects of internationalization in the goals of the program.

Exchange research visits of doctoral students of the doctoral program of philology to European universities and scientific research centers within the framework of the Erasmus + program, for which they are selected through a competition, contribute to their integration into the international scientific space. Information on exchange programs for students is regularly posted on the website of the Department of Foreign Relations of the University (https://www.tsu.ge/ka/foreign-relations).

The goals of the program also reflect the contribution of graduates to the development of the field and society. The responsibility of sharing and spreading the latest scientific knowledge is related to the development of the field and society.

As a result of the presented documentation and the interviews, the coordinated activities of the academic staff involved in the preparation of the program were confirmed.

Overall, program objectives take into account the specifics of the field of study, level and educational program and define the knowledge, skills and competences that are aimed to be developed.

Information about the program is public and can be viewed on the university's website.

Evidences/Indicators

University Website;

PhD program description;

Interview results.

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding advice for the programme development

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

Closer coordination between prospective employers and module designers would be useful, in order to ensure that students are well-prepared to enter the labor market and employer needs will be met.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Georgian Philology - BA level**)**

   Recommendation(s):

   Suggestion(s):

Programme 2 (Georgian (Kartvelian) Linguistics, MA)

   Recommendation(s):

Suggestion(s):

Programme 3 (Georgian Literature, MA)

Recommendation(s):

Suggestion(s):

Programme 4 (General and Applied Linguistics, MA)

Recommendation(s):

Suggestion(s):

Programme 5 (Literary Studies, Textology and Editing-Publishing; MA)

Recommendation(s):

1. It is recommended to take into account the requirements and needs of the labor market when modifying the objectives of the program
2. It is recommended to ensure that the programme objectives are shared not only by the teaching personnel but also by the students so that they are able to identify their strengths and areas of improvement.

Suggestion(s):

Provide a separate description of objectives for the first module.

Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)

Recommendation(s):

Suggestion(s):

It is desirable for internationalisation to be more clearly defined in the objectives of the program.

Programme 7 (Philology (PHD))

Recommendation(s):

Suggestion(s):

> More efforts could be made towards internationalisation, including by involving scholars from outside Georgia on PhD committees where their expertise is relevant.

Evaluation [6]

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	X	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature (MA))	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)	☐	X	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	X	☐	☐	☐
Programme 7 (Philology (PhD))	X	☐	☐	☐

1.2 Programme Learning Outcomes

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

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

Cluster and individual evaluation

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

The results of the programs united in the cluster logically derive from the goals of the mentioned programs and correspond to the standard, the mission of the university and the strategic plan.

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[6] Evaluation is performed for each programme separately.

The learning outcomes of the programs describe the knowledge, skills, responsibility and autonomy of the philological fields that the student will acquire at the end of the program.

The documentation and interviews presented by the higher educational institution confirmed the involvement of academic staff, to some extent the involvement of students, and graduates in determining the learning outcomes of the program, which determined their academic and practical value.

The learning outcomes of education programs are measurable, achievable and realistic. The learning outcomes of the programs essentially take into account aspects of internationalization, market requirements, although in some cases more involvement of employers is needed.

BA and MA programs provide the opportunity to continue to the next levels of study, the PhD program prepares an independent researcher according to international standards.

The study results of the programs presented in the cluster ensure the preparation of a philologist equipped with appropriate field knowledge and practical skills in accordance with the teaching levels, whose theoretical and practical activities will contribute to the spread and development of philological knowledge.

Description and Analysis -Programme 1 Georgian Philology - BA level

Learning outcomes of the BA Program in Georgian Philology are logically related to the goals envisaged by the program and include both general, transferable skills and basic knowledge provided by the content of the program. The program's learning outcomes correspond to the BA level of education, correspond to the specificity of the field of study and the qualifications granted (Georgian philology). The program was developed by considering sectoral characteristics of Georgian Philology and is properly formed based on these characteristics. The learning outcomes of the program are formulated in a logical way and presents what knowledge, competencies and skills, responsibility and autonomy will the program develop. Study components used to achieve the goals of the BA program ensure the achievement of the following outcomes: a) achievement of knowledge, analysis, and critical skills provided by undergraduate education, b) the acquisition of appropriate knowledge and development of skills for the program graduates to continue their studies, and c) providing a real opportunity for employment, considering the peculiarities of the field of study in line with the requirements of the labor market. The learning outcomes of the program are measurable, achievable and realistic. They describe the sense of responsibility and autonomy students gain after completing the program, based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF) qualifications.

The content of the program and, accordingly, the goals and outcomes, are quite voluminous. Both the goals of the program and the outcomes include knowledge of the periods of Georgian literature and their specific characteristics (goals - the student lists and discusses the main directions of Georgian literature and public thought of the 19th century, issues of Georgian romanticism and realism, Georgian writing of

the 19th century), which is also reflected in the corresponding outcomes (Describes… the issues of Georgian writing of the 19th century; Describes and analyzes the main issues of the history of Georgian literature of the 20th century, the main trends of modern Georgian literary processes and their relation to the system of development of world literary thought; explains and conveys the main trends of Georgian literature and public thought of the 19th century, Georgian issues of romanticism and realism, Georgian writing of the 19th century. At the basic level, the student analyzes and formulates the main issues of the history of Georgian literature of the 20th century) (see recommendation for substandard 1.4).

Based on the submitted documents and interviews it is evident that the staff of the program assist students in participation in various field projects and activities that serve to develop skills and competencies. The students mentioned that they are annually involved in student scientific conferences, literary evenings and permanent scientific seminars of the Institute of Georgian Literature and the Institute of Georgian Language. They also have the opportunity to publish their papers in the student journal.

Description and Analysis - Programme 2 Georgian (Kartvelian) linguistics master's program

The learning outcomes of the master's program of **Georgian (Kartvelian) linguistics** logically derive from the goals of the mentioned program and are consistent with the standard, subject benchmark statement, mission and strategic plan of the university.

The documentation and interviews presented by the higher educational institution confirmed the involvement of academic staff, to some extent students, and graduates in formulating the learning outcomes of the program, which determined their academic and practical value.

During the interviews, the need to take into account the interests of employers was revealed. They point out that when creating educational programs, it is necessary to have a state vision and take into account the requirements of the labor market, so that graduates can easily adapt to workplaces, use professional knowledge, conduct oral and written communication effectively, and create a collaborative environment. The modern digital era offers a wide range of employment opportunities for philological majors, the use of this opportunity should ensure adequate learning outcomes of the program.

  The learning outcomes of the program are measurable, achievable and realistic. The program creates an opportunity to continue learning at the next level, as well as to contribute to public life by spreading the acquired knowledge, to establish multicultural values. The study results of the program provide an understanding of the problematic issues of Georgian (Kartvelian) linguistics, their study using modern linguistic research methods, observing academic standards, based on the discussion of opposing opinions, emphasizing one's own approaches, continuing studies at the doctoral level, and employment in specialized and related fields. It should be noted that the learning outcomes provided by the program modules are reflected in a balanced way in the learning outcomes of the program. The graduate of the program describes the phonetic, morphological, syntactic, lexical features of the old and new Georgian literary language, the subsystems of the Georgian language, discusses written sources, based on scientific knowledge, determines the importance of the norms of the literary language for the functioning and development of the language, searches for, processes library and electronic resources, gets acquainted and thoroughly Processes field scientific literature, with a complex approach, with a critical view, deeply analyzes the problematic issues of Georgian (Kartvelian) linguistics, searches for optimal solutions, formulates and presents substantiated conclusions (oral and written form), plans and uses the latest

methods of linguistic research, independently creates scientific work with academic ethics, with professional responsibility, contributes to the development of sectoral knowledge, with individual and team work skills, it is involved in collaborative learning and research, contributes to the development of field knowledge with professional responsibility, engages in a collaborative learning and research environment with individual and team work skills, shows respect for the Georgian state language and other Kartvelian languages, and is tolerant of linguistic and cultural diversity. Improving the level of foreign language is necessary to achieve the results provided by the curriculum.

The learning outcomes of the master's program of **Georgian (Kartvelian) linguistics** are adequate to the seventh level of difficulty of the national qualifications framework. Through them, the program ensures to prepare a master-specialist of Georgian linguistics, equipped with appropriate field knowledge and practical skills, whose theoretical and practical activities will contribute to the spread and development of philological knowledge.

Description and Analysis - Programme 3 Georgian Literature - MA Program

The learning outcomes of the MA Program in Georgian Literature correspond to the goals of the program and are relevant to the MA level, the field of philology. The program was developed by considering sectoral characteristics of Georgian Philology and is properly formed based on these characteristics. The learning outcomes of the program are formulated in a unified form, as well as the individual outcomes of each module are presented (Module I: Old Georgian literature; Module II: New Georgian literature; Module III: Modern Georgian Literature, and Module IV: Folklore), and it is presented what knowledge, competencies and skills, responsibility and autonomy will the program develop.

Theoretical knowledge and practical skills obtained as a result of completing each module allow the graduate to understand the specific problems of Georgian literature and folklore, find ways of their solving them, develop original ideas, develop the ability to strategically plan research strategically, create scientific papers in compliance with academic standards, which is a prerequisite for successful employment of the graduate, conducting independent research and study at the next level. The teaching and research components used to achieve the final goals ensure that the results are achieved, with due attention to the future employability of the graduates.

The program also provides for the development of language competencies. More specifically, after the completion of the program, the graduate ... "thoroughly reviews the field scientific literature, dictionaries, library and electronic resources available in Georgian and/or one of the European languages, the different opinions on the problematic issues of the field in the scientific literature and theories". It should be noted that the prerequisite for admission to the MA program in Georgian Literature is the B1 level according to the Common European Framework of Reference for Languages (CEFR), which is considered a rather low level for the master's level, regardless of the language of instruction of the program. Additionally, 5 ECTS credit foreign language courses 1 and 2 (English/German/French), with a total load of 60 academic hours, are offered in the elective component, which in the given format cannot ensure the development of language competence (see recommendation below, substandard 2.1.).

During the interview, it was revealed that in the re-accreditation process of the program, all stakeholders participated and were involved in its development. Staff, students, and alumni have confirmed their

participation; they had sufficient information regarding the development of the implemented changes program.

The learning outcomes of the program are measurable, achievable, and realistic. The program defines the mechanism of evaluation of learning results, which is carried out periodically, determined by the specifics of the field, and considers three levels of learning results (introduce, practice and master).

Description and Analysis - Programme 4 General and applied linguistics master's program

The learning outcomes of the **General and Applied Linguistics** master's program logically derive from the goals of the mentioned program and correspond to the standard, the university's mission and strategic plan.

The documentation and interviews presented by the higher educational institution confirmed the involvement of academic staff, to some extent students, and graduates in formulating the learning outcomes of the program, which determined their academic and practical value.

During the interviews, the need to take into account the interests of employers was revealed. They point out that when creating educational programs, it is necessary to have a state vision and take into account the requirements of the labor market, so that graduates can easily adapt to workplaces, use professional knowledge, conduct oral and written communication effectively, and create a collaborative environment. The modern digital era offers a wide range of employment opportunities for philological majors, the use of this opportunity should ensure adequate learning outcomes of the program.

The learning outcomes of the program are measurable, achievable and realistic. The program creates an opportunity to continue learning at the next level, as well as to contribute to public life by spreading the acquired knowledge. The results of the program provide an understanding of the problematic issues of general and applied linguistics, their study with modern linguistic research methods, observing academic standards, based on the discussion of opposing opinions, emphasizing one's own approaches, the prospect of continuing studies at the doctoral level, employment in specialized and adjacent fields, continuous deepening of education in the field of linguistics and raising one's professional level by autonomously searching for the latest information and establishing professional contacts with international or local academic circles.

It should be noted that the learning outcomes of the program provide opportunities for the analysis of the latest theories and methods of modern and applied linguistics, as well as the application of the theoretical knowledge gained in the field of general linguistics and applied aspects in practical activities, the formation of a wide range of modern linguists who carry out typological research of languages of different structures in a synchronic or diachronic perspective. and explores the historical relationships of languages in terms of micro and macro kinship. Improving the level of foreign language is necessary to achieve the results provided by the curriculum.

The learning outcomes of the Master's program in **General and Applied Linguistics** are adequate to the difficulty level seven of the National Qualifications Framework. Through them, the program ensures to train a linguist master-specialist equipped with appropriate field knowledge and practical skills, whose theoretical and practical activities will contribute to the spread and development of philological knowledge.

Description and Analysis - Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)

Learning outcomes of the programme correspond to the objectives of the programme which is visually demonstrated in the map of programme objectives and outcomes. They cover knowledge (of literary movements, critical schools and trends of Georgian literature), skills (ability to apply the research methods and to analyse the literary texts or to apply strategies of text editing and analyse the book market) and responsibility / autonomy (time management, tolerance, academic ethics) envisaged by the content of the programme. However, some of the formulations might require certain amendments. For instance, under knowledge and understanding it reads that the graduates will be able to compare and interpret texts which actually belong rather to the skills section and not to the knowledge and understanding section.

All of the described outcomes are measurable, achievable and realistic. Still, slightly more concrete, simple and brief formulations might be much helpful for all the stakeholders involved. The programme outcomes are consistent with the 7th level of qualification which is obvious taking into consideration the use of words like "in-depth", "systematically" and "critically" in the description of the learning outcomes. The programme outcomes are also consistent with two detailed field descriptors within Literature and Linguistics (0232), namely Comparative Literary Studies (0232.2.6.) and Philology (0232.1.3.) that are actual qualifications to be awarded depending on module studied. Since the sectoral benchmark for Literary Studies is being under elaboration at the moment the prospect of possible modifications of the programme outcomes should be taken into account.

The consistency of the learning outcomes of the programme with the employment demands is not quite convincing for some of the results of the labor market survey (ability to critically review a literary text) seem not to be considered in the programme. However, many other competencies (writing skills, contextualization, editing, text analysis etc.) that were mentioned by the employers in the interview are covered by the learning outcomes of the programme. Even though a practical component is somehow underrepresented in the programme (especially within the module 1), the programme outcomes are substantially consistent with the peculiarities of the Literary Studies and labor market demands, which explains high employability rate of graduates (86%, 73% of graduates are employed in the field of literature). There is no doubt that the graduates will be able to continue their education on the PhD level after they have achieved the outcomes of the programme. The indicator of their progression onto the next level is nevertheless low (21%).

The learning outcomes of the MA programme *Literary Studies, Textology and Editing-Publishing* is a logical continuation of the learning outcomes of the BA programme *Georgian Philology* in terms of content, complexity and difficulty. So, it is more than consequent that these programmes are grouped in the cluster.

Evidences/Indicators

- o Bachelor's, Master's, Doctoral programmes and syllabi grouped in the Philology cluster

- Map of programme objectives and learning outcomes;
- Analysis of labor market and employer demands;
- TSU Mission and Strategic Plan
- Information on the career development of graduates
- Indicator of graduates' progression onto the next level of higher education;
- Interview results

Description and Analysis - Programme 6 (Philological Studies in Medieval Eastern Christianity; MA

The learning outcomes of the programme are logically related to the programme objectives, cover main knowledge, skills and envisaged by the content, and correspond to the specificity of the field of study. They are consistent with: a) the appropriate level of qualification, detailed field descriptor and the qualification to be awarded; b) employment demands of programme graduates and enable graduates to continue their education onto the next level; c) the peculiarities of the field of study and labour market demands. Programme learning outcomes indicate a sense of responsibility and autonomy and autonomy which students gain upon completion of the programme. They are based on the sectoral benchmarks developed based on and compliant with the 7-level of qualification of the National Qualifications Framework (NQF).

The interviews have shown that developing the learning outcomes of the programme was a collaborative process and involved all stakeholders (academic/research and visiting staff, students, graduates); interests of international scientific organisations (such as the International Society of Biblical Studies) with which the programme collaborates have also been taken into consideration.

The self-evaluation report has provided us with the following numbers: percentage of the involvement of students in scientific-research projects is 70%; of the employment of graduates – 100%; of the employment in accordance to the qualification awarded- 81%; of continuation of education on the next level – 15%. The interview made it clear that actual learning outcomes not only match the ones defined in the programme description file, but also are combined with research outcomes and being made parts of the international projects; however, the topics of MA Theses are restricted to the field of Biblical Studies; the individual project of every student of the programme is funded by the Rustaveli foundation, while their research articles are published in prestigious peer-reviewed journals in the field.

Shortcomings of the learning outcomes of the programme are: a) no indication of the internationalization of the project is found in the description of the learning outcomes while, in reality both, the teaching objectives and the learning outcomes are conditioned by programme's internationalization; b) as the programme description suggests, the learning outcomes are restricted to "the Georgian-Greek-Armenian language contacts", while the graduate "understands the general literary, cultural, religious issues of the medieval Christian East, in particular, the Christian Caucasus." That is to say, the programme is rather concentrated on cultural relations of the Caucasus Christianus with Byzantium, rather than providing a broader picture reflecting a general overview of the Medieval Christian Orient.

Evidences/Indicators

- Self-evaluation report;
- Results of the interview;
- Program curriculum,
- Syllabuses

Description and Analysis - Programme 7 (Philology (PHD))

The learning outcomes of the Ph.D. program in philology logically derive from the goals of the mentioned program and correspond to the standard, the university's mission and strategic plan.

The documentation and interviews presented by the higher educational institution confirmed the involvement of academic staff, to some extent doctoral students, graduates in the formulation of the learning outcomes of the program, which determined their academic and practical value.

The learning outcomes of the program are measurable, achievable and realistic. The development and realization of research skills, which fully correspond to the requirements of the third level of study, are of the utmost importance in the learning outcomes. A doctoral student is required to have creative thinking, a critical approach, to evaluate the scientific opinions of others and to create new knowledge based on this, to generate new ideas based on accumulated knowledge, to contribute to the development of the field and society by spreading scientific knowledge, establishing academic ethics, and developing innovative methods and ways of establishing values. These requirements present the profile of the Ph.D. in Philology as a research-oriented educational program.

The learning outcomes of the program take into account aspects of internationalization, as it clearly describes the possibility of high-quality involvement of doctoral students and graduates in exchange programs, scientific projects.

The doctoral program in philology essentially takes into account the demands of the market. It can be said that one of the main areas of employment is the academic space, where graduates are intensively employed.

During the interviews, the heads of the program/doctoral theses repeatedly emphasized that after completing the doctoral educational program, many graduates proved their competence by engaging in the academic space, participating in scientific projects, winning grant competitions and participating in educational processes. During the interview, among the doctoral students and graduates there were those who participate in grant projects, scientific conferences, are invited specialists and conduct seminars in various courses, create readers, participate in the creation of electronic resources, digitization of educational and scientific materials, and serve the development of the field with their own diverse research. (for example, in the direction of corpus linguistics, comparative studies, biblical studies...).

On the other hand, apart from the academic space, during the interviews, the need to take into account the interests of employers was revealed. They point out that when creating educational programs, it is necessary to have a state vision and take into account the requirements of the labor market, so that graduates can easily adapt to workplaces, use professional knowledge, conduct oral and written communication effectively, and create a collaborative environment. The modern digital era offers a wide range of employment opportunities for philological majors, the use of this opportunity should ensure adequate learning outcomes of the program.

The learning outcomes of the doctoral program in philology are formulated within the framework of knowledge-understanding, ability and autonomy-responsibility. Achieving the results is ensured by the educational and research components of the program, but It is better to differentiate between knowledge-understanding, skills and responsibility-autonomy and to formulate learning outcomes more clearly.

The philological research directions are diverse, therefore, the learning outcomes of the program include operating with scientific meta-language, terminological apparatus, scientific bibliography according to the chosen research field, in-depth and argumentative description of theoretical and research methods, the latest concepts and interdisciplinary approaches of the field and research field, practical realization of research skills, which is expressed by the creation of an original scientific work (publication, doctoral thesis, etc.) containing scientific novelty with a research and analytical approach implemented according to international standards. The learning outcomes of the philology educational program emphasize the possibility of actualizing the applied aspects of research, which increases the quality of integration and internationalization in the academic space in terms of involvement in grant projects, work with scientific funds, development and presentation of project proposals. The learning outcomes of the program also provide opportunities to introduce innovative research and teaching methods, use modern teaching strategies, and actualize the interdisciplinary aspects of the field.

The learning outcomes of the Ph.D. program in Philology also feature a high degree of responsibility and autonomy, which are described as follows:

• Doctor of Philology with a high degree of responsibility analyzes and critically evaluates the results of his/her own and others' scientific activities;

• not only acquires and collects knowledge, but also transfers it to others; disseminates and popularizes the achievements of humanitarian, in particular, philological researches in the society.

• In thematic polemics with the scientific community, he/she can accept a different opinion and an argumentative position of the opponent; adequately uses communication strategies and tactics to solve professional tasks; in the process of research, he/she strictly adheres to the principles of professional ethics and academic integrity, thinks creatively and generates new ideas; understands the importance of continuous education, can change the scientific profile if necessary and manage to adapt to new circumstances.

The learning outcomes of the doctoral program of philology at the eighth level of complexity of the national qualifications framework is adequate. Through them, the program ensures to train a philologist-doctor equipped with appropriate field knowledge and practical skills, whose theoretical and practical activities will contribute to the spread and development of philological knowledge.

Evidences/Indicators

- Interviews
- Program curriculum
- Syllabi

Programme 1 (**Georgian Philology - BA level**)

    Recommendation(s):

    Suggestion(s):

Programme 2 (Georgian (Kartvelian) Linguistics, MA level)

Recommendation(s):

It is recommended to consider the interests of employers. When creating educational programs, it is necessary to have a state vision and take into account the requirements of the labor market, so that graduates can easily adapt to workplaces, use professional knowledge, conduct oral and written communication effectively, and create a collaborative environment. The modern digital era offers a wide range of employment opportunities for philological majors, the use of this opportunity should ensure adequate learning outcomes of the program.

Programme 3 (Georgian Literature, MA Level)

Recommendation(s): It is recommended to ensure the development of language competence of the students up to B2 level through core courses to enhance students' participation in international research projects and other activities at international level.

Suggestion(s): Increase the contact hours for 5 ECTS credit foreign language courses 1 and 2 (English/German/French) to ensure the development of language competence of the students based on the CEFR.

Programme 4 (General and Applied Linguistics, MA Level)

    Recommendation(s): It is recommended to consider the interests of employers. When creating educational programs, it is necessary to have a state vision and take into account the requirements of the labor market, so that graduates can easily adapt to workplaces, use professional knowledge, conduct oral and written communication effectively, and create a collaborative environment. The modern digital era offers a wide range

of employment opportunities for philological majors, the use of this opportunity should ensure adequate learning outcomes of the program.

Suggestion(s):

Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)

Recommendation(s):

1. Ensure the consistency of the programme outcomes with the demands of the labor market by focusing on development of more practical skills (i.e. reviewing).

Suggestion(s):

1. Revise the outcomes of the programme so that the knowledge, skills and responsibility are described in a more differentiated way.
2. Formulate the outcomes of the programme in a more simple and concrete manner in order to make them more useful and handy for all the stakeholders.
3. Modify the programme outcomes based on the sectoral benchmark for Literary Studies upon its official enacting.

Programme 6 (name, level) Philological Studies in Medieval Eastern Christianity; MA

Recommendation(s):

It is recommended that the programme should have a wider scope to go beyond the Georgian-Greek-Armenian languages and better embrace broader issues in the field of philology. Accordingly, relevant aspects should be reflected in the programme learning outcomes.

Suggestion(s):

Programme 7(Philology (PHD)

Recommendation(s):

It is recommended to take more into account the interests of employers, which provides wide employment opportunities, the use of this opportunity ensures adequate learning outcomes of the program.

Suggestion(s):

It is better to differentiate between knowledge-understanding, skills and responsibility-autonomy and to formulate learning outcomes more clearly.

....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	X	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	☐	X	☐	☐
Programme 3 (Georgian Literature (MA))	☐	X	☐	☐
Programme 4 (General and Applied Linguistics (MA))	☐	X	☐	☐
Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)	☐	X	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	☐	X	☐	☐
Programme 7 (Philology (PhD))	☐	X	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

Cluster and individual evaluation

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

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

The programmes have appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the program.

The learning outcomes of the programme have apparently been developed under involvement of academic staff which was confirmed during the interviews by mentioning the outcomes that are covered by the concrete courses (analytical skills). The academic and invited staff described their role in the general process and showed to be open to further development. The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes; The learning outcomes of teaching and scientific research components are evaluated in a consistent manner with the periodicity specific to the programmes' field. The peculiarities of the study area and education level are properly considered. The evaluation forms and methods, both direct and indirect, are sound. However, neither students and alumni nor employers were able to identify any of the learning outcomes that would be important for them. It shows that more work has to be done in order to provide the information about the learning outcomes of the programme to all stakeholders involved and thus to make the developing of learning outcomes a collaborative process.

Evidences/Indicators

- o Educational Programs
- o Self-Evaluation Report on Accreditation of Educational Programs Grouped in a Cluster
- o Syllabi of Programmes
- o Programmes' Learning Outcomes Map
- o University Guide Concerning the Evaluation of Learning Outcomes
- o Analysis of Student's Academic Performance
- o Analysis of Labor market and Employers' Needs
- o Committee Information on Planning, Working out and Development of Educational Programmes
- o Conducted interview results

If necessary, description and analysis according to the education programmes

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

- ● It is recommended to provide the information about the learning outcomes of the programme to students, alumni and employers.

Evaluation

Please, evaluate the compliance of the programme with the component

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 (Georgian Philology, BA)	☐	**X**	☐	☐
Programme 2 (General and Applied Linguistics, MA)	☐	X	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	☐	X	☐	☐
Programme 4 (Georgian Literature, MA)	☐	X	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	☐	X	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	☐	X	☐	☐
Programme 7 (Philology, PhD)	☐	X	☐	☐

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

All seven educational programs grouped in the philology cluster are created in accordance with the requirements of the regulations in force at the university (see Resolution No 100/2019 of the TSU Academic Council of July 22, 2019 – "On approval of the planning, development, evaluation and development procedure of TSU educational programs"). Based on the submitted documents and the interviews, it was revealed that members of the university community - students, academic staff, graduates, employers, program leaders, representatives of the institution's Quality Assurance Service and other interested parties - participated and were involved in the development of the programs.

The committee for planning, development, evaluation and development of educational programs grouped in the philology cluster was established on February 19, 2018, according to the resolution #75/2018 of the Academic Council. The committee discussed the project of changes and development of programs established at the meeting of the academic staff with the appropriate profile of the faculty, which, after agreement, was approved by the University Academic Council in compliance with the existing procedures with the submission of the Quality Assurance Service.

The syllabi of the programs presented within the cluster include the title of the subject/module, author, lecturer, subject status, course objectives and expected outcomes, number of credits and distribution of hours according to the student load (ECTS), admission prerequisites, subject/module content - the major to be studied by the student topics, issues, problems), specific teaching/learning method for each study course, evaluation criteria, basic and additional literature and other study material, additional information/conditions, etc. All syllabi are designed in a way to ensure the implementation of predetermined objectives, the achievement of outcomes derived from them and the development of relevant sectoral and general (transferable) competencies.

The content of the programs, depending on the peculiarities of the study fields and levels of the programs, consider main issues of internationalisation; At the BA level, teaching of foreign languages is provided, at the MA level the improvement of foreign language competency; and PhD level requires foreign Language competency as admission precondition to the program (see recommendation for sub-standard 2.1).

According to the experts, the structure of the presented programs and syllabi are in accordance with the university regulatory documents, as well as the requirements stipulated by the legislation of Georgia which is also approved by the interviews with the staff and the students.

Description and Analysis -Programme 1 Georgian Philology - BA level

The BA Program in Georgian Philology has been developed following the regulations related to educational program planning, evaluation, and development procedures. The content, volume and complexity of the program correspond to the appropriate, Bachelor level of the study cycle, and its

structure ensures achievement of the learning outcomes of the program. The structure of the program is as follows:

The BA Program in Georgian Philology is comprised of 240 ECTS credits, out of which 50 ECTS credits are allocated to basic core humanities competency and elective courses; 120 ECTS are intended for the primary (profiling) specialty chosen by the student; students can choose (both at the Faculty of Humanities and at other faculties of the HEI) an additional BA Program (specialty) within the 60 ECTS. In case the student will not choose an additional program, 60 ECTS can be accumulated from any BA level program operating within the HEI. This enables the student to plan own study process and acquire the knowledge and competencies in additional specialty according to preferences. The interview revealed that the obstacles in the process of choosing a course might be a prerequisite set on the preferred course, and the limited number of students based on human and material resources. Additional option for the student is to use up to 40 ECTS for foreign language and improve language competence and obtain 10 ECTS through the so-called free credits. (The students can choose any course (including a foreign language) throughout the university for professional or personal development.

120 ECTS of the primary (profiling) specialty are distributed as follows: 20 ECTS credits are intended for so-called competence courses (main philological competencies). 60 ECTS credits are provided for the core courses of the specialty, 30 ECTS credits – for the elective courses, and 10 ECTS credits – for the BA thesis. A prerequisite for receiving a bachelor's academic degree is the student's accumulation of 240 ECTS credits and completion of 170 credits (50+120) of the main program. The documentation submitted and the interviews with the academic /administrative staff, students and alumni reveal that they participated in the development of the new structure and content of the Program according to the procedure set by the University. The interviews with the employers showed that they had little input in these processes, though they had employed several graduates, namely, "Robert Schuman European School" and Private school "Qorali" have employed teachers of Georgian Language (after graduating from BA program in Georgian Philology and 60-ECTS Program in Teacher Training).

The list of core component includes the course: "History of New Georgian Literature", which covers the work of Georgian romantic poets quite extensively (11 weeks) and the establishment of the cultural-literary atmosphere and realism of the 1940s and 50s of the 19th century in the new Georgian literature (3 weeks). The gap is filled with the elective study course "Georgian classics of the 19th century" and the works of Georgian classics of the second half of the 19th century (Ilia Chavchavadze, Akaki Tsereteli, Giorgi Tsereteli, Alexander Kazbegi, Vazha-Pshavela, Davit Kldiashvili, Egnate Ninoshvili) are studied as electives. Obviously, due to the volume, the program cannot transfer all aspects into the core component, however, in this case, it is possible to integrate the main part of the syllabus content of the elective course "Georgian Classics of the 19th Century" within the framework of the "History of New Georgian Literature" course. Otherwise, if the student does not elect the course "Georgian classics of the 19th century", he/she will not have full knowledge and competence on the literary processes of the 19th - 20th centuries).
Study components are structured logically and connect to each other in an organized way. After completion of the study component specified by the BA Program in Georgian Philology, the graduate is awarded with the qualification BA in Philology (Georgian Philology).

Description and Analysis - Programme 2 **Georgian (Kartvelian) linguistics master's program**

The preparation and implementation of the educational program at Ivane Javakhishvili Tbilisi State University is regulated by a special resolution (Decree N100/2019 of the Academic Council of TSU of July 22, 2019 - "SSP - on approval of the procedure for planning, development, evaluation and development of educational programs of Ivane Javakhishvili Tbilisi State University"). The documentation and

interviews presented by the higher educational institution confirmed the involvement of the administrative and academic staff in the process of planning, development, evaluation and development of the master's program of **Georgian (Kartvelian) linguistics** according to the procedure, the active role of the quality assurance service in terms of evaluation, monitoring, and issuing recommendations. The procedure is public and transparent. Students and graduates are involved in the development of the program, although the results of the interview showed little involvement of employers. During the interview, the employers mentioned that there is a need for an intensive connection between the higher education institution and the labor market. The paradigm of humanitarian education should be seen in a new way, the content and structure of the program should ensure the development of specific professional competencies against the background of general culture.

The committee of planning, development, evaluation and development of the programs presented in the cluster worked to modify the program. The involvement of academic staff and stakeholders was ensured with the coordination of the program head. The program, which was reviewed and reconciled many times at the committee, was submitted to the faculty's quality assurance service, which checked the program's compliance with the appropriate standards, made appropriate recommendations, and submitted the program to the faculty council (an appropriate protocol was signed), and after approval by the faculty council, it was submitted to the university's quality assurance service, which finally submitted it for approval to Academic Council.

The name of the Master's program of **Georgian (Kartvelian) Linguistics**, the qualification to be awarded corresponds to the framework of national qualifications. The curriculum takes into account the peculiarities of teaching organization. The degree of internationalization of the program is high (scientific connections with foreign Georgian centers, sharing of international linguistic experience: universities of Frankfurt, Jena, Oslo..., participation in exchange programs, scientific projects), however, improving the level of foreign language is necessary to achieve the results provided by the curriculum.

The program is structured logically, student-oriented, learning outcomes are adequate to the program goals. The content and structure of the program ensures the achievement of the learning outcomes, the qualification awarded is in accordance with the content of the program and the learning outcomes.

The program has been developed in accordance with the rules established by Georgian legislation and in accordance with the European system of transfer and accumulation of credits. The master's program of Georgian (Kartvelian) linguistics combines three modules: 1. Old and new Georgian literary language. 2. Kartvelian languages and dialects. 3. Pragmatics of the Georgian language. The program includes 120 ECTS credits. The common subjects of the program include 30 ECTS credits. Compulsory specialization subjects and optional subjects are provided for each module. A master's student can take electives from any module of the program. 30 ECTS credits of the IV semester are devoted to the preparation of a master's research paper.

In the content and structure of the program, the long university tradition of this direction, relevant experience of the Georgian and foreign academic space are considered, although the results of the interview showed little involvement of employers.Interdisciplinary approaches are highlighted. When modifying the program, the specifics of the field, the modern trends of its development and the goals of the program are taken into account as much as possible, therefore the module "Georgian as a second language" was removed. Attention to the study of the language is strengthened not only from a systemic-

structural point of view, but also from an anthropocentric point of view, which was especially reflected in the pragmatics module of the Georgian language.

The content of the program highlights the conceptual vision of the fundamental field of Kartveliology - Kartvelian linguistics and its public purpose.

The program takes into account a rich methodological approach, the experience of leading western universities in this regard, different methods are used in individual subjects: discussion/debate, group work, cooperative learning, heuristic method, case analysis, brainstorming, demonstration method, induction, deduction, analysis and synthesis, explanation - Explanatory method, action-oriented teaching, cooperative teaching, etc. Courses consider e-learning resources, digital elements of teaching and research. However, during the interview, the need to use relevant resources more intensively in the learning and research process was highlighted.

Description and Analysis - Programme 3 (Georgian Literature, MA Level)

The MA program in Georgian Literature is developed following the regulations related to educational programs' planning, evaluation, and development procedures.

The program has been implemented since 2012, though the university has a long tradition of teaching the field of Georgian literature. The program Head and the academic staff are involved in various international activities, are aware of the recent developments in the field. Besides, in the process of developing the MA Program, market research was conducted and the demands are provided within the program. Accordingly, the updated program, its content and structure ensure the individuality of the program.

The volume of the master's program is 120 credits, which are distributed as follows: 25 ECTS are provided for the core courses of the program, the student chooses the specialization module from the first semester of study, and he studies with core and elective components for three semesters. Core courses of 30 ECTS and elective courses of 35 ECTS are offered for each module. The distribution of core and elective courses is equally adequate. MA students can take electives from any module. 30 ECTS of the IV semester are devoted to preparing a research paper, approved by the faculty council, and public defense of the thesis before the commission. The program is flexible and meets the diverse interests of students in the field of Georgian Literature, providing a fairly large number of disciplines and electives.

Due to the field's specificity, the components included in the program do not require prerequisites for taking the further study component. The content and structure of the program, the qualification to be awarded corresponds to the framework of national qualifications. Upon completion of the studies, the qualification is awarded - Master of Georgian Literature (a technical error is identified in the program qualification, and it is indicated - As a master of Georgian Linearature). The content and structure of the program provide opportunities to achieve learning outcomes.

During the interview, students and graduates admitted that they are informed about the possibility of, according to their preferences, selecting elective components of the program by the faculty. During the interviews, the staff mentioned their involvement in refining the program's structure and content, which

is important. The interviews with the employers revealed that they were less involved in the process of program development.

The program's content is also available on the institution's website and is shared to the interested students and community.

Evidences/Indicators

- ○ Correlation map between program goals and learning outcomes
- ○ Labor market analysis
- ○ Field characteristics of Georgian Philology;
- ○ MA Program in Georgian Literature and syllabi
- ○ Curriculum map
- ○ Regulatory documents of the university
- ○ Self-evaluation report
- ○ Interviews with the Head of the MA Program, QA, staff, students and alumni
- ○ Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University (the latest change - Resolution of the Academic Council No16/2020, 24.02.2020
    - ○ https://tsu.ge/assets/media/files/71/academic/%E1%83%99%E1%83%9D%E1%83%93 %E1%83%98%E1%83%A4%E1%83%98%E1%83%AA%E1%83%98%E1%83%A0%E1%83% 94%E1%83%91%E1%83%A3%E1%83%9A%E1%83%98/1002019k_d1.pdf
- ○ Educational programs of philology cluster, curriculums, syllabi of learning courses, foreign-language courses with the enclosed syllabi;
- ○ Committee of Planning, Working out and Development of Master's and Doctoral programmes in the cluster of Philology (Resolution of the TSU Academic Council No75/2018, February 19; The latest changes made by the Faculty Council on 12 September, 2022);
- ○ Rapports of the Committee of Planning, Working out and Development of educational programmes in Philology;
- ○ Website;
- ○ Interview results.

Description and Analysis - Programme 4 **General and applied linguistics master's program**

The preparation and implementation of the educational program at Ivane Javakhishvili Tbilisi State University is regulated by a special resolution (Decree N100/2019 of the Academic Council of TSU of July 22, 2019 - "SSP - on approval of the procedure for planning, development, evaluation and development of educational programs of Ivane Javakhishvili Tbilisi State University"). The documentation and interviews presented by the higher educational institution confirmed the involvement of the administrative and academic staff in the process of planning, development, evaluation and development of the master's program of general and applied linguistics according to the procedure, the active role of the quality assurance service in terms of evaluation, monitoring, and issuing recommendations. The procedure is public and transparent. Students and graduates are involved in the development of the program, although the results of the interview showed little involvement of employers. During the interview, the employers mentioned that there is a need for an intensive connection between the higher education institution and the labor market. The paradigm of humanitarian education should be seen in a

new way, the content and structure of the program should ensure the development of specific professional competencies against the background of general culture.

The committee of planning, development, evaluation and development of the programs presented in the cluster worked to modify the program. The involvement of academic staff and stakeholders was ensured with the coordination of the program head. The program, which was reviewed and reconciled many times at the committee, was submitted to the faculty's quality assurance service, which checked the program's compliance with the appropriate standards, made appropriate recommendations, and submitted the program to the faculty council (an appropriate protocol was signed), and after approval by the faculty council, it was submitted to the university's quality assurance service, which finally submitted it for approval to Academic Council.

The name of the Master's program in **General and Applied Linguistics,** the qualifications to be awarded are in accordance with the national qualifications framework. The curriculum takes into account the peculiarities of teaching organization. The degree of internationalization of the program is high, Center "Language, Logic, Speech" at the Institute organized by the Amsterdam "Language, Logic and Computation". It is held once every two years with the support of the institute International symposia. In the framework of this symposium, foreign scientists conduct lecture courses for students - tutorials; In addition, Kurt Goedel of the University of Vienna The summer two-week event is organized with the support of the community "Language and logic" schools. All these programs for masters give them a special opportunity to raise their professional level and expand areas of interest, especially in the direction of applied aspects of linguistics. However, improving the level of foreign language is necessary to achieve the results provided by the curriculum.

The program is structured logically, student-oriented, learning outcomes are adequate to the program goals. The content and structure of the program ensures the achievement of the learning outcomes, the qualification awarded is in accordance with the content of the program and the learning outcomes.

The program has been developed in accordance with the rules established by Georgian legislation and in accordance with the European system of transfer and accumulation of credits. The Master's program in General and Applied Linguistics includes 120 ECTS credits. The program includes mandatory specialization subjects and optional subjects. 30 ECTS credits of the IV semester are devoted to the preparation of a master's research paper.

In the content and structure of the program, the long university tradition of this direction, relevant experience of the Georgian and foreign academic space are considered, although the results of the interview showed little involvement of employers. When modifying the program, the specifics of the field, the modern trends of its development and the goals of the program are taken into account as much as possible. Interdisciplinary approaches are highlighted.

The program takes into account a rich methodological approach, the experience of leading western universities in this regard, different methods are used in individual subjects: discussion/debate, group work, cooperative learning, heuristic method, case analysis, brainstorming, demonstration method, induction, deduction, analysis and synthesis, explanation - Explanatory method, action-oriented teaching, cooperative teaching, etc. The courses take into account electronic teaching resources, digital elements of teaching and research, however, during the interview, the need to use relevant resources more intensively in the learning and research process was highlighted.

A detailed description of the academic courses that make up the program is provided in the appropriate syllabi.

Description and Analysis - 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)

There is a methodology for planning, designing and developing educational programmes at TSU. It is described in the Resolution N100/2019 of the TSU Academic Council of July 22, 2019 *On approval of the planning, development, evaluation and development procedure of the educational programs of Ivane Javakhishvili Tbilisi State University.* The MA programme *Literary Studies, Textology and Editing-Publishing* has been in operation since 2012 or even earlier, but the structure of the curriculum and its components as well as other evidence indicate that the programme was developed and modified in accordance with the mechanisms approved in the resolution mentioned above. As prescribed by the procedure, the academic and visiting staff was engaged in the programme development, which was testified by the staff members who recalled their suggestions for programme's modification. As a result of systematic meetings and discussions certain courses have been added to the curriculum, course reading was revised, a course was divided into two parts / semesters, the number of points allocated to an assignment was increased etc. The programme including the description of its structure is publicly available on the web-site of TSU.

The volume of the programme is measured in ECTS and comprises 120 ECTS that corresponds to the learning cycle of MA degree programmes as it is determined by the legislation of Georgia. The programme contains mostly theoretical courses on Literary Genres, Literary Movements, Poetic, Textology, Narratology, Research Methods etc. that yield a grade of complexity proper for a Master's degree programme. The individuality of the programme is essentially made up by the module 2 (Textology, Edition and Publishing) that is indeed unique in the country and offers the students an outstanding opportunity to link theory with practice.

The structure of the programme is flexible allowing students to focus either on Theoretical and Comparative Literary Studies taught in Module 1 or Textology, Edition and Publishing offered in Module 2. There are 30 ECTS allocated to each module. The connection between two modules is ensured by a sequence of mandatory courses (30 ECTS) as well as elective courses (30 ECTS) that are common for both modules. The combination of mandatory courses and one of the modules makes up 60 ECTS i.e. the 50% of the entire programme content that is necessary for awarding of one of the qualifications envisaged by the programme (MA of Literary Studies or MA of Philology), thus making it possible to achieve the learning outcomes reserved for each module of the programme.

The programme structure contains both teaching and scientific research components. The latter is represented not only by the master's thesis with 30 ECTS (that is ¼ of the entire programme content) but also the seminar papers and presentations that are found among assignments in many of the syllabi. The seminar papers and presentations that are prepared in the courses might be seen as a logical development of research skills that amount to a MA thesis research. There are almost no preconditions for the courses which is logical since most of them are independent from each other in terms of content and no gradual relation between them can be observed. In view of the courses available in the programme recent developments of the Literary field are paid proper attention throughout the curriculum. However, if we take a look at syllabi, we will be struck by the fact that the predominant part

of scientific sources used in the courses is either outdated or of local (Georgian) provenance. International and up-to-date scientific sources are clearly underrated, so are other activities and components that would support internationalization of the programme.

Description and Analysis- Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)

The programme is designed in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System, and corresponds to HEI's methodology for planning, designing and developing of educational programmes; The content, volume and complexity of programme corresponds to learning cycle, while its consistent structure ensure its' individuality; teaching and scientific-research components of the programme (including each individual course) are logically organised and logical development of the content is ensured. Content of the programme depends on the specificity of the field of study and the level of the programme, while simultaneously being structured in accordance to the key issues of its internationalization; New research findings and modern scientific achievements are incorporated into the content of the programme due to its total internationalization (as the interviews have revealed, both academic staff and students constitute part of the international project/s).

The HEI ensures the publicity and availability of the information on the program, the content and structure of the programme are consistent with the qualification to be awarded and ensure the achievement its learning outcomes;

The programme is divided into two modules (module I – medieval Georgian philology, and module II – medieval Armenian philology) is not stated in the beginning of the programme description; respectively. The programme is titled as "Master's educational program in Medieval Christian East Philology," but in reality reflects the history of literary relationships among Georgia, Armenia, and Byzantium; the curriculum of the programme lacks cross-programme courses related not only to various fields of Medieval studies, but also to the philology of Medieval Syriac (teaching of which, as the interview has revealed, is envisaged in future with participation of a famous scholar from Leuven University). Program also lacks inter/cross disciplinary courses in disciplines other than philology (History, Art, Archeology). In the self-evaluation report it is stated that the "Master's educational program in Medieval Christian East Philology provides preparation of the master-specialist of a fundamental domain of Medieval studies." It is also underlined, that "the graduate will be able to critically and systematically analyze the questions of the Philology of Medieval Christian East in the interdisciplinary context, find the solutions to the problems, whose theoretical and practical work will foster the popularization of Medieval Studies and Philology in the country." However, Medieval studies is an interdisciplinary field and is not restricted to the philological and narrative sources studies, to which the syllabi provided by the programme belong.

Evidence/indicators:
   o   Curriculum map;
   o   Self-evaluation report;
   o   Syllabuses;
   o   Interview results.

Description and Analysis- Programme 7 (PhD in Philology)

The preparation and implementation of the educational program at the Ivane Javakhishvili Tbilisi State University is regulated by a special resolution (Decree N100/2019 of the Academic Council of TSU of July 22, 2019 - "SSP - on approval of the procedure for planning, evaluation and development of educational programs of the Ivane Javakhishvili Tbilisi State University"). The documentation and the interviews presented by the higher educational institution confirmed the involvement of administrative and academic staff in the process of planning, evaluation and development of the doctoral program of philology according to the procedure, the active role of the quality assurance service in terms of evaluation, monitoring, and issuing recommendations. The procedure is public and transparent. Students and graduates are involved in the development of the program, although the results of the interview showed little involvement of employers.

The committee of planning, evaluation and development of the programs presented in the cluster worked to modify the program. The involvement of academic staff and stakeholders was ensured with the coordination of the program head. The program, which was reviewed and reconciled many times at the committee, was submitted to the faculty's quality assurance service, which checked the program's compliance with the appropriate standards, made appropriate recommendations, and submitted the program to the faculty council (an appropriate protocol was signed), and after approval by the faculty council, it was submitted to the university's quality assurance service, which finally submitted it for approval to the Academic Council.

The name of the doctoral program of philology, the qualification to be awarded corresponds to the framework of national qualifications. The curriculum takes into account the peculiarities of implementation of teaching. The degree of internationalization of the program is high (international scientific connections, participation in exchange programs, scientific projects).

The program is structured logically, it is student-oriented, learning outcomes are adequate to the program goals. The content and structure of the program ensures the achievement of the learning outcomes, the qualification awarded is in accordance with the content of the program and the learning outcomes.

The program has been developed in accordance with the rules established by Georgian legislation and in accordance with the European system of transfer and accumulation of credits.

In the content and structure of the program, the long university tradition of this direction, relevant experience of the Georgian and foreign academic space, labor market requirements are considered. Interdisciplinary approaches are highlighted.

The duration of the Doctoral program is three years, it includes teaching and research components. The study component is allocated 40 ECTS credits, out of which 25 ECTS credits are intended for compulsory courses and activities, and 15 ECTS credits for optional courses and activities. The doctoral student is obliged to perform and publicly present two scientific research projects, which are parts of his dissertation research.

Depending on the individual needs of the doctoral student, it should be considered as a positive practice to have the opportunity to attend relevant courses as a free student at the lower levels of education, with an activity outside the curriculum, in order to deepen field knowledge.

The program provides concretization/research of the fields of traditional philology in the direction of linguistics and literary studies.

In the curriculum of the program, an important place is devoted to the complete mastery of the methodology of humanitarian studies (methodology course of humanitarian studies, doctoral seminar, 2 scientific-research projects, etc.), on the basis of which an independent researcher-philologist should be prepared, who will be able to create high-quality scientific works in compliance with the academic standard and integrate in the international scientific space.

The procedures for the creation and defense of a doctoral thesis provided for by the research component of the program are regulated by the doctoral regulations of the Faculty of Humanities of TSU, which are based on the university doctoral standard.

The program is implemented by 9 profile educational-scientific institutes of the faculty, their included scientific-research centers and one independent center, namely:

• Educational and Scientific Institute of Theoretical and Applied Linguistics;

•Teaching-Scientific Institute of Theoretical and Comparative Literary Studies;

•Educational and Scientific Institute of Translation and Literary Relations;

•Educational-Scientific Institute of Georgian Language (Departments of New Georgian Language, Old Georgian Language and Textological Studies);

•Educational-Scientific Institute of History of Georgian Literature (Departments of History of Ancient Georgian Literature, History of New Georgian Literature, History of Modern Georgian Literature and Folklore Studies);

•Educational-scientific institute of Western European languages and literature (departments of English philology, German philology, Romance philology, translation studies);

•Scandinavian Studies Center;

•Educational-Scientific Institute of Oriental Studies;

•Educational-scientific institute of classical philology, Byzantine studies and neo-Greek studies (departments of classical philology, Byzantine studies, neo-Greek studies);

•Educational-Scientific Institute of Caucasian Studies;

• Educational-scientific institute of Slavic studies.

This indicates the range of research areas considered within the doctoral program of philology:

theoretical scientific issues of general and applied, as well as contrastive linguistics studies, language typology and universals, diachronic linguistics, language contacts and areal typology, linguistic process modeling, linguistic semiotics and sociolinguistics; scientific problems based on the theoretical and methodological foundations of literary studies, comparative literary studies, editorial work, textology, narratology, translation studies; problems of old and new Georgian languages and Georgian (Kartvelian)

linguistics, old and new Georgian language and dialectology, lexicology, lexicography, biblical philology, textology, folkloristics, Georgian literature and folklore, literary relations and translation studies; Research direction and scientific problems of linguistic qualification papers.

•European (English, German, Romance, Scandinavian) languages, •modern and ancient Eastern languages (Arabic, Persian, Turkish, Hebrew, Aramaic, Armenian, Akkadian, Sumerian, Hittite), •classical and modern Greek languages, • based on the linguistic material of Slavic languages, •Caucasian languages, their comparison and parallels; Studies to be carried out by doctoral students on the theoretical and methodological foundations of literary studies, comparative literary studies, folkloristics, translation studies, typological relations of literatures, •European (English, German, Romance, Scandinavian) literatures, •Eastern (Arabic, Persian, Turkish, Hebrew, Arabic, Armenian) literatures , •classical and Byzantine, modern Greek literature, •Slavic literature, the textual material of the literature of the peoples of the Caucasus, according to their comparison and parallels.

The demand for doctoral work in all directions is the creation of important new knowledge for the field.

The content of the programs takes into account the main issues of internationalization based on the peculiarities of the field of study and the level of the program. The publication of at least one article in journals indexed in international databases is defined as one of the prerequisites for the defense of the work.

When modifying the program, the specifics of the field, the modern trends of its development and the goals of the program are taken into account as much as possible.

The content of the program highlights the conceptual vision of the unification of philological directions and its public purpose. In the opinion of the creators and implementers of the program, the gathering of research directions ensures that Karvtelological researches are not separated from general philological research problems, within the framework of the program, the implementation of typological-comparative studies of Georgian and foreign languages and literatures is facilitated by the research cooperation of the teaching and scientific institutes of the faculty, and it is presented to the world scientific community. The program acquaints the achievements of modern Georgian scientific thought and facilitates the integration of the research done in Georgia in the direction of philology in the international academic circles.

The program takes into account a rich methodological approach, the experience of leading Western universities. In this regard, various methods are used: verbal (monologue, dialogue); demonstration method; heuristic method; inductive and deductive methods; discussion/debate; brainstorming; e-learning methods, etc. The academic courses take into account electronic teaching resources, digital elements of teaching and research.

A detailed description of the academic courses that make up the program is provided in the appropriate syllabi.

Evidence/indicators:

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestion of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

A more global approach to the study of the Caucasus could be embedded into the curriculum. This includes recognizing Georgia's contacts with the Near Eastern world as well as examining the relationship between Georgian and other literatures of the Caucasus.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level) **Georgian Philology - BA level**

Recommendation(s):

The content of the course "Georgian classics of the 19th century" should be transferred to the mandatory component to ensure the learning outcomes planned by the program.

Suggestion(s):

A. It is desirable that the recent research, new findings and modern scientific achievements should be reflected in the content of the program (which, in many cases, implies the results of the grant projects financed by the Rustaveli Foundation, in the implementation of which the scientific potential of the university is involved).

b. it is desirable that core and elective courses do not repeat the same issue to avoid overlapping, and plan the course syllabi accordingly

Programme 2 (name, level) **Kartvelian Linguistics (MA)**

Recommendation(s):

Suggestion(s):

Programme 3 (Georgian Literature, MA Level)

Recommendation(s):

Suggestion(s): correct a technical error is identified in the program qualification - "master of Georgian Literature".

Programme 4(General and Applied Linguistics (MA))

Recommendation(s):

Suggestion(s):

Programme 5 (**Literary Studies, Textology and Editing-Publishing; 2ⁿᵈ Level**)

Recommendation(s):

Suggestion(s):

1. Consider new research findings and modern scientific achievements of Literary Studies by taking advantage of more recent international scientific sources, thus supporting the internationalization of the programme.

Programme 6 (name, level) (Philological Studies in Medieval Eastern Christianity; MA)

Recommendation(s):

It is recommended to add interdisciplinary (art studies, history, archeology) courses to the program.

Suggestion(s):

It is recommended that the curriculum of educational program should describe more clearly the division of the program into two modules;
It is advisable to add a separate module in Medieval Christian Syriac/Aramaic, as it is the Medieval Syriac, alongside with Greek, that defined the Medieval Eastern Christian culture, or at least offer a course in Medieval Syriac.

Programme 7 (PhD in Philology)

Recommendation(s):

Suggestion(s):

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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 (Georgian Philology (BA))	☐	X	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature, MA level)	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)	X	☐	☐	☐
Programme 6 (name, levelPhilological Studies in Medieval Eastern Christianity; MA)	☐	X	☐	☐
Programme 7 (Philology (PhD))	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

1.5. Academic Course/Subject

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

Cluster and individual evaluation

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

The study courses of 7 educational programs grouped in the philology cluster include the following components: name of the study course (in Georgian and English); lecturer(s) of the course, course status, number of ECTS, workload; prerequisites for admission to the course, objectives course and achievable learning outcomes (with reference to relevant knowledge, skills and responsibility/autonomy), content of the study course; teaching and learning methods, assessment system and criteria; mandatory and supplementary literature. All mentioned is in line with the regulatory documents of the university and the requirements of the legislation. Additionally, all syllabi include a note on academic integrity.

The content of an individual study course grouped in a cluster is created based on the goals and learning outcomes of a specific course and ensures its achievement. The credits allocated for the courses are

adequate. The names of the study courses correspond to the classifiers established in the field; The course syllabi contain specific teaching/learning methods that correspond to the goals and planned outcomes of the mentioned study course, however, it is desirable that the methods be updated in some courses; Mandatory literature and other study materials indicated in the syllabus correspond to the learning outcomes of the course.

Description and Analysis -Programme 1 Georgian Philology - BA level

Core and elective courses of the study component of the BA Program in Georgian Philology (240 ECTS) are closely related to the learning outcomes of the program and the qualification awarded. After examining the presented documentation, it is determined that the goals and outcomes of the component, the methods of their achievement, the evaluation system, the content of the study course, core and additional resources, and the list of literature are mostly clearly stated, which achieves the learning outcomes of the course. Also, ratio between contact and independent hours is adequate and considers the peculiarities of each course, and the number of contact hours corresponds to the content of the course and learning outcomes; However, in some courses mandatory literature is in a foreign language, namely:

a)   part of the literature (7 books out of 21 indicated) in the course "The Basics of Linguoculturology" is provided in Russian;

b)   the main literature in the course of 'Text Linguistics and Forensic Linguistics" indicated is in English (Coulthard M., Johnson A. and Wright D., An Introduction to Forensic Linguistics: Language in Evidence. London, 2016.) and other literature indicated in mandatory literature (1.T. Gamkrelidze, Z. Kiknadze, I. Shaduri, N. Shengelaya, theoretical linguistics course, Tbilisi: TSU. 2003; also 3. M. Krifka, basic concepts of information structure. Language, logic, computerization. Tbilisi: Degaprint. 2008).

c)   Experimental Phonetics and Speech Recognition - In the list of required literature, rather outdated literature is indicated, and the compulsory online resource is in German;

d)   Literature in the Context of Cultural Communication and Intermediality -

e)   Basis of Comparative Literature – 6 literature is indicated, out of which 1 is in Georgian (G. Tsibakashvili - Issues of translation theory and practice. Tb., 2000) 4 is in Russian and 1 in French.

It should be noted that the foreign languages are offered in an elective component and for a particular semester, when these courses are offered, a student's language competence should be at least B2 to understand the content of compulsory study literature in Russian, English, French and /or German. Besides, these courses are very interesting for students to study, they equip the students with contemporary approaches of the field development and it is important that the authors of the course translate the material into Georgian.

Syllabi of some courses (The Bible and Georgian Literature; Rustaveli and Rustvelological Studies; History of Old Georgian Literature 1 and 2; Georgian Paleography; The history of the Georgian literary language; Practical Topics of Editing and Publishing of Georgian literature and others) contain quite a big list of scientific literature. It is important that the authors of the courses provide the specificity of the BA Program and provide the student with appropriate volume of literature.

Description and Analysis - Programme 2 **Georgian (Kartvelian) linguistics master's program**

The Master's program of **Georgian (Kartvelian) Linguistics** combines three modules. Accordingly, the program includes both general mandatory and module-specific academic courses. The content of the Academic courses and the number of credits ensure the achievement of the learning outcomes defined by these courses. Academic courses are characterized by individual content features, at the same time, they are organically connected with each other and comprehensively ensure the achievement of learning outcomes of the program. Methodologically, the academic courses are planned according to the logical scheme of acquisition of field knowledge, the names of the academic courses are adequate to the classifiers established in the field, the goals, methods and results correspond to each other.

The academic courses of the Master's program of Georgian (Kartvelian) Linguistics are described in detail in the syllabi, according to which the status of the academic course, ECTS credit, prerequisites for admission, teaching/learning outcomes, teaching/learning methods, evaluation system and criteria, course content, main and supporting literature are clear. It is particularly noteworthy to strengthen the aspect of academic integrity in study courses, which is necessary for full-fledged teaching and research work. Interviews confirmed both academic staff and students that the data presented in the syllabi are realistic.

In some cases it is better that the amount of material provided by the academic courses, the literature required for its utilization should correspond to the credit assigned for a specific academic course and the corresponding lecture-seminar hours and independent work hours of these credits. In some courses (for example, historical grammar of the Georgian written language) the student is required to study up to 60 units of mandatory literature, which requires an adequate number of hours for independent work.

The content of the study courses of the Master's program of Georgian (Kartvelian) Linguistics is adequate to the modern trends in the development of the field. The literature and other study materials indicated for mastering the content correspond to the achievements of the field and ensure the achievement of the learning outcomes of the course, compliance with the modern requirements of the program.

Description and Analysis - Programme 3 (Georgian Literature, MA Level)

Core and elective courses of the study component of the MA Program (120 ECTS), as well as the research component, are closely related to the learning outcomes of the program and the qualification awarded. After examining the presented documentation, it is determined that the goals and outcomes of the component, the methods of their achievement, the evaluation system, the content of the study course, core and additional resources, and the list of literature are mostly clearly stated, which achieves the learning outcomes of the course. The mandatory literature specified in the syllabus of each course in the program takes into account more or less recent research and achievements in the field, which ensures compliance with the modern requirements of the program. The ratio between contact and independent hours in the main part of the study component syllabi is adequate and considers the course's specifics. However, in some courses, for example, "The Concepts of the Fiction and Literary Thought in Georgian literature", the list of mandatory literature is quite large (70 books and articles), most of which are repeated in the literature of other educational courses. It is advised to revise the list of mandatory literature in the syllabi of these courses and shorten the list of literature based on the specifics of the course content, to avoid the repetition of the same literature in other courses.

Similarly, the literature in the course "The Georgian Novel in the Context of the World Novel" is quite voluminous. Obviously, at the master's level, the student must have the opportunity to get acquainted with the literature in depth. However, in this case, the credit distribution of the course should be revised since students will not be able to process, understand, and analyze a large volume of books within the scope of the 5 ECTS course (contact hours - 45 and independent work – 77 hours) with the given load of these courses. Therefore, revising the credit load in some syllabi and assigning credits to the subject following the work required for independent work is advisable.

Course content and learning outcomes correspond to the master's level. The head of the program and the staff implementing the components are involved in various field research. Together with the amount allocated in the university budget for educational literature, they ensure the filling of the relevant courses with resources, which was confirmed during the interviews.

Description and Analysis - Programme 4 **General and applied linguistics master's program**

The Master's program in **General and Applied Linguistics** includes both compulsory and elective courses. The content of the Academic courses and the number of credits ensure the achievement of the learning outcomes defined by these courses. Academic courses are characterized by individual content features, at the same time, they are organically connected with each other and comprehensively ensure the achievement of learning outcomes of the program. Methodologically, the Academic courses are planned according to the logical scheme of acquisition of field knowledge, the names of the academic courses are adequate to the classifiers established in the field, the goals, methods and results correspond to each other.

The academic courses of the Master's program in **General and Applied Linguistics** are described in detail in the syllabi, according to which the academic course status, ECTS credit, admission prerequisite, teaching/learning outcomes, teaching/learning methods, evaluation system and criteria, course content, main and supporting literature are clear. It is particularly noteworthy to strengthen the aspect of academic integrity in study courses, which is necessary for full-fledged teaching and research work. Interviews confirmed both academic staff and students that the data presented in the syllabi are realistic.

The content of the study courses of the master's program of **general and applied linguistics** is adequate to the modern trends in the development of the field. Reference literature and other study materials for mastering the content correspond to the achievements of the field and ensure the achievement of the learning outcomes of the course, compliance with the modern requirements of the program.

Description and Analysis - 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)

The learning outcomes of all the obligatory courses as well as the courses contained in the modules are in line with the programme learning outcomes, which is shown convincingly in the curriculum map. The map shows that the majority of the courses serve to deepen and reinforce (progressive levels 2 and 3) the program learning outcomes which is logical if we consider the level of the given educational programme. However, almost all the obligatory courses (1, 2, 5, 6) seem to develop absolutely the same programme learning outcomes (PLO 1, 2, 3, 5, 6, 9, 10, 11, 12), which might be an issue for the further

improvements: Either the PLOs require amendment (concretization) or the outcomes of courses need to be adjusted in a more differentiated way. For instance, certain functional duplication is observed if we compare courses like *Theoretical and Methodological Schools of 20th Century Literary Studies* and *Interdisciplinary and Intercultural Approaches to the Text.* Even if these courses are different in terms of their content, it is still unclear why approaches like deconstructivism of feminist criticism are skipped in the former course and thus remain out of reach for those students who focus on the module 2.

In general, the content of each academic course corresponds to its learning outcomes, but it is remarkable that most of them neglect primary sources, i.e. literary texts that should be actual objects of reflection and observation. It raises a question about how the students shall develop analytical skills if they are not expected themselves to analyze literary texts. Compulsory literature listed in the syllabi correspond to learning outcomes of the courses, however, lists of literary texts to be discussed and interpreted in the seminar sessions would be a logical supplement to theoretical works given in the syllabi and ensure the achievement of programme learning outcomes.

Number of credits allocated for all the teaching courses in the programme is homogenous. There are 5 ECTS allocated for each teaching course. The only exception is Practical Textology with 10 ECTS. As revealed in the interviews, the fixed number of credits is a restriction that urges academic and invited staff to make a choice about more important topics and skip the less important ones. They claimed to deal with this restriction by incenting additional courses. Hence, the unified system of ECTS allocation to the teaching courses appears to be rather beneficiary for the content of the courses. A unified approach was found in the ratio between contact and independent hours as well: 60/65. In the entire programme there are only three exceptions with the ratio of 45/80. So, it is rather doubtful that the peculiarities of the courses, their contents and learning outcomes are actually considered whenever the decision about the number of contact hours is made. Furthermore, the strict allocation of 30 hours for lectures in almost every teaching course indicates a certain lack of awareness regarding student centered approaches in teaching and learning. To summarize these observations: the number of contact hours seem somehow boosted while in fact the students of the master's level would need much more time for independent work.

Based on the syllabi provided by TSU it is very difficult to determine whether every learning outcome of each academic course is assessed. A brief description of the correlation of each learning outcome with an assignment envisaged by a course would have made the analysis more well-founded.

Evidences/Indicators

- MA Program in Georgian Literature and syllabi
- Curriculum map
- Institutional procedure for planning, elaborating, evaluating and developing educational programs
- Self-evaluation report
- Interviews with QA, staff, students and alumni
- Educational programs of philology cluster, curriculums, syllabi of learning courses;
- Curriculum map;
- Results of the interview.

Description and Analysis - Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)

The learning outcomes of the academic courses of the main field of study of both modules are in line with programme learning outcomes; every learning outcome of each academic course is assessed. The content of each academic course ensures the achievement of the learning outcomes, while the number of credits allocated for each teaching course correspond to the content and learning outcomes defined by the syllabus. also, the ratio between contact and independent hours is adequate and considers peculiarities of each course, and the number of contact hours correspond to its content and learning outcomes;

Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course learning outcomes; they do correspond to the achievements in the field of study, consider also the latest research in the relevant field taking into account the specifics of the academic course, and ensure the achievement of programme learning outcomes;

The shortcomings of the programme syllabi presented for the evaluation are the following: a) bibliographical entries mentioned in some of the syllabi do not correspond to the entries listed in the weekly schedule; b) some of the syllabi present not only the selective bibliography, but an entire bibliographical data; c) several syllabi in the Armenian module present bibliography in Armenian language; while knowledge of the language is not defined as a prerequisite for admittance;

Evidences/Indicators

Syllabuses,

Interview results;

Web page of library.

Description and Analysis - 7 (Philology; 3ʳᵈ Level)

The main learning outcomes of the programme are covered by the obligatory courses (amounting to 25 ECTS) and research components such as *Scientific Project 1*, *Scientific Project 2* and PhD Thesis. The latter ones are not given any ECTS which is in line with current legislation. In contrast, there are 5 ECTS allocated to assistance and 15 ECTS – to *Doctoral Seminar*. Both of them are listed among the obligatory courses. However, none of them is described in a syllabus form, but their brief descriptions are attached to the curriculum of the PhD programme providing information on objectives and content of the Doctoral Seminar (presentations on the recent developments in Philology) as well as the principles of ECTS calculation for assistance. If the obligatory courses / components of the programme mainly introduce the knowledge and skills necessary for a doctoral student, the research component is there to deepen and reinforce them.

The content of both obligatory and elective courses corresponds to their learning outcomes. Number of credits allocated for the teaching courses and other components of the programme is divisible by 5 (5, 10, 15). However, the majority of courses are given 5 ECTS. There was a unified approach found in the ratio between contact and independent hours in the majority of the courses: 45/80 respectively 45/205. In the entire programme there are only two exceptions with the ratios of 30/220 and 60/65. The number

of contact hours appears to be to a certain extent inappropriate for the PhD level since the doctoral students should actually require much more time for independent work and research.

Based on the syllabi provided by TSU it is very difficult to determine whether every learning outcome of each academic course is assessed. A brief description of the correlation of each learning outcome with an assignment envisaged by a course would have made the analysis more well-founded.

The course readings reflect the recent findings of the respective fields.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level) Georgian Philology - BA level

    Recommendation(s):

The foreign languages are offered in an elective component and for a particular semester, when these courses are offered, a student's language competence should be at least B2 to understand the content of compulsory study literature in Russian, English, French and /or German.
It is recommended that mandatory literature provided in English, Russian, German and /or French in some courses be translated into Georgian by the course authors;

    Suggestion(s):

a) Program offers many new and interesting disciplines in the field that equip the students with contemporary approaches of the field development. It is important that the authors of the courses consider the specificity of the BA Program and provide the student with appropriate volume of literature, as some courses contain quite a big list of scientific literature.
b) It is desired that scientific literature should take into account the appropriate level of the student's knowledge of a foreign language;

Programme 2 (name, level) **Kartvelian Linguistics (MA)**

Recommendation(s):

Suggestion(s):

It is better that the amount of material provided by the academic courses, the literature required for its utilization should correspond to the credit assigned for a specific academic course and the corresponding lecture-seminar hours and independent work hours of these credits.

Programme 3 (Georgian Literature, MA level)

Recommendation(s):

Suggestion(s):

It is advised to revise the list of mandatory literature in the syllabi of some courses and shorten the list of literature based on the specifics of the course content, to avoid the repetition of the same literature in other courses.

It is desirable to revise the credit load of some courses to enable the students to process, understand, and analyze large volumes of books, assigning credits to the subject by considering work required for independent work, by considering the level of the program.

Programme 4(General and Applied Linguistics (MA))

Recommendation(s):

Suggestion(s):

Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)

Recommendation(s):

1. Make sure that the ratio between contact and independent hours considers peculiarities of the courses (their content and learning outcomes) and is adequate to the master's level providing more time for independent learning.

Suggestion(s):

1. Adjust the learning outcomes of the courses so that they correspond to the programme learning outcomes in a more differentiated way and functional duplications are eliminated.
2. Include the primary sources (literary texts) both in the list of course readings as well as in the content of the syllabi.
3. Specify in the syllabi the correlation between learning outcomes and assignments showing which assessment method is used for each learning outcome.

Programme 6 (Philological Studies in Medieval Eastern Christianity; MA level)

Recommendation(s):

It is recommended that mandatory literature provided in Armenian in some courses be translated into Georgian by the course authors as despite the specificity of the program, not all student might be able to have the relevant knowledge of Armenian;

Suggestion(s):

Ensure that the bibliographical entries are correctly indicated in the syllabi

It is advisable that the topics of the MA theses would not be confined to the Biblical Studies, but   broadened.

Programme 7 (Philology, PhD)

Recommendation(s):

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Suggestion(s):

1. Decrease the number of contact hours for the teaching courses in the PhD programme *Philology* providing PhD students with more time for independent work and research.

....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	☐	X	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature, MA level)	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing-Publishing; MA)	☐	X	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	☐	X	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

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 (Georgian Philology (BA))	☐	X	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	☐	X	☐	☐
Programme 3 (Georgian Literature, MA level)	☐	X	☐	☐
Programme 4 (General and Applied Linguistics (MA))	☐	X	☐	☐
Programme 5 (Literary Studies, Textology and Editing-Publishing; MA)	☐	X	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; Ma)	☐	X	☐	☐
Programme 7 (Philology PhD)	☐	X	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

Admission preconditions and procedures to the programmes included in the cluster are consistent with the *Law on Higher Education of Georgia*. According to this regulation, applicants have to pass the unified national examinations in order to be admitted to a BA or an MA programme, whereas the application procedures for a PhD programme are regulated by HEIs. The unified national examinations ensure a fair and transparent admission. An important admission precondition for the MA programmes is the knowledge of one of the European languages like English, German and French on the level B1. However, this level of competence might not be sufficient for mastering an MA programme.

Another opportunity for being admitted to a programme is students' mobility from other HEIs or programmes within the same HEI. TSU determines the terms, conditions and numbers of mobilities for each programme individually which is described in the respective orders of the rector. However, no students' mobilities to MA and PhD programmes have been recorded. Applicants from other countries can also be admitted to the programmes in line with the current legislation.

According to the representatives of TSU administration, the student body for each educational programme is planned based on a special formula in which several factors are considered, namely: the number of applicants in the last years, number of students' mobility cases, resources of the university and the results of the labour market research. Despite very low admission numbers for some of the MA programmes included in the Philology cluster the administration of TSU confirmed its will to maintain those programmes since they are regarded as the flagship programmes of the university representing the oldest educational fields of the country and still involved in building the value system of Georgian society.

Programme admission preconditions are described in each programme. Since all programmes included in the Philology Cluster are uploaded on the web-site the programme admission preconditions are publicly accessible for all interested parties. This was confirmed by the students as well. Furthermore, they stated having been informed about the programme and its admission preconditions from a lecturer or a head of the programme as well. Another good way of informing the applicants on programme admission preconditions seems to be so called "Open Days" and information meetings that are regularly held prior to and during the respective registration periods.

Description and Analysis - 1 (Georgian Philology, 1st Level)

The admission preconditions for the programme of Georgian Philology is common to all the BA programmes in the country and comprises Unified National Examinations. It ensures that the students admitted to the programme have at least basic knowledge and skills for achieving the learning outcomes of BA programmes. The knowledge of which subjects are tested depends on the current agenda of Unified National Examinations. Usually, they are linked to the programme in terms of content and complexity level. There are up to 200 students expected and admitted to the BA programme of Georgian Philology every year. The rates for external mobility vary between 2 and 7 (a total of 20 students in the last 5 years). In the last 5 years 17 students have taken advantage of internal mobility as well.

Description and Analysis - 2 (Georgian (Kartvelian) Linguistics, 2nd Level)

The MA programme *Georgian (Kartvelian) Linguistics* is consecutive in terms of content and competence progression since it presupposes a BA degree in Georgian Philology or Humanities or at least a minor in Georgian Philology. Additionally, the competence in Georgian language is tested in a special examination. Every year 2-8 students are admitted to the programme so that no more than 24 students have studied Georgian Linguistics for the last 5 years.

Description and Analysis - 3 (Georgian Literature, 2nd Level)

The admission preconditions for the MA programme *Georgian Literature* are very much similar to those of *Georgian Linguistics* programme with only difference: Instead of Georgian language examination there is an examination in Georgian literature that has to be taken which is logically adjusted to the programme content and learning outcomes of the programme. So this programme is also a consecutive one built upon a qualification in Georgian Philology. The number of admissions varies from 12 to 21 every year with a total number of 84 students.

It should be noted that the prerequisite for admission to the MA program in Georgian Literature is the B1 level according to the Common European Framework of Reference for Languages (CEFR), which is considered a rather low level for the master's level, regardless of the language of instruction of the program. Additionally, 5 ECTS credit foreign language courses 1 and 2 (English/German/French), with a total load of 60 academic hours, are offered in the elective component, which in the given format cannot ensure the development of language competence.

Description and Analysis - 4 (General and Applied Linguistics, 2nd Level)

The admission preconditions for the MA programme of *General and Applied Linguistics* differ from those of the MA programmes described above in a broader scope of fields that should be completed prior to study of General and Applied Linguistics. These might be not only Arts and Humanities, but also fields like Social Sciences, Journalism, Information, Education, Natural Sciences, Mathematics and Statistics. An applicant with a minor in Georgian Philology would meet the preconditions too. These fields are logically linked to the programme content and its learning outcomes and allow an interdisciplinary approach to linguistic problems. However, despite such an openness of the programme the overall number of admissions has not exceeded 12 during the last 5 years.

Description and Analysis - 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)

The admission preconditions for the MA programme *Literary Studies, Textology and Editing-Publishing* are quite broad as well comprising qualifications in Arts, Humanities, Social Sciences, Journalism, Information and Education and / or a minor in Georgian Philology. The applicants should take an examination in Literary Theories which is in a logical connection with the content of the programme and the qualifications to be awarded. There are approximately 10 admissions per year making up a total number of 42 students during the last 5 years.

Description and Analysis - 6 (Philological Studies in Medieval Eastern Christianity, 2nd Level)

The MA programme *Philological Studies in Medieval Eastern Christianity* presupposes a BA degree beside Arts, Humanities, Social Sciences, Journalism, Information, Education also in Business, Administration and Law and / or a minor in Georgian Philology. The applicants are expected to take a subject specific examination. *Philological Studies in Medieval Eastern Christianity* appears to be the MA programme with the lowest number of annual admissions (0-1) in the Philology cluster.

Despite the fact that the programme belongs to the philology cluster, one of the "entrance prerequisites" is more precise and defined as "Entrance written exam in Textology." Respectively, it would be also desirable to ponder more on the definition of the "entrance prerequisites" as: 1) the rest of the programmes offered within the cluster restrict admittance to the holders of BA degree in philology, and it seems reasonable to match the admission requirements within the cluster, and 2) the programme is divided into two modules and some courses offered in the Armenian module contain bibliographical entries in modern Armenian, hence the "entrance written exam in textology" should reflect this division and also has to be modified in accordance to the requirements of separate modules.

Description and Analysis - 7 (Philology, 3rd Level)

The admission preconditions and procedures to the PhD programme *Philology* are regulated by the Statute of the Doctoral Programmes of the Faculty of Humanities. To the preconditions of the admission to the programme belong MA degrees in Languages or Literature and Linguistics, a B2 or C1 competence in a foreign language, the recommendation of the prospective scientific supervisor of the doctoral thesis and the research institute, department or research centre of the Faculty of Humanities of TSU, a recommendation given by the doctoral commission based on the results of the interview and evaluation of the research plan submitted by an applicant. All of these preconditions are supposed to ensure admission of candidates with relevant prior knowledge, skills and competences that are logically linked to the 3rd level of higher education and the multidisciplinary nature of the programme. There have been 181 admissions recorded in the last 5 years (20-40 admissions annually).

Evidences/Indicators

- Educational programmes;
- Website of TSU;
- *The Statute of Doctoral Programmes of the Faculty of Humanities*;
- Interview results.

General recommendations of the cluster:

Determine the knowledge of a foreign language at the B2 level as a precondition for admission to the MA programme.

General suggestions of the cluster:

Consider merger or modification of the programmes with low numbers of admissions in order to make them more popular.

Recommendations and suggestions according to the programmes:

Programme 3 (name, level)

   Recommendation(s):

   Suggestion(s):

Programme 6(Philological Studies in Medieval Eastern Christianity, 2nd Level)

   Recommendation(s):

   1.   Make sure that the entrance examination in textology is modified in accordance to the requirements of separate modules.

   Suggestion(s):

....

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, 1st Level)	☒	☐	☐	☐
Programme 2 (Georgian (Kartvelian) Linguistic, 2nd Level)	☒	☐	☐	☐
Programme 3 (Georgian Literature, 2nd Level)	☒	☐	☐	☐
Programme 4 (General and Applied Linguistics, 2nd Level)	☒	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing-Publishing; 2nd Level)	☒	☐	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity, 2nd Level)	☐	☒	☐	☐
Programme 7 (Philology, PhD)	☒	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

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

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

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

The programmes included in the Philology cluster ensure development of practical and research skills of students in many different ways. The students of all three levels (i.e. BA, MA, PhD) have the opportunity to participate in annual student conferences and sometimes even international symposia (for instance, III International Symposium for Young Scholars in Humanities) that are organised and planned in accordance with the learning outcomes of respective programmes. The students' articles are published in the journals, proceedings and anthologies issued either by the Faculty of Humanities or a collaborating research institute/centre. The students of the programmes are also offered winter and summer schools with relevant content (for instance, Kartvelology), some of which are international. Several internship opportunities at some of the research institutes of TSU were also mentioned in the interviews. Furthermore, there are student contests (for instance, "Innovations in Literature") and expeditions held regularly by the academic staff involved in the programmes. The students of the MA and PhD programmes are encouraged to submit grant proposals to Rustaveli Foundation and hence many of them are involved in individual or group research projects (for instance, "Bolshevism and Georgian Literature ") that are supervised by professors. Some of the MA programmes (Literary Studies, Textology and Editing-Publishing) have an explicitly practical course (for instance, a course like "Practical Textology") as its integral part. Both the BA and MA programmes contain foreign language courses that provide students with practical skills necessary for their involvement in the research. However, their volume (10 ECTS) and content (no focus on academic reading and writing) might be not adequate for academic and internationalisation purposes.

A thesis is a crucial research component compulsory for all the programmes included in the Philology cluster. Its volume varies according to the level of the programme. While 10 ECTS are allocated to a BA thesis, a MA thesis is given 30 ECTS, whereas work on a PhD thesis makes up almost 80% of the PhD programme. The progression of a PhD research is supervised and evaluated by means of a Doctoral Students' Seminar. No similar course or activity is found in the BA and MA programmes which gives rise to an assumption that the supervision process is rather sporadic and spontaneous. In contrast, the PhD programme shows a much more diverse research component containing two interim research project presentations and three publications (two of which should be published in international scientific periodica). Another important activity that contributes to development of practical skills of doctoral students is professor's assistance where the young researchers have a nice opportunity to gain practical experience in teaching and assessment processes. There are also funds available both on the institutional and faculty level in support of PhD students' research activities like trips to international conferences etc. The internationalisation of the PhD research is also supported by TSU Foreign Relations Department regularly providing information on exchange programmes to doctoral students.

The memorandums provided by TSU lack a description of concrete numbers and duration of practice. However, since no formalised practice is envisaged by the programmes included in the Philology cluster, the absence of such formalised approach does no harm to content or outcomes of the programmes. The rates of the employment of graduates in the respective fields are still very high (73-85%)

Evidences/Indicators

- Educational programs of philology cluster, curriculums;
- Minimum standard of TSU Doctoral program;
- The regulation of Doctoral Programs of the faculty of humanities;
- Information about university scientific conferences or exchange programs on the university website: www.tsu.ge
- The rate of student involvement in scientific-research projects and conferences;
- Conferences held and planned at the Faculty of Humanities

  https://tsu.ge/ka/faculty/911/%E1%83%B0%E1%83%A3%E1%83%9B%E1%83%90%E1%83%9C%E1%83%98%E1%83%A2%E1%83%90%E1%83%A0%E1%83%A3%E1%83%9A%20%E1%83%9B%E1%83%94%E1%83%AA%E1%83%9C%E1%83%98%E1%83%94%E1%83%A0%E1%83%94%E1%83%91%E1%83%90%E1%83%97%E1%83%90%20%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%98/page/%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%96%E1%83%94-%E1%83%A9%E1%83%90%E1%83%A2%E1%83%90%E1%83%A0%E1%83%94%E1%83%91%E1%83%A3%E1%83%9A%E1%83%98-%E1%83%93%E1%83%90-%E1%83%93%E1%83%90%E1%83%92%E1%83%94%E1%83%92%E1%83%9B%E1%83%98%E1%83%9A%E1%83%98-%E1%83%99%E1%83%9D%E1%83%9C%E1%83%A4%E1%83%94%E1%83%A0%E1%83%94%E1%83%9C%E1%83%AA%E1%83%98%E1%83%94%E1%83%91%E1%83%98

- Agreements / memorandums with economic agents, employers and objects of practice.
- Interview results

General recommendations of the cluster:

General suggestions of the cluster:
1. It is suggested to add additional foreign language courses, with a special focus on academic reading and writing skills, which will increase the research potential of BA and MA students at the international level.
2. It is suggested to integrate an activity or course into BA and MA programmes similar to Doctoral Students' Seminar ensuring gradual enhancement of BA and MA research under regular supervision.
3. It is suggested to collect and provide information on students' engagement in research projects and relevant documents (scientific papers published with co-authorship of students) separately.

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

   Recommendation(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (Georgian Philology, 1ˢᵗ Level)	☒	☐	☐	☐
Programme 2 (Georgian (Kartvelian) Linguistic, 2ⁿᵈ Level)	☒	☐	☐	☐
Programme 3 (Georgian Literature, 2ⁿᵈ Level)	☒	☐	☐	☐
Programme 4 (General and Applied Linguistics, 2ⁿᵈ Level)	☒	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing-Publishing; 2ⁿᵈ Level)	☒	☐	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity, 2ⁿᵈ Level)	☒	☐	☐	☐
Programme 7 (Philology, PhD)	☒	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

Teaching and learning methods found in the randomly selected syllabi from all programmes of the cluster are: Lecture, homework, seminar, presentation, midterm exam, excerption, end-of-term exam, discussion/debates, demonstration/visualisation, explanation, paper, essay, tutorial, group work, online learning, interrogation. It is difficult to judge whether there is any difference between the methods used

on the BA level and the ones used on the MA or PhD levels. However, all of them are listed in the benchmark statement of Georgian Philology, the only benchmark statement in the Philology sector approved so far.

Even though some of the student centred teaching and learning methods are mentioned in several programme descriptions (like collaborative teaching (sic!), role play, brainstorming, group work, experiential learning, problem based learning), none of them seems to be actually used (or obviously it happens rather sporadically) in the courses of the programmes included in the cluster. So, the traditional teaching methods like lecturing and interrogation seem to prevail over the activities and learning types foreseen by modern pedagogy.

The interviews revealed that individual needs of students are taken into consideration, especially in case of the students who received their former academic degree at another HEI and those with personal problems. The academic and invited staff involved in the programmes show flexibility with regard to the students with different educational backgrounds who lack some basic knowledge in the field and offer them extra meetings and consultation. Here are some other nice examples of flexibility in terms of teaching and learning methods was provided: for a student with special needs it was not possible to attend classes and was offered individual online-meetings by a professor; due to lack of language competence an assessment component was replaced (a papers by a quiz) for a student; a starter level language course was offered to a student personally. So, the academic personnel demonstrate readiness and openness when it comes to an adjustment of teaching and learning methods if necessary.

There are obviously very few international students involved in the programmes included in the cluster. With regard to a couple of students from China who are studying one of the programmes, the members of academic personnel used English as an intermediary language to avoid misunderstandings.

During the pandemic TSU ensured electronic learning by implementing the Zoom platform and an e-learning platform, a local variation of Moodle. As it was stated in the interviews, the switch to electronic learning has no impact on syllabi. Taking into account some more detailed descriptions found in several syllabi it is clear that "online learning" is understood as lecturing by means of Zoom making reading material available to the students by uploading them to the e-learning platform. Neither methods nor tools of online and blended learning were mentioned.

Evidences/Indicators

- o Educational programs of philology cluster, curriculums, syllabi of learning courses;
- o E-learning platform https://e-learning.tsu.ge/login/index.php
- o The Rule of Administration of electronic learning (Resolution of the Faculty Council No67/01-01, 25 March, 2020)
- o The Rule of Administration and conception of learning in a remote electronic format (Resolution of the Faculty Council 21/2020, 6 April, 2020)
- o Results of the interview.

General recommendations of the cluster:

1. It is recommended to use the teaching and learning methods that ensure students' active engagement in the learning process (student centred learning), interaction both between students and staff and students themselves.
2. It is recommended to provide training on online and blended learning methods and tools for academic and invited personnel in order to ensure that electronic/distance learning is conducted using relevant methods.

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

    Recommendation(s):

    Suggestion(s):

....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	☒	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	☒	☐	☐	☐
Programme 3 (Georgian Literature (MA))	☒	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	☒	☐	☐	☐
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	☒	☐	☐	☐

Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	☒	☐	☐	☐
Programme 7 (Philology (PhD))	☒	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

Student evaluation of educational programs grouped in the educational program cluster carried out in accordance with the principles, rules and procedures defined by the educational process regulation of TSU (TSU study process regulatory rule), which is based on the order of the Minister of Education and Science of Georgia. The evaluation system complies with the study courses and other educational and research components oriented to enhance the students' skills and knowledge and receive adequate feedback from students. During the interviews, the program staff outlined the strategies of the evaluating approach that are mainly written exam, essays, presentation, creative assignments. Students and alumni expressed that evaluation complies to their study plan.

Evaluation components and methods are fair to every student, transparent and complies with existing legislation. During interviews students mentioned that evaluation components and methods are published and known to students in advance, syllabi are posted on students' electronic portal and also, they receive guidance before starting courses and before exams. During evaluation, students receive feedback on their strengths and weaknesses.

At the bachelor's level, a compulsory study component for students is a bachelor's thesis, which is evaluated at a public defense, where the student will be admitted after the proper conclusion of the thesis supervisor and the bachelor's thesis being passed on the Turnitin electronic program for the purpose of plagiarism prevention. An important part of the evaluation of the bachelor's thesis is the review by a specialist in the field (without receiving at least 31 points out of a maximum of 60 points, the student cannot make a presentation at the public defense) and the student's oral presentation of the research results before the defense commission (at least 20 points out of a maximum of 40 points is necessary). The final evaluation of the bachelor's thesis is the sum of the score written by the reviewer and the evaluation of the undergraduate defense commission. A bachelor's thesis will be defended and the student will be awarded the appropriate credit if the final grade obtained is 51 points or higher.

In TSU students of MA programs have a guide - "Preparation and defending rules of the MA Thesis", the document defines the preparation, formatting, presentation and evaluation of the MA thesis. The master's thesis is defended publicly, before the commission approved by the order of the rector, which consists of at least 5 members. The commission has a chairman and a secretary. The master's thesis is evaluated with a 100-point system. Evaluation includes an evaluation written by an external evaluator.

TSU have developed a Doctoral roadmap: The Doctoral Educational Programme is a combination of a study component and a scientific-research component, which aims to train a scientific staff and ends with the award of the academic degree of Doctor. Students of the doctoral program in philology have teaching and scientific components, students in scientific components actively work with the scientific supervisor and he/her periodically evaluates the progress.

Doctoral dissertation thesis defense is conducted according to TSU minimal standards for PhD studies. Before thesis defense as minimal standard indicates a necessary condition for the defense of the thesis is the publication of the following two types of scientific publications related to the thesis topic - peer-reviewed scientific articles in high-rated international journals (or conference materials) that have an ISSN code and have an international editorial board (or scientific committee) and that are distributed internationally in scope and is open to international cooperation. At the same time, at least one of these two publications must be in an international journal (or conference proceedings) indexed by Scopus or Web of Science, or ERIH PLUS (ERIH PLUS only for doctoral students who work in the directions of Georgian and Caucasian studies) bases. During the visit interviews, experts received information from program heads and from students, that a necessary condition for the defense of the thesis is the publication of three types of scientific publications. To clarify necessary conditions for the defense in regulatory documents it is suggested to specify the number of mandatory research components and the university community be informed regarding any updates accordingly.

For the purpose of reviewing the thesis, the faculty council selects at least two reviewers, who are approved by the university dissertation council based on the submission of the dean of the relevant faculty. The thesis defense is public. Information about it is published on the website of the university (relevant faculty) at least one week before the defense of the thesis. Dissertation evaluation by the members of the dissertation commission is done confidentially, with a hundred point system.

TSU has the requirements for the academic style of the dissertation and students in advance know which style to use. During visit experts have seen the works of students and the academic style used in the works was the same for all(APA Style).

In TSU the document of the academic integrity and policy was proved at the meeting of the academic council by the working group of scholars (resolution N37) established on the basis of the rector's order. According to the policy the educational courses/projects and works of the faculty of humanities are checked by the plagiarism program – Turnintin in order to prevent plagiarism. Students of all education levels have access to the Instruction of the program usage, which is available in TSU http://e-learning.tsu.ge/ portal.

In TSU students can appeal for the results of the midterm and final exams. The student has the right and may appeal against the assessment. The student should send the appeal statement entitled "Appealing the exam scores" from the correspondence label via TSU electronic system(LMS) Within 48 hours after announcement of the results of the exam. Before submitting to the appeal commission, students can review her/his exam paper and then apply for appellation. In order to make the assessment procedure transparent, and for maximal objectivity TSU has a structural unit – the examination center, which also provides any information regarding exams.

During the visit interview QA service representatives expressed that TSU has developed the strategy of evaluation results analysis and it is in the implementation stage.

TSU has developed the concept of implementation of distance education in the educational programs of the Faculty of Humanities in electronic form and the rule of administration, which categorizes students' e-learning / distance learning assessment methods.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Evidences/Indicators

o   Interviews during site visit with different stakeholders;

o   Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;

o   Programs and Syllabi of learning courses of educational programs grouped in the philology cluster;

o   Webpage of the University https://www.tsu.ge/en

o   TSU Faculty of Humanities Rules for preparation and defense of master's thesis

o   Minimum standard for PHD

o   Rules for the preparation and defense of Bachelor's and Master's theses of the Faculty of Humanities of TSU, see Faculty website

o   The reports of Scientific work of the faculty of humanities

o   The resolution of the faculty of Humanities

o   Decree N37/2020 of the TSU Academic Board of May 13, 2020 "on the policy of academic integrity document of LEPL Ivane Javakhishvili Tbilisi State University mission"

o   Regulations of the Ivane Javakhishvili Tbilisi State University Examination Center"

o   Instruction on Plagiarism of Bachelor's/Master's/PhD Thesis

o   The rule of administration of e-learning at Ivane Javakhishvili Tbilisi State University

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster:

It is suggested that the university administration use existing communication channels and possibilities more effectively to increase the awareness among the university community.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	X	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature (MA))	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	X	☐	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	X	☐	☐	☐
Programme 7 (Philology (PHD))	X	☐	☐	☐

| Programme 8 (name, level) | ☐ | ☐ | ☐ | ☐ |

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 (Georgian Philology (BA))	X	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature (MA))	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	X	☐	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	X	☐	☐	☐
Programme 7 (Philology (PHD))	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

In TSU students receive appropriate consultations and support regarding the planning of the learning process. After enrolling in the university, in the first week students are given an orientation meeting with Student self-governance and academic staff. Students of all levels are provided with all the information about university services and the latest information in the university space. Also, students have all the necessary information at university website like: student's guide; academic calendar and mobility; regulations and scholarships; students projects and students service center services; and etc. Students of TSU use a single information and learning platform from which the student has the opportunity to write to the lecturer of the subject, receive feedback from him/her, and use educational resources.

At the beginning of the academic semester, at the first introductory lecture of each academic course, the student receives complete information about the requirements provided by the syllabus. The syllabus of each study of the course indicates the counselling hours and contact information of the teacher. During the visit students expressed that they can receive any guidance from lecturers on their needs at any time, in the university space or online.

Students of educational programs grouped in educational program cluster have an opportunity to participate in local and international projects and events. For example: International symposium of young scientists; Georgian literature winter and summer schools; Expeditions; Literature competitions; Kartvelian programs with engagement of international students, which are integrated in the local environment and living in Georgian families.

The scientific research and development service operating at the faculty of humanities regularly conducts scientific conferences and the information about which is provided to students, also BA students participate in the organization of conferences and master's and doctoral students are participants as well. University has a scientific grant budget, the scientific research grants are available at the Faculty As well, which considers the joint involvement of the academic staff of the faculty and students. Also, MA and PHD students are Shota Rustaveli national science foundation grant owners. They are actively engaged in local and international research activities, and after graduation have a tight bond with university.

TSU has international agreements for students, Students of all levels of educational programs have the opportunity to participate in international exchange programmes. Experts have requested statistical data about students involved in foreign exchange programs, and received from institution data, in which is clearly visible quite active involvement of students. Viadrina University Heidelberg and Jena University Frankfurt were named as outstanding collaborations, in which students of MA and PhD are involved in various research projects.

TSU provides employment and professional development opportunities for students. The counselling on employment can be obtained from the Student Career Development and Support Center, which also supports students in their career development. Students during visit interviews mentioned that they regularly receive various vacancies via email and sms. Also, the university provides various activities like employment Forums.

During visit interviews employers express their satisfaction for students of philology programs. Within the framework of cooperation, students do internships in publishing houses and schools, they have the opportunity to get to know the specifics of the field and acquire practical skills. There were examples mentioned that, after internships students have started their full time/part time job.

TSU creates the necessary conditions for full-fledged education for students with special educational needs and disabilities, the university has the infrastructure and material-technical base and can provide a support person, and develop an individual learning plan if necessary. During the interview it was

mentioned that they had experience working with students with special educational needs and also with prisoners.

During visit interviews Students and alumni expressed their positive attitude regarding programs. They are satisfied with the quality of teaching, the level of professors and teachers, teaching methods and student services.

Students have the opportunity to express their needs regarding the learning process and more. Students' suggestions were taken into account during developing the programs. For example, with the initiative of the students, One of the subjects was divided into several subjects.

TSU regularly conducts student satisfaction surveys. The survey results Show that the level of students' satisfaction with the organization of the educational process, the quality of teaching, the relevance of the content of the educational programs to the labor market, the qualifications of the staff, the objectivity-transparency of the assessment, and the student support services is above average. During interviews experts were told that engagement of students in the survey is very low, so additionally faculty of humanities works with students in focus groups to collect more feedback from students.

In TSU library space both printed and electronic books are collected. Students have access to scientific databases.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Evidences/Indicators

o   Interviews during site visit with different stakeholders;

o   Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;

o   Syllabi of learning courses of educational programs grouped in the philology cluster;

o   Webpage of the University https://www.tsu.ge/en

o   Statistical data about students involved in foreign exchange programs;

o   Student satisfaction survey report;

o   Results of focus groups(student satisfaction);

o   Provision of the Student Career Development and Support Service;

o   The provision of Educational Process Management Department;

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	X	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature (MA))	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	X	☐	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	X	☐	☐	☐

Programme 7 (Philology (PHD))	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

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

MA and PHD students of educational programs grouped in educational program cluster have high-qualified specialists of the field supervisors.

TSU elaborated the regulatory documents of the rights and duties of the supervisor and co-supervisor of MA/Doctoral student and of regulating the process of appointing, changing them and also the process of the supervision/co-supervision.

Faculty of Humanities Rules for preparation and defense of master's thesis: The supervisor of the master's thesis can be TSU Academic staff (professor, associate and assistant professor), emeritus Professor, Research Associate of TSU Scientific-Research Institute, TSU Doctoral student, invited specialist (of the relevant educational-scientific institute by the decision of the chair meeting). A master's thesis can have a co-supervisor.

Minimum standard for PHD defines that the scientific supervisor must have an academic degree of doctor, Scientific related to the doctoral dissertation topic Research experience in the field/specialty/direction and relevant Publications in the last 10 years. The scientific supervisor can supervise no more than 7 doctoral students with active status. It is significant that staff involved in the programs, who supervise PHD students, also supervise master thesis. In order for the scientific supervisor to fully coordinate the process of the doctoral thesis supervision, It is suggested to revise the maximum limit of PhD student supervisors. The scientific supervisor consults with the head of the relevant doctoral educational program together with the supervisors when planning the teaching and research process. According to the decision of the faculty council, a PhD student may have more than one scientific supervisor. The scientific supervisor controls the performance of the educational and research components of the doctoral student.

The master's and doctoral research topic can be selected according to the individual research interest of the student, and accordingly the supervisor can be selected, the supervisor can be invited. The involvement of an external evaluator is also ensured. For MA/PHD students it is possible to change the title of the research topic and the scientific supervisor. In case of declining supervision at any stage of learning, the scientific supervisor submits reasoned application to the dissertation council.

During visit interviews MA/PHD students and alumni expressed their satisfaction for supervisors. They regularly conduct consultation on the needs of students. Students told that the supervisor advises the

student in the research process on the following issues: research design, research methodology, writing of scientific-research papers and dissertation. Together with scientific supervisors, students cooperate with international scientific centers.

It's important that from starting assisting of professor PHD students after graduation are involved in the implementation of the program. Apart from this, the cluster programs invite doctoral students of the doctoral program of philology to the seminars of the master's and bachelor's level training courses.

TSU elaborated the regulatory document doctoral roadmap which defines all steps for students to Doctoral Studies. Summary report summarizes all the steps taken by student: General information; Study component; Scientific component and dissertation summary. During visit interviews it was clearly defined that MA/ PHD students have a roadmap and supervisors evaluate student progress according to the roadmap. During visit interviews it was clearly defined that MA/ PHD students have a roadmap and supervisors evaluate student progress according to the roadmap. Students of MA/PHD assessed cooperation with scientific supervisors and feedback was positive. Also, PHD students have the opportunity to assess cooperation with the scientific supervisor with a "questionnaire of PhD students" elaborated by the university. Because questionnaires don't show the comprehensive information, it is suggested to develop mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA/doctoral theses, to ensure the effective implementation and development of the supervision/ co-supervision process.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Data related to the supervision of master's/doctoral students	
Programme 1 (Kartvelian Linguistics, MA)[1]	
Programme 2 (Georgian Literature, MA)	
Programme 3 (General and Applied Linguistics, MA)	
Programme 4 (Literary Criticism, MA)	
Programme 5 (Medieval Eastern Christian Philology, MA)	
Programme 6 (Philology, PHD)	
[1] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.	
Number of master's/doctoral theses supervisors	**105**
//Number of doctoral thesis supervisors	**105**

Number of master's students	71
//Number of doctoral students	94
Ratio - supervisors of master's theses/master's students	105/71
Ratio - supervisors of doctoral theses/doctoral students	105/94

Evidences/Indicators

o   Interviews during site visit with different stakeholders;

o   Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;

o   Syllabi of learning courses of educational programs grouped in the philology cluster;

o   Webpage of the University https://www.tsu.ge/en

o   TSU Faculty of Humanities Rules for preparation and defense of master's thesis

o   Minimum standard for PHD

o   The reports of Scientific work of the faculty of humanities

o   The resolution of the faculty of Humanities

o   Survey forms of students

o   Ratio of supervisors and Master's/Doctorate students with active status

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General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster:

It is suggested to develop mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA/doctoral theses.

It is suggested to revise the maximum limit of PhD student supervisors.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

    Recommendation(s):

    Suggestion(s):

....

Evaluation

Please, evaluate the compliance of the programmes with the component

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 (name, level)	☐	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature (MA)	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	X	☐	☐	☐
Programme 6 Philological Studies in Medieval Eastern Christianity; MA)	X	☐	☐	☐
Programme 7 (Philology (PHD))	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	X	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature (MA))	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	X	☐	☐	☐
Programme 6 (Philological Studies in Medieval Eastern Christianity; MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

4. Providing Teaching Resources

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

4.1 Human Resources

➢ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
➢ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

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

Based on the evaluation of the provided documents and the accreditation visit, it was revealed that the programs grouped in the cluster are managed and implemented by personnel with appropriate qualifications who have the necessary competence to produce the learning outcomes provided for by the program. All of them have scientific achievements, publications relevant to the field, many years of experience in participating in academic or scientific activities. The qualification requirements of the

head of the educational program are determined by the Regulation of the Faculty of Humanities (Article 24).

The level and achievements of the invited staff involved in the implementation of the programs are also sufficient and relevant to their study courses and responsibilities. As a result of analysis of the documentation of 1 BA, 5 MA and 1 PhD Programs submitted for accreditation, as well as the personal files (CV's and other relevant documentation) of the staff, it is evident that the qualifications of the staff involved in the implementation of the programs fully meet the needs of the supervising of MA and PhD level students. The qualifications of the academic staff involved in the educational programs of the cluster are in line with the qualification requirements of both the legislation and the Regulations in force in the HEI.

The workload scheme of the academic/Invited staff involved in the implementation of the programs is determined by the Regulations of the University. The institution presented the academic weekly workload of the staff (academic, invited) involved in the programs included in the philology cluster of the Faculty of Humanities for the current semester of the 2022-2023 academic year, which is assessed as adequate.

As for the number of staff involved in the implementation of the educational programs of all three levels included in the Philology cluster and the ratio of the number of academic staff and invited staff, as well as the ratio of the number of teaching staff to the number of students is adequate for all three three-level programs of the Philology cluster. All this ensures the sustainability of the programs. More specifically, 159 academic and invited staff participate in the implementation of the programs, including 105 academic staff (19 professors, 74 associate professors, 12 assistant professors), and a total of 54 invited staff. Therefore, the program is sustainable in terms of academic staff. In the process of accreditation, 1127 students have active status on the programs included in the cluster, 562 have a suspended status. Therefore, the ratio between lecturers and students participating in the cluster programs is 1/9, which is quite sufficient.

The implementation of educational programs at HEI is facilitated by the administration and other structural units within the faculty, which is provided for, on the one hand, by the relevant articles of the Faculty Regulation, and on the other hand, it was also confirmed during the interviews. Administrative (Articles 40, 42 of the Regulation) and supporting administrative staff (Article 45 of the Regulation) of the Faculty provide services to students enrolled in the programs.

During the interview, the staff talked about their contractual rights and duties, their workload, the study courses they implement, their visions and approaches to the study process, which were generally evaluated positively by the experts.

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Programme 1 (Georgian Philology, BA)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	32			32
- Professor	6	6	6	6
- Associate Professor	24	24	24	24
- Assistant-Professor	1	1	1	1
- Assistant	1	1	1	1
Invited Staff	4	4	4	_
Scientific Staff	0			_

The undergraduate program of Georgian philology has 4 Heads of the Program, the program is implemented by 32 academic staff, including 6 professors, 24 associate professors, 1 assistant professor and 1 assistant. In addition, 4 invited lecturers are participating in the program. It should be noted that all academic staff are affiliated, which ensures the sustainability of the program. The presented documentation shows that the professors and lecturers involved in the undergraduate program are properly qualified to achieve the learning outcomes defined by the program. Most of the academic staff have international research experience, which is related to providing students with information on current developments in the field (see main characteristic of the cluster).

Description and Analysis - Programme 2 (General and Applied Linguistics, MA)

Programme 2 (General and Applied Linguistics, MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff

Total number of academic staff	6	6	6	6
- Professor	-	-	-	-
- Associate Professor	5	5	5	5
- Assistant-Professor	-	-	-	-
- Assistant	1	1	1	1
Invited Staff	3	3	3	_
Scientific Staff				_

MA Program in General and Applied Linguistics is coordinated by 1 Head of the Program. 9 academic and invited staff are involved in the implementation of the program, including 5 associate professors, 1 assistant and 4 invited lecturers. The presented documentation and the interviews reveal that the staff involved in the MA Program have adequate qualifications and experience to plan and implement educational, research, consulting or other activities provided for by the program, which are related to providing students with information on contemporary achievements in the field (see main characteristic of the cluster).

Description and Analysis - Programme 3 (Georgian (Kartvelian) Linguistics, MA)

Programme 3 (Georgian (Kartvelian) Linguistics, MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	4	4	4	4
- Professor	1	1	1	1

- Associate Professor	2	2	2	2
- Assistant-Professor	1	1	1	1
- Assistant	-	-	-	-
Invited Staff	4	4	4	_
Scientific Staff				_

MA Program in Georgian (Kartvelian) Linguistics is provided with 2 Heads of the Program. 4 affiliated academic (including 1 professor, 2 associate professors, 1 assistant professor) and 4 invited staff are involved in the implementation of the program. The personnel involved in the MA Program have sufficient qualifications, the program leaders are directly involved in the process of program development and improvement. They have relevant teaching and research experience (see main characteristic of the cluster).

Description and Analysis - Programme 4 (Georgian Literature, MA)

Programme 4 (Georgian Literature, MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	17	17		11
- Professor	2	2		2
- Associate Professor	13	13		8
- Assistant-Professor	1	1		1
- Assistant	1	1		

| Invited Staff | 5 | 5 | | _ |
| Scientific Staff | - | | | _ |

The MA Program in Georgian Literature is supervised by 1 Head of the Program. 22 academic and invited staff are involved in the implementation of the program, including 2 professors, 13 associate professors, 1 assistant professor, 1 assistant and 5 invited staff. 11 of the staff implementing the master's program are affiliated. The staff involved in the Master's program are experienced and qualified to supervise MA theses and participate in program development, and the number of supervisors is appropriate. They properly plan and carry out the educational, research, consulting or other activities envisaged by the program (see main characteristic of the cluster).

Description and Analysis - Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)

Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	17	17	17	17
- Professor	2	2	2	2
- Associate Professor	13	13	13	13
- Assistant-Professor	1	1	1	1
- Assistant	1	1	1	1
Invited Staff	5	5	5	_
Scientific Staff	0			_

MA program in Literary Studies, Textology and Editing -Publishing has 1 supervisor. 17 academic personnel, including 2 professors, 13 associate professors, 1 assistant professor and 1 assistant, are involved in the implementation of the program. All academic staff of the program are affiliated with HEI. Additionally, 5 invited personnel are involved in the program. From the submitted documentation,

and the interviews it can be seen that the profiles of the staff involved in the MA program, both academic and invited, are quite valuable, they are properly qualified, they have both educational and research experience, they have the appropriate resources to introduce the modern achievements in the field to the students. Accordingly, the number of supervisors of master's students is also appropriate. (see main characteristic of the cluster).

Description and Analysis - Programme 6 (Philological studies in Medieval Eastern Christianity, MA)

Programme 6 (Philological studies in Medieval Eastern Christianity, MA)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	3	3	3	3
- Professor	-	-	-	-
- Associate Professor	3	3	3	3
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	2	2	2	_
Scientific Staff	-	-	-	_

MA Program in Philological studies in Medieval Eastern Christianity is managed by 2 Heads of the Program. 3 associate professors and 2 invited lecturers are involved in the implementation of the program. The academic staff is affiliated with the HEI All five staff members involved in the MA Program are properly qualified, have thorough knowledge and experience in the field, and properly provide both lectures and guidance of MA students. Although the number of staff in the MA Program is small, the number of students in the MA Program in Medieval Eastern Christianity at this stage is also quite small (see main characteristic of the cluster).

Description and Analysis - Programme 7 (Philology, PhD)

Programme 7 (Philology, PhD)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	105	105	105	105
- Professor	19	19	19	19
- Associate Professor	74	74	74	74
- Assistant-Professor	12	12	12	12
- Assistant	-			
Invited Staff	-			_
Scientific Staff	-			_

PhD Program in Philology is coordinated by the Scientific Research and Development Service of the Faculty of Humanities and it is implemented by 9 profile educational and scientific institutes of the Faculty of Humanities, scientific and research centers included in them and 1 independent center. 105 academic staff, including 19 professors, 74 associate professors, 12 assistant professors, are involved in the implementation of the program. All program participants are affiliated with TSU. Due to the specificity, invited personnel are not involved in the implementation of the doctoral program. Both from the presented documentation and during interviews, it was revealed that the staff involved in the doctoral program are properly qualified, they have a considerable amount of both local and international research experience, which is related to providing students with information on modern achievements in the field. The coordinator of the program and the scientific research and development service of the faculty, together with the supervisors of doctoral students, coordinate the development of the program based on the scientific-research and pedagogical experience of the academic and scientific staff and are actively involved in the development of the program in order to contribute to the creation of new scientific knowledge in various fields of philology and in this direction integration of the performed research in international academic circles (see main characteristic of the cluster). However, Additional support for PhD supervisors (including additional compensation for their work) would be desirable where possible,

as supervision of PhD thesis is included in the regular workload of academic staff. Failing that a reduction in workload in return for PhD supervision would be advisable.

Evidences/Indicators

- Regulation of the Faculty of Humanities and structure of the Faculty;
- Uniform rules for recruitment and competition of TSU academic staff https://www.tsu.ge/data/file_db/orders/118-danarti1.pdf
- Personal Documents of Academic /Scientific Personnel;
- Methodology for the Determination of number of Academic, Scientific and invited staff;
- Ratio of academic/invited staff to the number of students entered into the program;
- Ratio of academic staff to invited staff;
- List of staff implementing the program by subjects;
- Functions and Responsibilities of Personnel;
- TSU Webpage / https://www.tsu.ge;
- Webpage of the Faculty of Humanities;
- Academic Board decision No 81/2018, February 26;
- On the approval of the procedure for staff evaluation of Ivane Javakhishvili Tbilisi State University;
- Academic Personnel (Professor, Associate Professor, Assistant Professor, Assistant) Affiliation Rule and terms – TSU;
- Academic and Invited Personnel Workload scheme;
- Regulation of the Faculty of Humanities of TSU;
- TSU Faculty of Humanities Doctoral Regulation;
- Administrative and support staff job description document.
- Interviews with administrative/academic/invited staff, students and alumni

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General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

Recommendation(s):

Suggestion(s):

Programme 7 (Philology, PhD level)

Recommendation(s):

Suggestion(s):

Additional support for PhD supervisors (including additional compensation for their work) would be desirable where possible, as supervision of PhD thesis is included in the regular workload of academic staff. Failing that a reduction in workload in return for PhD supervision would be advisable.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	X	☐	☐	☐
Programme 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-

supervisors who have relevant scientific-research experience in the field of research.

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

The Regulation of the Faculty of Humanities of TSU (Article 28, etc.) provides for the approval of the supervisors of BA and MA theses by the educational-scientific institute. Additionally, Article 8 of the PhD Regulation of the Faculty of Humanities defines the rights and duties of the scientific supervisor of the doctoral candidate, specific requirements are spelled out, the main function of which is to provide consultation to the PhD candidate in the planning of the educational and research process, control over the performance of the educational and research components of the doctoral candidate, and others. The document also describes the relevant qualification requirements for the supervisor(s) of doctoral students.

The supervisors of the students of the 5 MA and 1 PhD Programs of the cluster presented for accreditation are academic staff of the field, highly qualified specialists with relevant academic and scientific experience, who at the same time participate in various research activities and also have experience in supervising, guiding and training young researchers. All this is confirmed by the documentation showing their academic and research activities.

Based on the interviews and the studied documentation, it is possible to conclude that the qualifications of the personnel involved in the implementation of the 5 MA and 1 PhD Programs presented in the cluster correspond to the individual needs of the supervising of the students.

Description and Analysis - Programme 2 (General and Applied Linguistics, MA)

The program staff is composed of qualified persons with PhD degrees who have the relevant experience, knowledge and competencies to supervise students in the process of planning and conducting graduate research. This was also confirmed by interviews with students and academic staff, as well as personal documentation of staff and submitted scientific reports.

Programme 2 (General and Applied Linguistics, 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
Total number of academic staff	5	5	5
- Professor	-	-	-

- Associate Professor	5	5	5
- Assistant-Professor	-	-	-
Invited Staff	3	3	_
Scientific Staff			_

Description and Analysis - Programme 3 (Georgian (Kartvelian) Linguistics, MA)

The staff of the MA Program has significant academic and research achievement in their respective fields. They provide assistance and support to the students in the process of supervising research. The documents submitted for the accreditation as well as interviews confirm the above mentioned.

Programme 3 (Georgian (Kartvelian) Linguistics, 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
Total number of academic staff	4	4	4
- Professor	1	1	1
- Associate Professor	2	2	2
- Assistant-Professor	1	1	1
Invited Staff	4	4	_
Scientific Staff			_

Description and Analysis - Programme 4 (Georgian Literature, MA)

The program staff has sufficient qualification to lead the supervision of MA thesis of the students. Documents and personal profiles of the program staff are relevant to the legislative and university requirements.

Programme 4 (Georgian Literature, 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
Total number of academic staff	16		11
- Professor	2		2
- Associate Professor	13		8
- Assistant-Professor	1		1
Invited Staff	5		_
Scientific Staff	-		_

Description and Analysis - Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)

The program staff is composed of qualified persons with PhD degrees with relevant expertise to supervise students in the process of planning and conducting graduate research. This was also confirmed by interviews with students and academic staff, as well as personal documentation of staff and submitted scientific reports.

Programme 5 (Literary Studies, Textology and Editing -Publishing, 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
Total number of academic staff	16	16	16
- Professor	2	2	2
- Associate Professor	13	13	13
- Assistant-Professor	1	1	1
Invited Staff	5	5	_
Scientific Staff	0		_

Description and Analysis - Programme 6 (Philological studies in Medieval Eastern Christianity, MA)

All 8 staff involved in the program are qualified and have relevant background to supervise MA students during graduate research. Interviews conducted with students and academic staff, plus personal documentation of staff confirm the mentioned.

Programme 6 (Philological studies in Medieval Eastern Christianity, 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
Total number of academic staff	3	3	3
- Professor	-	-	-

- Associate Professor	3	3	3
- Assistant-Professor	-	-	-
Invited Staff	2	2	_
Scientific Staff	-	-	_

Description and Analysis - Programme 7 (Philology, PhD)

The PhD program has 105 academic staff - all academic members of the faculty of Humanities are involved in the process of developing the PhD Program. They have substantial academic background, with a significant number of international, as well as local publications. Some of them are involved in international academic or research activities, assisting the PhD students to get involved in scientific grants, which was also confirmed by the students during interviews. The professors have enough expertise to supervise students in the process of conducting PhD research.

Programme 7 (Philology, 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
Total number of academic staff	105	105	105
- Professor	19	19	19
- Associate Professor	74	74	74
- Assistant-Professor	12	12	12
Invited Staff	-		_

Scientific Staff	-		_

Evidences/Indicators

- Personal files of heads of educational programs of the cluster, academic and invited staff;
- HEI website;
- Functions and Duties of the Heads of the Program, administrative staff;
- Regulation of the TSU Dissertation Council;
- Doctorate Regulation of the Faculty of Humanities;
- Self-evaluation report;
- interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

   Recommendation(s):

   Suggestion(s):

Programme 2 (name, level)

   Recommendation(s):

   Suggestion(s):

....

Evaluation

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

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 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

Monitoring and evaluation of the programme staff and staff satisfaction are suitably incorporated in the regular institutional procedures. There are clear mechanisms to get feedback from students and teaching staff and graduates through surveys and other measures of data collection concerning teaching methods and academic achievements. There are suitable, specific measures for evaluating teaching and research activities. The aims of the evaluation and professional Development of Academic, Scientific and Invited Staff are defined in the Staff Evaluation Mechanisms of the University as following: considering the expectations of the university towards staff, systematic monitoring of the personnel performance and identifying the respective strengths and weaknesses, necessities for professional development of the staff members and individual potential, motivation and satisfaction analysis, enhancing the performance quality.

The documents and the information shared during the interviews provided abundant information about the use of the evaluation results for further improvement and staff support mechanisms, which is remarkably positive. The management and teaching staff has access to a good number of training opportunities, grants, teaching mobility and research exchanges. E-learning has a fitting place within these initiatives, Moodle platform is a user friendly tool for students and staff. The HEI provides necessary

conditions for academic, scientific staff and supervisors in international projects, researches and conferences. The University ensures access to scientific databases, the resources to carry out the activities of the cluster are adequate and allows their proper development. Significant progress in the promotion of internationalization actions can be detected in the support of research and participation in academic events abroad, including international projects such as Erasmus+, Mevlana, DAAD. During the interviews, suitable descriptions about current actions and sound plans for further development were presented. This path is well-oriented and worth strengthening.

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

Description and Analysis - Programme 1
Description and Analysis - Programme 2
Description and Analysis -Programme 3
Description and Analysis -Programme 4
Description and Analysis -Programme 5
Description and Analysis -Programme 6
Description and Analysis - Programme 7

Evidences/Indicators

- o Educational Programs
- o Self-Evaluation Report on Accreditation of Educational Programs Grouped in a Cluster
- o Resumes of the staff of the Faculty of Humanities of TSU;
- o Annual scientific reports of the staff of the Faculty of Humanities of TSU;
- o Results of staff performance and satisfaction survey;
- o Information about activities focused on the development of academic, scientific and guest personnel;
- o Documents confirming international cooperation;
- o Website of the institution;
- o Conducted interview results.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

   Recommendation(s):

   Suggestion(s):

Evaluation

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

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 (Georgian Philology, BA)	X	☐	☐	☐
Programme 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

4.4. Material Resources

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

Cluster and individual evaluation

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

HEI has sufficient infrastructural resources and material-technical base to ensure high quality of teaching in all seven educational programs of all three levels united in the cluster. Sanitary norms are observed in study halls, library, staff rooms, computer laboratories and other rooms. The building is provided with a central heating system, continuous supply of electricity, HEI uses an electronic platform - LMS.TSU.GE.

The library is fully equipped with computers and compulsory literature specified in the syllabus. Students at all three levels have access to the latest scientific literature and publications published in electronic scientific databases (Google Scholar, Web of Science, ScopusClarivate Analytics Web of Science/Journal Citation Report, Elsevier, JSTOR, EBSCOHost, Springer, HINARI, Cambridge University Journals, GALLICA, Érudit, ALUKA, Internet Archive). Some materials are also available to students by email provided by the professors of the relevant courses. Apart from this, materials are also available to students electronically and from relevant databases. Students receive information about the availability and use of the mentioned material and technical resources immediately after starting their studies. During the interviews, the students demonstrated that they are adequately informed about the available resources to use them in the study and research process. Student spaces are arranged in several places of the building, which gives the students the opportunity to study, which is good but not enough.

Description and Analysis - Programme 1 (Georgian Philology, BA)

There is an appropriate infrastructure and resources for the operation of the BA program in Georgian Philology. The library has sufficient resources and services, with convenient e-learning platforms and access to databases. There are some student spaces in several places of the building which is not enough for the big number of BA level students. This was also admitted by the students during the interview.

Description and Analysis - Programme 2 (General and Applied Linguistics, MA)

The MA program is provided with the necessary infrastructure and technical equipment needed to achieve the learning outcomes provided by the educational program. However, during the interviews, in some cases, the use of relevant resources was revealed by the students, which may prove to be an obstacle to the assimilation of the content of the courses provided by the study courses. It is necessary to offer more of this resource on the part of the academic staff, as well as to raise the motivation of students based on a better representation of the relevant need.

Description and Analysis -Programme 3 (Georgian Literature, MA)

In the process of inspection of the library and library resources, the experts found that the university library includes reading rooms and a computer resource center that allows finding and using the necessary materials. The library contains the literature provided in the course syllabi. Scientific databases are also available for students to implement their research.

Description and Analysis -Programme 4 (Georgian (Kartvelian) Linguistics, MA)

The HEI resources are sufficient for the study process of the MA Program in Georgian (Kartvelian) Linguistics. The library is equipped with sufficient resources and services, with convenient e-learning platforms and access to databases and conduct research. However, during the interviews, in some cases, the use of relevant resources was revealed by the students, which may prove to be an obstacle to the assimilation of the content of the courses provided by the study courses. It is necessary to offer more of this resource on the part of the academic staff, as well as to raise the motivation of students based on a better representation of the relevant need.

Description and Analysis -Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)

The library is equipped with a sufficient number of computers and compulsory literature specified in the syllabus. They have access to the latest scientific literature and publications published in electronic scientific databases. Materials are also available to students electronically and from relevant databases. Students receive information about the availability and use of the mentioned material and technical resources immediately after starting their studies.

Description and Analysis -Programme 6 (Philological studies in Medieval Eastern Christianity, MA)

The MA program in Philological studies in Medieval Eastern Christianity is provided with the sufficient infrastructure, technical equipment and study material needed to achieve the learning outcomes provided by the educational program. The library has sufficient resources and services, with convenient e-learning platforms and access to databases.

Description and Analysis - Programme 7 (Philology, PhD)

PhD students have access to the latest scientific literature and publications published in electronic scientific databases (Google Scholar, Web of Science, ScopusClarivate Analytics Web of Science/Journal Citation Report, Elsevier, JSTOR, EBSCOHost, Springer, HINARI, Cambridge University Journals, GALLICA, Érudit, ALUKA, Internet Archive). The resources provided in the university is enough for the number of PhD students of the Philology Program. During the interview the students admitted they were informed about the relevant databases within the HEI, have full access to these databases, most recent publications in their fields and have good opportunity to conduct research.

Evidences/Indicators

- material resources;

- Site visit;

- Library resources, catalogue and website;

- Information about available databases;

- Self-Evaluation report

- Interviews

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster:

It is desirable to increase the number of student spaces in the university.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 2 (General and Applied Linguistics, MA)

    Recommendation(s):

    Suggestion(s):

It is recommended to material and technical base intensively for effective realization of electronic resources, digital elements of teaching and research provided by the study courses, which considers efforts of the academic staff in terms of offering the said resource and raising the motivation of students.

Programme 4 (Georgian Literature, MA)

Recommendation(s):

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Suggestion(s):

It is recommended to material and technical base intensively for effective realization of electronic resources, digital elements of teaching and research provided by the study courses, which considers efforts of the academic staff in terms of offering the said resource and raising the motivation of students.

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	X	☐	☐	☐
Programme 2 (General and Applied Linguistics, Literature, MA)	X	☐	☐	☐
Programme 3 (Georgian, MA)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 5 ((Literary Studies, Textology and Editing -Publishing, MA))	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐

Programme 8 (name, level)	☐	☐	☐	☐

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

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

Cluster and individual evaluation

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

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

Description and Analysis - Programme 1 (Georgian Philology, BA)

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

Description and Analysis - Programme 2 (General and Applied Linguistics, MA)

The financial provision of the General and Applied Linguistics Master's Program is made from the budget of the Faculty of Humanities. Thus, the financial support of the university is provided in the budget, which is economically achievable for the above mentioned educational programme. The budget of the faculty ensures: the remuneration of the academic staff and invited lecturers; the maintenance and improvement of the material-technical base of the program; the costs of participation in trip and international conferences; seasonal schools, expeditions and other scientific-research expenses.

Description and Analysis -Programme 3 (Georgian (Kartvelian) Linguistics, MA)

The financial provision of the Georgian Linguistics Master's Program is made from the budget of the Faculty of Humanities. Thus, the financial support of the university is provided in the budget, which is economically achievable for the above mentioned educational programme. The budget of the faculty ensures: the remuneration of the academic staff and invited lecturers; the maintenance and improvement of the material-technical base of the program; the costs of participation in trip and international conferences; seasonal schools, expeditions and other scientific-research expenses.

Description and Analysis -Programme 4 (Georgian Literature, MA)

The financial provision of the Georgian Literature Master's Program is made from the budget of the Faculty of Humanities. Thus, the financial support of the university is provided in the budget, which is

economically achievable for the above mentioned educational programme. The budget of the faculty ensures: the remuneration of the academic staff and invited lecturers; the maintenance and improvement of the material-technical base of the program; the costs of participation in trip and international conferences; seasonal schools, expeditions and other scientific-research expenses.

Description and Analysis -Programme 5 (Literary Studies, Textology and Publishing, MA)

The financial provision of the Literary Studies, Textology and Publishing Master's Program is made from the budget of the Faculty of Humanities. Thus, the financial support of the university is provided in the budget, which is economically achievable for the above mentioned educational programme. The budget of the faculty ensures: the remuneration of the academic staff and invited lecturers; the maintenance and improvement of the material-technical base of the program; the costs of participation in trip and international conferences; seasonal schools, expeditions and other scientific-research expenses.

Description and Analysis -Programme 6 (Philological studies in Medieval Eastern Christianity, MA)

The financial provision of the Medieval Eastern Christianity Master's Program is made from the budget of the Faculty of Humanities. Thus, the financial support of the university is provided in the budget, which is economically achievable for the above mentioned educational programme. The budget of the faculty ensures: the remuneration of the academic staff and invited lecturers; the maintenance and improvement of the material-technical base of the program; the costs of participation in trip and international conferences; seasonal schools, expeditions and other scientific-research expenses.

Description and Analysis - Programme 7 (Philology, PhD)

The financial provision of the Doctoral Program in Philology is made from the budget of the Faculty of Humanities. Thus, the financial support of the university is provided in the budget, which is economically achievable for the above mentioned educational programme. The budget of the faculty ensures: the remuneration of the academic staff and invited lecturers; the maintenance and improvement of the material-technical base of the program; the costs of participation in trip and international conferences; seasonal schools, expeditions and other scientific-research expenses.

Evidences/Indicators

- o Cluster budget
- o Educational Programs
- o Self-Evaluation Report on Accreditation of Educational Programmes Grouped in a Cluster
- o Statute of the Budget Commission
- o Interviews with the management staff and other relevant stakeholders

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	**X**	☐	☐	☐
Programme 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

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 (Georgian Philology, BA)	X	☐	☐	☐
Programme 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

Quality assurance at Ivane Javakhishvili Tbilisi State University is regulated by the Quality Assurance Statute. The QA Office implements internal quality on the faculty quality assurance and the central quality assurance offices of the university. The Office therefore is divided into the Institutional Development and Authorization Department and Department for Accreditation, Research and Evaluations. In accordance with the evaluation of the submitted documents and interviews conducted during the site visit, it is revealed that QA Office plans and coordinates the permanent evaluation of the quality education. By enhancing the quality culture, the Office supports integration of the University in the common European educational space. QA Office also coordinates the monitoring of the regular evaluation of academic and scientific-research activities. Accountability is ensured through receiving and giving feedback and

recommendations for all stakeholders involved in the process, including internal and external interested parties. Quality Assurance Service carries out activities on the basis of the autonomy of university, compliance with the principles of inclusion, academic integrity and respecting diversity, constant communication and sharing the best experiences. Therefore, quality assurance mechanisms are defined in accordance with the "Plan, Do, Check, Act" (PDCA) principles.

Internal assessment and evaluation process involve students, alumni, employers, academic, invited and scientific staff and other relevant interested sides. Staff of the program tightly cooperate with the QA Office in the internal evaluation process, defining relevant assessment methods and practices, as well as generating evidences used for the further development of the whole program evaluation. Periodically, formal and informal meetings are arranged with academic and invited staff. The University ensures program specific assessment processes, that means defining assessment criteria in relevance of the program and relevant qualification. HEI also ensures permanent study process monitoring and adaptation of the specific assessment mechanisms if necessary. For instance, the distance learning process required updated satisfaction surveys and relevant evaluation forms. Such specific forms are also developed for evaluating the process of supervision.

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

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

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

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Educational Programs
- Self-Evaluation Report on Accreditation of Educational Programmes Grouped in a Cluster
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- Provision of the Faculty of Humanities approved at the session of the TSU Representative Council
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- Committee of Planning, Working out and Development of educational programmes
- Resolution of the TSU Academic Council No81 / 2018, February 26, on the approval of the staff evaluation rule of LEPL Ivane Javakhishvili Tbilisi State University.
- Resolution of the TSU Academic Council No78 / 2018, February 26, LEPL – Ivane Javakhishvili Tbilisi State University "On the approval of the rules of evaluation of educational and scientific-research activity"
- Resolution of the TSU Academic Council No113 / 2018, April 30, LEPL – Ivane Javakhishvili Tbilisi State University "On the approval of the rules and conditions for affiliation of the academic staff (Professor, Associate Professor, Assistant Professor, Assistant)
- Educational programs evaluation form and indicators, including evaluation form and indicators of syllabi
- Questionnaire forms for students, graduates, employers and staff survey
- Conducted Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

   Recommendation(s):

   Suggestion(s):

Programme 2 (name, level)

   Recommendation(s):

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	X	☐	☐	☐
Programme 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

5.2. External Quality Evaluation
Programme utilizes the results of external quality assurance on a regular basis.

Cluster and individual evaluation

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

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

Educational programs are periodically evaluated by external experts, including international experts. HEI

has implemented the bottom-up approach, invited international experts and explored the cluster

accreditation processes in European countries, to make the process much more mature. HEI ensures complying with the recommendations received during the expert evaluations. In 2022 the University has been evaluated by Institutional Evaluation Programme (IEP), that is a full member of the European Association for Quality Assurance in Higher Education (ENQA) and is listed in the European Quality Assurance Register for Higher Education (EQAR). After self-evaluation and online visits, TSU has been granted an opportunity to use "evaluated by IEP" title and future follow-up evaluation within the next one to three years. Institution has also been given certain recommendations for further developments.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- o Educational Programs
- o Self-Evaluation Report on Accreditation of Educational Programs Grouped in a Cluster
- o Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- o Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- o IEP Report and Letter from Chair of Steering Committee
- o Conducted Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	**X**	☐	☐	☐
Programme 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

For program development and service improvement, the QA Office ensures constant monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools for improvement and development. The monitoring process is based on the principles of transparency and sharing, participation, continuity, academic integrity and freedom, and accountability. At the end of every

compulsory course, students evaluate the course by completing a course evaluation form. Necessity-based and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. As well as pre-determined classroom observation and peer assessment for academic, scientific and invited staff. Master and Doctoral students evaluate the implementation of the scientific-research component, as well as scientific supervision. Results of the evaluation processes are distributed among the stakeholders and are used for the program improvements.

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

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

The University ensures benchmarking for the best available practices to develop internationally competitive programs. Target universities usually are selected in accordance with success rates and compliance with the field standards. The representatives of the personnel implementing the educational programs included in the philology cluster were involved in the relevant benchmark development groups, and during the creation of this benchmark, they were guided by the best experience of similar local and foreign educational programs. Sectoral benchmark is used as one of the central tools for monitoring the process of the higher education program. Document defines minimum competencies that the holder of the relevant qualification (bachelor's, master's, doctor's) should have and considers field specific international requirements as well. Therefore, programs share the experiences of leading universities and best practices in philology.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- ○ Educational Programs
- ○ Self-Evaluation Report on Accreditation of Educational Programs Grouped in a Cluster
- ○ Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- ○ Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- ○ Evaluation Forms and Survey Results
- ○ Sectoral Benchmark in Philology
- ○ The Rule of Implementation of Educational Programs
- ○ Conducted Interview Results

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology, BA)	**X**	☐	☐	☐
Programme 2 (General and Applied Linguistics, MA)	X	☐	☐	☐
Programme 3 (Georgian (Kartvelian) Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian Literature, MA)	X	☐	☐	☐
Programme 5 (Literary Studies, Textology and Editing -Publishing, MA)	X	☐	☐	☐
Programme 6 (Philological studies in Medieval Eastern Christianity, MA)	X	☐	☐	☐

	Complies with requirements			
Programme 7 (Philology, PhD)	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Philology (BA))	X	☐	☐	☐
Programme 2 (Kartvelian Linguistics (MA))	X	☐	☐	☐
Programme 3 (Georgian Literature (MA))	X	☐	☐	☐
Programme 4 (General and Applied Linguistics (MA))	X	☐	☐	☐
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	X	☐	☐	☐
Programme 6 (Medieval Eastern Christian Philology (MA))	X	☐	☐	☐
Programme 7 (Philology (PhD))	X	☐	☐	☐
Programme 8 (name, level)	☐	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

Compliance of the programmes with the standards

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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 (Georgian Philology (BA))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 (Kartvelian Linguistics (MA))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3 (Georgian Literature (MA))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 4 (General and Applied Linguistics (MA))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 5 (Literary Criticism, Textology and editing-publishing (MA))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 6 (Medieval Eastern Christian Philology (MA))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 7 (Philology (PhD))	Substantially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 8 (name, level)	Select Appropriate Evaluation	Select Appropriate Evaluation	Select Appropriate Evaluation	Select Appropriate Evaluation	Select Appropriate Evaluation

Signatures

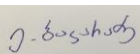**Chair of Accreditation Experts Panel**

Full name, signature

Rebecca Ruth Gould

Of the member(s) of the Accreditation Experts Panel

Full name, signature

Ekaterine Bakaradze

Full name, signature

Davit Kakiashvili

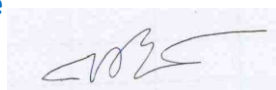**Full name, signature**

Irma Karaulashvili

Full name, signature

Nino Pkhakadze

Full name, signature

Levan Tsagareli

Full name, signature

Tamta Tskhovrebadze