NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programs

Bachelor's Degree Programm in History

Bachelor's Degree Programm in Archaeology

Master's Degree program in History of Georgia

Master's Degree program in Ancient Languages and Civilizations

Master's Degree program in Medieval History

Master's Degree program in Modern and Contemporary History

Master's Degree program Program in Archaeology

Doctoral Program in History

Ivane Javakhishvili Tbilisi State University

Evaluation Date(s): 9.12,13,14 Dec.2022

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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)	Evangelos Kyriakidis, the Heritage Management Organization, Athens
Member (Name, Surname, HEI/Organization, Country)	Emzar Kakhidze, Shota Rustaveli State University, Batumi
Member (Name, Surname, HEI/Organization, Country)	Irine Demetradze, Ilia State University, Tbilisi
Member (Name, Surname, HEI/Organization, Country)	Vazha Mamiashvili, Georgian National Museum, Tbilisi
Member (Name, Surname, HEI/Organization, Country)	Merab Chumburidze, Akaki Tsereteli State University, Kutaisi
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I. Information on the Cluster of Educational Programs

	Program 1	Program 2	Program 3	Program 4	Program 5	Program 6	Program 7	Program 8
Name of the educational program	History	Archaeology	History of Georgia	Ancient Languages and Civilizations	Medieval History	Modern and Contemporary History	Archaeology	History
Level of higher education	Bachelor's Studies	Bachelor's Studies	Master's Studies	Master's Studies	Master's Studies	Master's Studies	Master's Studies	Doctoral Studies
Qualification to be awarded	Bachelor of History	Bachelor of Archaeology	Master of History	Master of Ancient Studies	Master of History	Master of History	Master of Archaeology	PhD in History
Name and code of the detailed field	0222.1.1 History	0222.1.2 Archaeology	0222.1.1 History	0222.2.3 Ancient Studies	0222.1.1 History	0222.1.1 History	0222.1.2 Archaeology	0222.1.1 History
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	Georgian	Georgian
Number of ECTS credits	240	240	120	120	120	120	120	Study component – 40 credits
Program Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited (Decision № 169, 28.10.11)	Accredited (Decision № 170, 28.10.11)	Accredited (Decision № 204, 18.07.12)	Accredited (Decision № 203, 18.07.12)	Accredited (Decision № 213, 18.07.12)	Accredited (Decision № 210, 18.07.12)	Accredited (Decision № 216, 18.07.12)	Accredited (Decision № 244, 18.07.12)

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

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programs[2]**

  A comprehensive array of degrees, both undergraduate and postgraduate, are being taught in this cluster. They offer a wide array of knowledge and they are being taught by adequate and research active staff. According to many, this department is the preeminent such department in the country, and therefore has a lot of international links.

- **Overview of the Accreditation Site Visit**

  Between the 9th and the 14th of December 2022 (9, 12, 13, 14) Emzar Kakhidze, Irene Demetradze, Vazha Mamiashvili, Merab Chumburidze, Tamta Kbakhidze and Nana Pirtskhelani in person and Evangelos Kyriakidis online visited the Ivane Javakhishvili Tbilisi State University. They visited the TSU museum, the Archaeological Museum and collection as well as the TSU library (9/12/22). On Monday the 12th of December they met with the Chancelor, the Head of the QA office and the Dean of Humanities, then they met with the self-evaluation team and then had meetings with the head of the Archaeology program, the academic staff of History, the head of the history program and the academic staff in Archaeology. Some colleagues were able to come to the meetings from abroad online. On Monday, the 13th of December, the accreditation committee met with BA students, MA students, PhD students, as well as Alumni both from the BA and the postgraduate programs (MA and PhD). Later on, the committee met with temporary (invited) staff from History and Archaeology. On Wednesday, the 14th of December, the committee was able to look at PhD and MA theses, as well as meet with MA and PhD supervisors, social stakeholders (potential employers that are close to the department) and there was a second meeting with QA staff.

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

  Overall the department has taken the entire process very seriously and organized itself to make all data available. The committee has found the department's overall performance very satisfactory and had only a few suggestions to make, rather than recommendations that would be essential for the successful running of the programs.

  In other words there is a full compliance of all programs, though the committee made some suggestions as to the improvement of the quality of these programs.

- **Recommendations**

  - A homogeneous system of student satisfaction (including regarding the learning outcomes) for each module needs to be strictly established, ensuring that all modules are assessed by students, preferably

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

before the publication of final marks and exams. Although this system exists, interviews have highlighted the fact that not all modules are assessed in the same way. It is the homogeneity of the system that is here recommended, because data is collected and an analysis is currently done by the department.

- **Suggestions for the Program Development**

General suggestions of the cluster

- Teaching experience is certainly a very good skill for PhD candidates, clear rules and guidelines may give on the one hand some freedom to academic staff when it comes to creating more time for research, but also establish a feeling of fairness to all PhD students. For example, a rule may be that PhD students would not be able to teach in the postgraduate program before the third year into their PhD and that they need to teach in areas that are relevant to their research.
- Learning outcomes of the programs though clear, would need to be consistently visible in syllabi (currently they are), student handbooks, the website for the benefit of students. An emphasis on transferable (skills) outcomes is essential for the communication of the value of all degrees to the ministry, to prospective students, to employers and to potential donors.
- The number of text books in the syllabi of main part of study courses should correspond to the number of hours determined by credits. New textbooks and monographs should be specified in the syllabi of small part of study courses. In case of absence text books in Georgian, it is acceptable to create electronic readers.
- The cluster would benefit from a set number of standards for internship placements so as to ensure that they have clear learning outcomes. A faculty member in each of the internship offering programs should pay periodic site visits to ensure that the University's educational goals are being satisfied.
- As Georgian students tend to lack funds and because much of the material for the cluster is located either in the libraries or in the museum or other organizations' archives, the University should develop some program to reimburse students or to ensure that they are not charged for some of the photocopying or digital copying fees.
- The committee encourages the department to take stock of the success of this review of the program and continue its good work. It is also encouraged to continue reviewing and updating the various programs of study, ensuring that they are always current, expanding the curriculum into areas that are important for Georgia but also for the employability of the students.
- It is desirable that in the syllabi of some study courses in BA and MA programs of both History and Archaeology, lecturer-designated readers and handouts indicate the name of the course and the year of compilation.
- The committee suggests that the department explores the possibility of MA students taking electives from the BA program with a different assessment from the BA students (to reflect the level of their studies).Online readers in Georgian may be a way forward to tackle the lack of up-to-date bibliography in the Georgian language.

- Especially for the postgraduate programs, all admissions requirements should be publicly available with the information present in all relevant online materials. Especially for the PhD program, the department must make an effort to internationalise and open up the process so as to accept students from elsewhere.
- Strengthen existing communication links among the students and relevant faculty administration services.
- To enhance and accelerate existing support service mechanisms for Master's degree students with aim of their future active involvement in foreign exchange programs.
- Intensify activities towards the suggestion of more field-oriented internships for cluster program students.
- Consider the involvement and strengthening of field terminology components in relevant foreign language courses.
- It is suggest that a special effort is being made to tackle the adverse effects of no graduations since 2019, especially through strengthening the departmental support services.
- The committee found that it is important for the department to periodically check the workload of PhD and MA supervisors.
- The department and the university make sure to publicise the programs that are struggling to recruit as they are essential for the prestige of the university in a country like Georgia.
- As noted in the interviews, PhD students would benefit more if they had a very modest budget for photocopies.
- Moreover, the committee notes that fundraising is not only essential but also possible to ensure that students and staff have more opportunities to do projects and further research.

Program 1, **History (Bachelor)**
- It is desirable that new textbooks and monographs should be specified in the syllabi of main part of study courses. In case of absence textbooks in Georgian, it is acceptable to create electronic readers;

Program 2, Archeology (Bachelor)
- It is desirable that in the syllabus (for example, on "antique" archaeology (classical and Hellenistic era, Caucasus Archaeology) that the reading material suggested by the lecturer is formulated separately for each topic and to have a specified reading material indicated by the author's identity, title and year of writing.
- The SER's description of the Program could be clearer and have assessable criteria. For example, it should be determined how the Program teaches "essence of the field of archaeology". Likewise, "museum activities" are very general in the report. It should be more specificly defined.

Program 3, History of Georgia (Master)
- New textbooks and monographs should be specified in the syllabi of small part of study courses.
- The syllabi of some study courses (Epigraphy for History of Feudal Georgia, Georgian Hagiography as Historical Source, Diplomatics for History of Feudal Georgia, Georgian Secular and Ecclesiastical Legal Documents of Feudal Era) the mandatory literature published before 2000's. It is desirable that new textbooks and monographs should be specified in these syllabi.

Program 4, Ancient Languages and Civilizations (Master)

- It is desirable that new textbooks and monographs should be specified in these syllabi.
- It is desirable that in the syllabus (for example, on on archaeology and society, archaeology of the Eastern Mediterranean and the Levant, archaeology of the Greater Mesopotamia) that the reading material suggested by the lecturer (in a reader) is formulated separately for each topic and to have a specified reading material indicated by the author's identity, title and year of writing.
- An update on the literature in the syllabi provided for the MA courses Hellenism, Rome and the East, Classical Historiography, and Classical Worlds at the Edge of the Eras would improve the quality of the program.

Program 5, Medieval History (Master)

- New textbooks and monographs should be specified in the syllabi of small part of study courses. Since the master's program includes educational courses for the study of ancient civilization, it would be desirable that antique archaeology was also presented here.
- Because the program expects students to translate Greek and Latin texts from the period, it should expand its admission requirements for foreign language to include Greek and Latin.
- Perhaps it would be beneficial to clearly state that in the title of the program ("Western European Medieval History").
- It is desirable that new textbooks and monographs should be specified in the syllabi of small part of study courses.

Program 6, Modern and Contemporary History (Master)

- New textbooks and monographs should be specified in the syllabi of small part of study courses.

Program 7, Archaeology (Master)

- The SER offered no justification or explanation for limiting admissions to those with humanities or social science degrees. Archaeology has become more interdisciplinary. The use of such tools as pollen analysis (Botany); chemical analyses of materials (Chemistry and Geology); cartography (Geography) and GIS (Geographical Information System) all suggest that students from the sciences should be considered for entry into the program.
- The committee suggests that the program pays particular attention to upgrade the description of the significant competencies and transferable skills students acquire with the program. This should help the program to communicate its importance and recruit better.

Program 8, History (PhD)

- It may be worth considering, without prejudice, whether research methods and the taught element of the PhD are incorporated into the MA rather than Phd. This may justify the unofficial policy of accepting mainly MA alumni of the university for the PhD program. Alternatively, it would be good to ensure that the PhD program attracts alumni of many universities in and out of the country

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

  The two museums, that are both well equipped and well run, are a tremendous learning resource.

  There are high expectations of the PhD programme, including publications and conference papers.

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

The university shared the key findings of the committee and presented no objections

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

N/A

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

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 Program Objectives, Learning Outcomes and their Compliance with the Program	
1.1. Program Objectives	Cluster and individual
1.2 Program Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Program Learning Outcomes	Cluster
1.4 Structure and Content of Educational Program	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Program Mastering	
2.1. Program 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

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

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

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

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

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

Educational programs 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 Program Objectives

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

Cluster and individual evaluation

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

The goals of the programs of the cluster aim to transfer and produce the necessary knowledge and skills for students, in line with modern standards. The programs prepare specialists who can understand their field of study can evaluate the relevant data and possess practical skills for their disciplines. The BA programs focus on providing basic knowledge at an interdisciplinary level and develop the relevant skills, understand the ethics, and conduct independent work. The postgraduate programs are advanced level programs that are designed for graduates of bachelors programs and MA programs (for the PhD) respectively, being at the appropriate level, deepening the knowledge acquired in the BA (or MA for the PhD); postgraduate courses produce specialists with relevant research skills, meeting the requirements of the university and of the labour market. All programs have good international connections, while BA graduates have gone on to study at leading institutions and participate in conferences. The goals of the programs are well-defined, achievable, and balanced in content and structure, and correspond to the mission, traditions, and strategy of the educational institution and the local labor market.

Description and Analysis - Program 1 (Name and Level)[6]

Program 1 History BA

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[6] Describe, analyze and evaluate the compliance of each educational program grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational program that is different from the common and basic characteristics of the educational programs grouped in the cluster.
Please repeat the description and analysis field according to the number of programs, for example, program 2 (name, cycle), program 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

The goals of the program take into account the learning outcomes, the level of the degree and are aimed to transfer and produce the necessary knowledge and skills for the student. The goals of the History BA correspond to the modern standards for the teaching of history. The program is focused on preparing specialists who will be able to understand the peculiarities of the historical stage and their mutual influences; who will possess specific skills that will allow them to evaluate historical events and draw further conclusions. The program produces graduates that possess practical skills (museum and archival work) that are independent and can construct good arguments, understanding the sources and the historical method.

The objective of the History BA is mainly focused on providing the student with basic knowledge of various aspects related to the profession. The program focuses on introducing the student to history as an interdisciplinary science, the specifics of cultures of different eras, which also includes related subjects. The program basically teaches students the principles, approaches, and modern theories of the field of history, and also helps to develop the skills of responsibility, ethics, and independent work. The students perform all practical work under the supervision and assistance of a supervisor.

TSU in general, and this program in particular, have good international contacts. Several graduates of the program, as noted by graduates and employers during the interviews, have continued their studies to international leading institutions and participate in conferences.

The goals of Program 1 are clearly formulated and achievable in relation to the content and structure of the program, while the time and content balance between individual courses is also realistic for the development of relevant knowledge and practical skills. All of these correspond to the level of study and outline the basic skills and theoretical knowledge that the graduate should acquire. The program also corresponds to the mission, traditions and strategy of the educational institution, as well as it is adapted to the peculiarities and requirements of the local labor market.

Program 2 - Archaeology - BA

Description and analysis - The goal of the Bachelor's Program in Archaeology is to equip graduates with extensive basic theoretical knowledge and practical skills of the field of international standards-based archaeology in accordance with the requirements of the labor market. The program is focused on preparing a highly qualified specialist who will know: Archaeological periodization, the main features characteristic of each archaeological era, the archaeology of Georgia and elements of world archaeology. The program will develop the skills necessary in the field of museum studies for graduates so that they can inventory archaeological finds, the process of comparing and approving and describing artifacts.

The program also enhances the understanding of cultural and historical aspects of cultures, of the importance of the diverse cultural heritage of the Caucasus and Georgia while it also prepares students to work in the field of cultural heritage. The Bachelor's Program in Archaeology has good international contacts, which allows for the development of a curriculum up to international standards. The program is provided by the university and includes field work necessary for practice. The program is in full compliance with the mission and traditions of the university.

The goals of the Bachelor's Program in Archaeology correspond to the level of teaching, are public, affordable, realistic, achievable and reflect contributions to the development of the field. It is clearly established that graduates acquire knowledge, skills and competences that are commensurate with a

bachelor's degree program in archaeology. The aim of the program takes into account the peculiarities of the field of study determined by the sectoral characteristics, as well as the requirements of the VI-level qualifications description of the National Qualifications Framework and the content of the detailed fields of study classifier "0222 History and Archaeology" defined by Article III of the Classifier of the Fields of Study. The program is developed in accordance with the labor market and the requirements of employers. The skills generated during the study will allow the graduate to be employed: in archaeological expeditions, museums, archives, specialized laboratories, scientific-research institutions of the relevant profile. The transferable skills moreover of such a degree are considerable. Archaeological fieldwork moreover gives skills that are relevant to other field-relevant disciplines such as topography, which renders graduates competitive in the employment market. In addition, a graduate of the BA in archaeology can continue his studies in the master's degree.

Program 3 - History of Georgia MA

The MA on the History of Georgia is developed mainly in connection with Program 1 and represents the next stage of its development, although it is also provided for graduates of bachelor's programs in other fields. The student receives advanced knowledge in the history of Georgia. The student is given the opportunity to deepen the knowledge gained at the BA level, both theoretically and practically, through equally distributed credits and developed training courses. Students who have not acquired the basic necessary knowledge in a specific field in the bachelor's program are given the opportunity to take them as electives at the master's level.

  The program aims to deepen the student's knowledge in the history of Georgia, as well as thoroughly study the principles, approaches, standards, modern theories, norms of professional ethics of the chosen field. A student in program 3, in contrast to a student in program 1, can test himself more independently personally or in a team. The goal of the program is to prepare a specialist in the history of Georgia who has relevant research skills, theoretical knowledge and practical skills in a specific direction.

The goals of Program 3 are clearly formulated and achievable depending on the content and structure of the program, the time and content balance between the individual courses provided for the development of relevant knowledge and practical skills are mostly realistic. All of these correspond to the graduate level and outline the basic skills and theoretical knowledge that a graduate should acquire. The program also corresponds to the mission, traditions and strategy of the educational institution, as well as it is adapted to the peculiarities and requirements of the local labor market.

Program 4 Ancient Languages and Civilizations - MA.

The Ancient Languages and Civilizations Program aims to train qualified specialists of ancient civilizations in the Middle East and the Mediterranean, who will carry out historic, cultural, and country specific studies in the field of archaeology. Using modern technological tools and the latest interdisciplinary methods, the program envisages the study of the texts of various cultures as well as their contents that throw light on the history and culture of ancient civilizations. One of the elements of this MA is the mastering of "dead languages". Graduates develop interdisciplinary research skills through which they study key moments or problems in the history of ancient civilizations in the Middle East and Mediterranean, and are able to generate new knowledge through research. Particular attention is paid to the research of the centuries-old historical and cultural contacts of Georgia with these regions. The MA

program is fully in line with both the mission of the university and international standards for similar degrees.

The MA program in Ancient Languages and Civilizations has clear, publicly accessible objectives that align with the study cycle, are realistic, and contribute to the growth of the field. The program specifies and achieves the knowledge, skills, and competences a graduate should have. It considers sectoral benchmarks and complies with the level VII of the National Qualifications Framework and the study field classifier. The program is designed to meet the demands of the job market and prepares graduates for employment in various industries and organizations, including education and public service. Graduates may also pursue further studies at the PhD level.

Program 5 Medieval History MA

Program 5 is developed mainly in connection with Program 1 and represents the next stage of its development, although it is also provided for graduates of bachelor's programs in other fields. The student receives advanced knowledge in the history of the Middle Ages. The student is given the opportunity to deepen the knowledge gained at the BA level, both theoretically and practically, through equally distributed credits and developed training courses. Students who have not acquired the basic necessary knowledge in a specific field in the bachelor's program are given the opportunity to take them as electives at the master's level.

 The program aims to deepen the student in the history of the Middle Ages, as well as thoroughly study the principles, approaches, standards, modern theories, norms of professional ethics of the chosen direction. A student in Program 5, in contrast to a student in Program 1, is able to challenge himself more independently personally or in a team. The aim of the program is to prepare a specialist in the history of the Middle Ages, who has relevant theoretical knowledge and practical skills in a specific direction.

The objectives of the program 5 are clearly formulated and achievable depending on the content and structure of the program, the time and content balance between the individual courses provided for the development of relevant knowledge and practical skills are mostly realistic. All of these correspond to the graduate level and outline the basic skills and theoretical knowledge that a graduate should acquire. The program also corresponds to the mission, traditions and strategy of the educational institution, as well as it is adapted to the peculiarities and requirements of the local labor market.

Program 6 Modern and Contemporary History - MA

Program 6 is developed mainly in connection with Program 1 and represents the next stage of its development, although it is also provided for graduates of bachelor's programs in other fields. The student receives advanced knowledge in Modern and Contemporary History. The student is given the opportunity to deepen the knowledge gained at the BA level, both theoretically and practically, through equally distributed credits and developed training courses. Students who have not acquired the basic necessary knowledge in a specific field in the bachelor's program are given the opportunity to take them as electives at the master's level.

 The program aims to deepen the student's knowledge in Modern and Contemporary History, as well as thoroughly study the principles, approaches, standards, modern theories, norms of professional ethics of the chosen field. A student in program 6, in contrast to a student in program 1, can test himself more

independently personally or in a team. The goal of the program is to prepare a specialist in the Modern and Contemporary History who has relevant theoretical knowledge and practical skills in a specific direction.

The objectives of the program 6 are clearly formulated and achievable depending on the content and structure of the program, the time and content balance between the individual courses provided for the development of relevant knowledge and practical skills are mostly realistic. All of these correspond to the graduate level and outline the basic skills and theoretical knowledge that a graduate should acquire. The program also corresponds to the mission, traditions and strategy of the educational institution, as well as it is adapted to the peculiarities and requirements of the local labor market.

Program 7 Archaeology – MA

Description - The Master's Program in Archaeology constitutes the next step after the bachelor's program in Archaeology (both of this and other universities) and aims to prepare a qualified specialist in accordance with the requirements of the academic space and labor market. Graduates of this program learn how to analyze the significance of heritage, to analyze the material record and attempt the reconstruction of historical events -combining historical and archaeological sources, while at the same time be able to discuss human development. The program envisages deepening the knowledge in archaeology, a deep and systematic study of the principles, approaches, standards, modern theories, as well as the norms of professional ethics for the discipline. The program develops the skills necessary for archaeological research for graduates, such as: the use of archaeological research methods when conducting scientific research; determining the general chronological and cultural affiliation of the extracted material record and determining its scientific and local significance; reconciling the information sought in written sources with the material culture and generalizing data on the basis of this to formulate conclusions. The program provides graduates with the knowledge and skills that allow them to contribute to the further development of the field and spread the latest knowledge gained in the academic and non-academic community. The program develops a high degree of independence and autonomy for the graduate, builds him respect for the diverse cultural world and different opinions. Accordingly, the master's program corresponds to the mission of the university, centuries-old tradition and strategies.

The goals of the Master's Program are consistent with the level of teaching, are public, affordable, realistic, achievable and reflect contributions to the development of the field. The goal is clearly formulated in what knowledge, skills and competences a graduate will prepare a master's program in archaeology, which takes into account the peculiarities of the field of study defined by the field of fields, as well as the requirements for the qualifying description of the VII level of the National Qualifications Framework and article III of the Classifier of the Fields of Study "0222 History and Archaeology". The program is developed in accordance with the labor market and the requirements of employers. The skills generated during the study will allow the graduate to be employed: in archaeological expeditions – excavations, museums, archives, specialized laboratories, and in general various state and private structures in the field of antiquities, with relevant profile scientific research in institutions. In addition, the Master of Archaeology holds a master's degree in a doctorate in different directions.

Program 8 Ph.D. History

The goals of the Phd in History are clearly outlined and have been met, given the interviews we have had with students and graduates, but also based on the mission and strategic plan of TSU, as well as on the benchmark documents for history and archaeology.

Research skills that are already given from the MA level are further established, and PhD candidates gain become more independent in their research. Most of the PhD skills are quite transferable, including research methods, critical reviewing of sources, completion of a large research project, writing of research, creative thinking and troubleshooting. PhD candidates also gain some experience in teaching and presentations as well as in writing scholarly papers, given that this is one of the most important requirements of their work.

Evidences/Indicators

  o   Component evidences/indicators, including the relevant documents and interview results

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

PhD History

Recommendation(s):

Suggestion(s):

Although teaching experience is certainly a very good skill for PhD candidates, clear rules and guidelines may give on the one hand some freedom to academic staff when it comes to creating more time for research, but also establish a feeling of fairness to all PhD students. For example, a rule may be that PhD students would not be able to teach in the postgraduate program before the third year into their PhD and that they need to teach in areas that are relevant to their research.

Evaluation [7]

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[7] Evaluation is performed for each program separately.

Component 1.1 - Program Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

1.2 Program Learning Outcomes

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

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

Cluster and individual evaluation

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

All programs have clearly stated learning outcomes that are commensurate with the required skills that students should gain in order to be able to graduate from the said degrees.

Program 1 History BA

The learning outcomes of the program describe the theoretical knowledge and skills, responsibility and autonomy that the student acquires during the full course of the program. The student receives basic theoretical knowledge and at the bachelor's level acquires practical skills in the direction of all eras of history. As a result, the student gets basic knowledge about the features of these eras, analyzes their relationships and mutual influence.

The student in this field of study should possess, according to the learning otucomes, a fundamental understanding of historical science, including principles, theories, and professional ethics. They should acquire a knowledge of historical periods, events, and figures and can analyze and evaluate historical processes. They are also skilled in empirical observation, research methods, and documenting museum and archival objects. Strong communication and analytical skills enable them to process professional literature, identify key events, draw adequate conclusions, and plan for further education. Student should learn to value personal responsibility and understand the importance of following professional ethical norms. They should be able to conduct basic research and practical work under supervision and independently present observations and theories.

Analysis: Although the learning outcomes are too heavy in the view of the committee, it is fair to say that both the syllabi and the assessment appear to be consistent with the delivery of these learning outcomes and so these LOs are achievable, realistic and measurable, thus describing the skills that a student who successfully completes the modules of the program will have at the end of their studies. The learning outcomes are commensurate with those of the subject benchmark and seem to be appropriate to the level of this degree (BA). The learning outcomes are very relevant for professional employment and most of them give transferable skills to the students for disciplines beyond history.

Program - 2. Archaeology - BA
Description

The learning outcomes of this course covers a wide range of topics in archaeology including different directions, theories, and research methods. It teaches students to understand the stages of archaeological periodization and describe the main features of each era, as well as the processes occurring in different historical periods and the features found in material culture. Students learn to identify and interpret issues in social, economic, and cultural-historical terms, and evaluate different types of cultural heritage monuments in their proper context. The learning outcomes also cover modern standards for field and laboratory research, and the specifics of working with museum and archaeological finds. Students are trained to make cultural and chronological attributions of specific archaeological complexes, discuss

specific archaeological cultures, identify current sectoral problems, and operate with archaeological terms and concepts. The program emphasizes critical thinking and logical reasoning, professional responsibility, and the importance of cultural diversity and the need to care for archaeological monuments and artifacts.

Analysis: The modules, assignments and contnent of this degree is consistent with the delivery of these learning outcomes. The learning outcomes are indeed achievable, realistic and measurable and indeed a student that graduates from this program will have achieved these skills at the end of their studies. The learning outcomes are commensurate with those of the subject benchmark and seem to be appropriate to the level of this degree (BA). The learning outcomes are very relevant for professional employment and most of them give transferable skills to the students for disciplines beyond archaeology. For example, critical thinking and logical reasoning of an archaeologist gives non-mathematical analytical skills that are applicable to almost all disciplines.

Program 3 History of Georgia MA

At the level of program 3, the student deepens and develops the knowledge and practical skills acquired in the BA program, which this time is aimed at the specifics of Georgian history: more thoroughly assimilates the prehistory of Georgia, ancient and early Medieval history, as well as the fundamental issues of developed Middle Ages, late Feudalism and modern or contemporary history; Learns basic principles, approaches and modern theories of historical concepts; conducts deep research and evaluation of the causes of the historical process. Determines the issue of choosing the appropriate topic for the completion of the master's thesis, plans the scientific thesis and coordinates with the supervisor. Student has the skills of scientific research, possesses the norms of professional ethics, the principles of academic honesty, the skills of making and presenting appropriate arguments, drawing generalized conclusions, and independent evaluation.

The learning outcomes ensure that he student must possess in-depth knowledge of the chosen direction, professional ethics norms, and the ability to evaluate the amount of research work required. They should be able to determine research topics, apply a scientific approach and complex research methods to conduct research, present their work professionally, and collaborate with colleagues. They must be able to work independently, observe ethical norms, and process literature and archival material necessary for the research issue.

Analysis: The modules, assignments and contnent of this degree are consistent with the delivery of these learning outcomes. The learning outcomes are indeed achievable, realistic and measurable and indeed a student that graduates from this program will have achieved these skills at the end of their studies. The learning outcomes are commensurate with those of the subject benchmark and seem to be appropriate to the level of this degree (MA). The learning outcomes are very relevant for professional employment and most of them give transferable skills to the students for disciplines beyond history. For example, critical thinking and logical reasoning of a historian gives good research and analytical skills that are useful to many disciplines and lines of work.

Program 4 - Ancient Languages and Civilizations - MA.

The learning outcomes ensure that graduates must possess proficiency in at least one "dead language" to conduct scientific work with texts composed in this language, recognize the need for special approaches and methodologies for different types of sources, have in-depth knowledge of ancient world history, culture, and worldview of ancient people, interpret and analyze relevant facts and events and their impact on modernity, critically evaluate the establishment and development of multi- and interdisciplinary scientific approaches and theories in the field of antiquities, understand the approaches of non-uniform transmission of history, culture, religion of the ancient world, facts of falsification of history, and ideological influence. They must be able to independently search for information contained in various historical sources, plan and conduct research using established academic standards, present research results in written and oral form, communicate effectively in both native and foreign languages using information technologies, adhere to the principles of teamwork, adapt to a multidisciplinary learning or work environment, make independent decisions, and take responsibility for them while following academic ethics and contributing to the development of existing knowledge in the field.

Analysis - The above learning outcomes (reformulated) of the program are consistent with the program's objectives, are clearly stated, realistic, achievable and measurable; describe the knowledge and skills that the student acquires during the course of study. Learning outcomes are designed in accordance with the sectoral benchmark of Archaeology, peculiarities of the field of study, the content of the detailed field (0222 History and Archeology) defined by Article 3 of the study field classifier and corresponds to the qualification awarded - "Master of Ancient Studies". The development of program outcomes reveals the engagement of participants and stakeholders, who ensure that learning outcomes are communicated to the interested parties. The learning outcomes of the master's programs are compiled according to the requirements of the qualification descriptor of level VII of the National Qualifications Framework. The learning outcomes are relevant to the requirements of the fields of professional employment and provide the opportunity to continue studying at the next levels of higher education. There is an effort for transferable learning outcomes that make sense in the workspace beyond ancient languages and civilizations.

Program 5 Medieval History MA

At the level of program 5, the student deepens and develops the knowledge and practical skills acquired in the BA program, which this time is aimed at the specifics of Medieval History: more thoroughly mastering the history of the early Middle Ages, as well as the fundamental issues of advanced and late feudalism; learns basic principles, approaches and modern theories of historical concepts; conducts deep research and evaluation of the causes of the historical process. Determines the issue of choosing the appropriate topic for the completion of the master's thesis, plans this thesis and coordinates with the supervisor. Student has the skills of scientific research, possesses the norms of professional ethics, the

principles of academic honesty, the skills of making and presenting appropriate arguments, drawing generalized conclusions, and independent evaluation.

The learning outcomes ensure that student has in-depth knowledge and understanding of the principles, approaches, and theories of the chosen direction, and is guided by professional ethics. They possess skills to plan, implement and present a research paper using scientific methods and complex research techniques. The student is responsible, autonomous and can collaborate with a scientific supervisor or interdisciplinary group while observing ethical norms and conducting independent research.

Analysis - The above learning outcomes (summarised) of the program are consistent with the program's objectives, are clearly stated, realistic, achievable and measurable; describe the knowledge and skills that the student acquires during the course of study. Learning outcomes are designed in accordance with the sectoral benchmark of History, peculiarities of the field of study, the content of the detailed field (0222 History and Archeology) defined by Article 3 of the study field classifier and corresponds to the qualification awarded - "Master of Ancient Studies". The development of program outcomes reveals the engagement of participants and stakeholders, who ensure that learning outcomes are communicated to the interested parties. The learning outcomes of the master's programs are compiled according to the requirements of the qualification descriptor of level VII of the National Qualifications Framework. The learning outcomes are relevant to the requirements of the fields of professional employment and provide the opportunity to continue studying at the next levels of higher education. There is an effort for transferable learning outcomes that make sense in the workspace beyond Medieval history.

Program 6 Modern and Contemporary History MA

At the level of program 6, the student deepens and develops the knowledge and practical skills acquired in the BA program, which this time is aimed at the specifics of Modern and Contemporary history: more thoroughly mastering the fundamental issues of this stage of history; learns basic principles, approaches and modern theories of historical concepts; conducts deep research and evaluation of the causes of the historical process. Determines the issue of choosing the appropriate topic for the completion of the master's thesis, plans this thesis and coordinates with the supervisor. Student has the skills of scientific research, possesses the norms of professional ethics, the principles of academic honesty, the skills of making and presenting appropriate arguments, drawing generalized conclusions, and independent evaluation.

Learning outcomes ensure that the student at the end of their studies possesses in-depth knowledge and understanding of the principles, approaches, and theories of the chosen direction, as well as professional ethics. They possess skills to conduct research using scientific methods, empirical observation, and complex research techniques. The student is responsible, autonomous, and can collaborate with a scientific supervisor or interdisciplinary group, while observing ethical norms and conducting independent research to present shared historical concepts using scientific methods.

Analysis - The above learning outcomes (summarised) of the program are consistent with the program's objectives, are clearly stated, realistic, achievable and measurable; describe the knowledge and skills that

the student acquires during the course of study. Learning outcomes are designed in accordance with the sectoral benchmark of History, peculiarities of the field of study, the content of the detailed field (0222 History and Archeology) defined by Article 3 of the study field classifier and corresponds to the qualification awarded - "Master of Ancient Studies". The development of program outcomes reveals the engagement of participants and stakeholders, who ensure that learning outcomes are communicated to the interested parties. The learning outcomes of the master's programs are compiled according to the requirements of the qualification descriptor of level VII of the National Qualifications Framework. The learning outcomes are relevant to the requirements of the fields of professional employment and provide the opportunity to continue studying at the next levels of higher education. There is an effort for transferable learning outcomes that make sense in the workspace beyond modern history. For instance, autonomous research and the use of historical concepts are very relevant to the understanding of the world in general and therefore relevant to a lot of different working environments.

Program 7 Archaeology - MA

Description - The program has 15 learning outcomes that include analyzing the importance of archaeological knowledge, objectively defining the role of the Caucasus region and Georgia in the evolution of civilizations, reconstructing eras and cultural models based on artifacts, possessing an in-depth overview of the region's oldest societies, determining the chronological and cultural affiliation of material remains, describing important archaeological monuments and achievements, collecting, analyzing and evaluating material to solve complex problems, presenting perspectives in writing and orally, preparing academic texts, evaluating spatial distribution of events, conducting independent research, respecting dissenting opinions, and operating with selection and generalization principles.

Analysis - The learning outcomes of the programs at both levels are consistent with the program's objectives, are clearly stated, realistic, achievable and measurable; describe the knowledge and skills that the student acquires during the course of study. Learning outcomes are designed in accordance with the sectoral benchmark of Archaeology, peculiarities of the field of study, the content of the detailed field (0222 History and Archeology) defined by Article 3 of the study field classifier and corresponds to the qualification awarded - "Bachelor of Archaeology", "Master of Archaeology". The development of program outcomes involves the involvement of participants and stakeholders, who ensure that learning outcomes are communicated to the interested parties. The learning outcomes of the bachelor's and master's programs are compiled according to the requirements of the qualification descriptor of levels VI and VII of the National Qualifications Framework. The learning outcomes are relevant to the requirements of the fields of professional employment and provide the opportunity to continue studying at the next levels of higher education.

Program 8- PhD Program in History

The learning and skills outcomes for the program are described as follows: students should be able to assess the latest theories and approaches in the field of history, describe core patterns of development and concepts, and expand existing knowledge using innovative approaches. They should be able to create

scientifically valuable texts and publications containing novel research results, clearly define research issues, plan and retrieve data, and present their findings at seminars and conferences. Additionally, they should be able to transfer knowledge to students and the public using innovative approaches, independently plan and implement research projects, and contribute to the development of the field with original methods and approaches. All work should be done with a high level of academic and professional integrity.

From these but also from the interviews with students and alumni one may assume that there are some transferable outcomes, namely:

- Self motivation for a long period of time, in order to complete a major project
- The organization and successful completion of a major project that is rigorous and of high standards
- Strong non-mathematical analytical skills
- Strong research skills
- Strong, analytical and detailed benchmarking

These learning outcomes of the program although are clear, would benefit from a wider dissemination, both within the university and towards the partners of the university, as they would highlight the aforementioned (and possibly more) transferable skills that PhD candidates acquire through the PhD program and make them highly employable in disciplines that are not only in their strict area of interest. This also applies to the BA and MA programs.

Evidences/Indicators

Bachelor's and Master's program; attached syllabi; map of program objectives and learning outcomes; interviews with employers and labor market analysis; graduate student interviews; the website of the institution.

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

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

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

All Programs

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.2 Program Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

1.3 Evaluation Mechanism of the Program Learning Outcomes

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

Cluster Description and Analysis

The overall evaluation of the work performed by the student includes the evaluation of the midterm evaluations and the final exam. Each element has its percentage share in the overall evaluation system. The final evaluation of the work performed by the student takes into account the evaluations of intermediate evaluations (including seminar activity - 30 points; intermediate exams - 15-15 points) and final exam evaluations. The final exam is mandatory, its share in the evaluation system is a maximum of 40 points. The student must have accumulated at least 21 points during the semester. The exam is considered passed if the student scores 50% of the final exam.

Indeed, the published marking criteria (A>90%, B=81-90%, C=71-80, D=61-70, E=51-60 and failing marks FX=41-50 and F<40) together with the above fulfil the requirements for assessment, while strict plagiarism rules are important that they are maintained (if plagiarism is found, the assessment item is not graded).

The student is given the opportunity to pass the intermediate or final exam (take an additional exam); Evaluation of the qualification thesis (bachelor's thesis) Work on the bachelor's thesis is carried out in three stages: 1. Selection and approval of the topic of the bachelor's thesis; 2. Interim protection; 3. Defense of bachelor's thesis Intermediate defense: a prerequisite for the admission to the defense is to present the work done during the interim defense publicly/before the council: 1. At least a 5-page report on the work done (text); 2. Oral presentation, which includes illustrative material and the main provisions and problems of the research conducted for this stage. Intermediate protection is not scored. Defense of the bachelor's thesis: defense of the bachelor's thesis takes place before an extraordinary commission created by the faculty council. The student presents a thesis and an oral presentation. The paper is evaluated using a 100-point system: Evaluation from the maximum number of points Evaluation qualification 91% - 100% A. "Great" positive 81% - 90% (B) "Very good" positive 71%- 80% (C)) "Good" positive 61% - 70% (D) "Satisfactory" Positive 51% - 60% (E) "Sufficient" Positive 41% - 50% (FX) "Fail" allowed to retake Negative 0% - 40% (F) The "interrupted" course must be taken from the beginning.

The criteria are logical, consistent and transparent. Periodicity of evaluation takes into account the process and specificity of teaching, contains various evaluation methods. Targets for results are pre-defined. The learning process management service and the quality assurance service compare the achieved results with the predetermined target marks and prepare the learning results evaluation report. In this way, the level of achievement of learning outcomes by students is measured. The main mechanism for evaluating students' academic performance is monitoring their achievements. Data on students' academic performance are collected and analyzed at the end of each semester, statistics, etc. are evaluated, dynamics of academic performance are evaluated, student satisfaction survey, academic and guest staff satisfaction survey is conducted, the number of students who passed the final exam and those who did not appear, the number of students who passed the additional exam, received Number of assessment appeals. Such criteria as: attainability of learning goals, realism and relevance of the amount of material to the allocated time (amount of time determined for contact and independent work), relevance of evaluation forms are adjustable. Academic performance results are reflected on a Gaussian scale. The obtained results are compared with the results obtained by the analysis of the satisfaction survey. The response to the assessment results, the process of elimination of deficiencies is checked in the following semester when a similar process of academic performance evaluation is carried out. The results are reflected in the modified versions of the syllabi. The assessment system is clear, transparent and accessible to students.

Each year there is a departmental meeting that discusses improvements to the syllabus given the finds of student feedback.

Evidences/Indicators

Bachelor's and Master's programs; attached syllabi; interviews with students, alumni and academic staff; diploma theses of students; Target marks, curriculum map, institution website.

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

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

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

All Programs

Recommendation(s): A homogeneous system of student satisfaction (including regarding the learning outcomes) for each module needs to be strictly established, ensuring that all modules are assessed by students, preferably before the publication of final marks and exams. Although this system exists, interviews have highlighted the fact that not all modules are assessed in the same way. It is the homogeneity of the system that is here recommended, because data is collected and an analysis is currently done by the department.

Suggestion(s):

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.3 Evaluation Mechanism of the Program Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☐	☒	☐	☐

Program 2 (Archaeology, Bachelor)	☐	☒	☐	☐
Program 3 (History of Georgia, Master)	☐	☒	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☐	☒	☐	☐
Program 5 (Medieval History,Master)	☐	☒	☐	☐
Program 6 (Modern and Contemporary History, Master)	☐	☒	☐	☐
Program 7 (Archaeology, Master)	☐	☒	☐	☐
Program 8 (History, PhD)	☐	☒	☐	☐

1.4. Structure and Content of Educational Program

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

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

Cluster and individual evaluation

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

The educational programs in the cluster are structured and designed based on the "Rules for Planning, Designing, Developing, Evaluating, and Developing Higher Education Programs" at Ivane Javakhishvili Tbilisi State University and the "Methodology for the Planning, Development, and Development of Higher Education Programs" in Archaeology and History. Prerequisites for admission to each program are established and comply with relevant legislation. The content and volume of each program match the corresponding level of education. The educational and research components are logically organized and progressively developed. The training courses in each semester are interlinked and connected to the following semester. The combination of mandatory and elective courses ensures that the program outcomes align with the designated qualifications. The duration, content, and volume of the programs are sufficient for the level of education. Ivane Javakhishvili Tbilisi State University ensures the transparency of program information.

Description and Analysis

Program 1 - History BA

The duration of the bachelor's program is 8 semesters, and the number of credits is 240 ECTS credits, which are distributed as follows: 50 ECTS credits are allocated to basic compulsory modules (Introduction to Linguistics, Academic Writing, Introduction to Philosophy and History of Georgia: each to 5 ECTS) and optional training courses (10 ECTS belong to modern European languages: English, French, German, Spanish, Italian, Greek, Russian, Polish, Scandinavian languages; 10 ECTS are dedicated to Classical and modern Oriental languages: Greek, Latin, Turkish, Armenian, Hebrew, Arabian, Persian, Japanese, Chinese; 10 ECTS are dedicated to humanities subjects: Introduction to Literary Studies, History, Archaeology, Ethnology, Arts, Culture, Caucasiology, American Studies, etc.). 100 ECTS credits are dedicated to the main (profiling) specialty: Methods of Historical Research, History of Georgia in 5 parts from ancient to modern times, the Basics of Ancient World History, Old Oriental and Classical History, Early Middle Ages and The Crusades Era, Late Middle Ages and the Renaissance era, "Byzantine Commonwealth" History, History of the Middle East in 3 parts: Middle Ages, Modern and Contemporary History and Modern and Contemporary History of European as well as American Countries in 4 parts: 1550-1789, 1789-1914, 1914-1945 and from 1945 to Present. In total they amount to 90 ECTS, each 5 ECTS, while an additional 10 ECTS are dedicated to Bachelor Thesis. 20 ECTS are dedicated to optional training courses, of which there is a large number: Georgian Sources, Historiography, Historical Geography, Georgian Chronicles and its Cultural and Historical Meaning, Georgian Numismatics, Economic History of Feudal Georgia, History of Relationship between State and the Church in Georgia, there are subjects related to history of Ancient East, Classical World, Middle Age East and West, The Basics of Modern and Contemporary History, History of Russia, France, Italy, Great Britain, Germany, there are also disciplines related to the History of Diplomacy. Finally 10 ECTS credits are dedicated to the so-called student's free choice.

Students are given the opportunity to choose the desired additional program (60 ECTS credits): the 25 credits of the main (profiling) specialty are distributed as follows: History of Georgia, Basics of the Ancient World History, Early Middle Ages and The Crusader Era, Modern and Contemporary History of European and American Countries: 1914-1945 and Middle East Medieval History. Within the framework of additional 35 ECTS credits the student can choose mandatory or any of the optional subjects of learning courses.

Depending on the content and structure of the presented program, the program ensures the achievement of the final goal - to introduce the student to the main and optional disciplines of history and the essential directions, so that the student can choose his desired specialization at the next level of study with the acquired basic knowledge.

Program - 2. Archeology - BA

Description - The Bachelor's Degree Program in Archaeology is built in accordance with the procedures established by the legislation of Georgia and in accordance with the European Credit Transfer System (ECTS). The program is Student-centric and is based on academic workload that is commensurate with required achievements of the educational program. The duration of the bachelor's program consists of 8 semeters, and the volume is 240 credits distributed as follows: 50 ECTS credits are allocated to basic mandatory and elective training courses of humanities subjects. 120 ECTS credits are intended for the

(specialty) major. Within the scope of 60 ECTS credits, the student is given the opportunity to choose the desired additional program, and 10 ECTS credits are defined for the student's so-called free choice. 120 credits of the (specialty) major are distributed as follows: 75 ECTS credits for the main courses of the specialty, 35 ECTS credits for elective courses in the specialty, and 10 ECTS credits are intended for bachelor's thesis.

Analysis - The structure of the Bachelor's Degree Program in Archaeology at Ivane Javakhishvili Tbilisi State University is developed according to the legislation of Georgia and the European Credit Transfer System (ECTS). The methodology for planning, developing, and evaluating educational programs at the university is used and all stakeholders are involved in the process. The content, volume, and level of difficulty of the program match the level of teaching and provide the students with the necessary skills and knowledge to earn a Bachelor of Archaeology degree. The program's structure is well-organized and the components are logically ordered. However, it may be beneficial to have prerequisites for some courses in the program to make it easier for first-year students to understand. The university should also consider creating a table of mandatory courses by semester with the same goal. The program reflects the latest advancements in the field of archaeology and the university makes information about the program publicly available. The program also addresses internationalization issues that are appropriate for the level of teaching.

Program 3 - History of Georgia MA

After completing Program 3, the graduate is awarded the MA degree.

The duration of the master's program is 4 semesters, and the volume is 120 ECTS credits; which is distributed as follows: educational component – 90 ECTS credits. Of these, 60 ECTS credits are allocated to the mandatory courses of the program, and 30 ECTS credits to the optional training courses of the program; Research component – master's thesis – 30 ECTS credits.

As mentioned above, 60 ECTS credits are allocated to the mandatory courses of the program, one third of which, i.e. 20 ECTS credits belong to basic compulsory disciplines: Georgia and the outside world: "Creation" of Europe and Historical forms of integration of Europe, Georgian Historical Writing, Development of Georgian Historical Science and Practice to the National Centre of Georgian Manuscripts, National Archives and Museums; additional 40 ECTS credits are divided between two modules: 1) History of Ancient and Feudal Georgia with mandatory courses of Georgia in Ancient Era (6th century BC - 3rd century AD), Greek and Roman Sources About Georgia, Epigraphic sources on History of Feudal Georgia, Georgian Hagiographic Monuments as a Historical Sources, Byzantine Authors About Georgia, Documentary Sources on History of Feudal Georgia, Georgia and Georgians According to Armenian Narrative Sources (5th-18th centuries) and German and Russian Sources on History of Feudal Georgia; 2) Another module is History of Georgia in 19th-21st centuries with mandatory courses of Sources and Historiography of Modern History of Georgia (1801-1917), Visual Sources of Modern and Contemporary History of Georgia: photo-poster-caricature/painting-film, Sources and Historiography of Contemporary History of Georgia (1917-2016), The History of Political Parties in Georgia: the end of the 19th century to the 21st century, History of Georgian Emigration: 20th-21st centuries, Central and Local Government: 19th-21st centuries, Social and Economic History of Georgia: 19th-21st centuries and Georgia and the Georgian Issue in international Politics: 19th-21st centuries.

20 ECTS credits belong to the optional training courses of the program with wide selection of subjects: Coins and Money Conversion in Ancient Georgia, History of the Georgian Diplomacy: 4th – 18th centuries, Central and Local Governance in Georgia since Ancient Times to the 18th century, The History of Political Meaning in Georgia in 19th-20th centuries, Georgia and West in 19th – 21st centuries, Cities in the Feudal Georgia, Europe and the Middle East: comparative perspective, History of Georgian Identity, Democratic Republic of Georgia in 1918-1921, Soviet Georgia and USSR, etc.

This program consists of all the disciplines that represent all the directions that are a priority for the program and for the mission, goals and strategic development plan of the university.

The program presents the expertise of the faculty while providing students with knowledge of modern approaches in the field and developing their ability to theorize. The student is also given an opportunity to improve his knowledge of the English language.

Program 4 - Ancient Languages and Civilizations - MA.

Description - The Master's Program of Ancient Languages and Civilizations is built in accordance with the procedures established by the legislation of Georgia and in accordance with the European Credit Transfer System (ECTS), is Student oriented and is based on academic workload that is commensurate with required achievements of the educational program. The duration of the master's program is 4 semeters, and the volume is 120 ESTC credits, 20 of which credits are devoted to mandatory subjects, 70 credits – optional, and 30 credits – master's thesis.

Analysis – The Master's program on Ancient Languages and Civilizations is designed in accordance with the procedures established by the legislation of Georgia and ECTS – the European Credit Transfer System, using a methodology for planning, developing and developing educational programs operating at the university and involving stakeholders. The content, volume and complexity of programs corresponds to the level of the MA. The content, structure and resources of the program ensure the achievement of the learning outcomes, which are in line with the qualifications assigned - the Master of Ancient Languages and Civilizations outlines the modern achievements of the field. The program is in par with other such programs internationally.

Program 5 – Medieval History MA

After completing Program 5, the graduate is awarded the MA academic degree.

The duration of the master's program is 4 semesters, and the volume is 120 ECTS credits; which is distributed as follows: educational component – 90 ECTS credits. Of these, 60 ECTS credits are allocated to the mandatory courses of the program, and 30 ECTS credits to the optional training courses of the program; Research component – master's thesis – 30 ECTS credits.

Unlike Program 3, all 60 ECTS credits are allocated to the core mandatory courses: Modern Medieval Studies: Major Problems and Specifics in Medieval Studies, The Papacy and the Catholic Church in Middle Ages, Methodology in History, Feudal Society, English Parliament and Formation of Political Culture, The Byzantine civilization and phenomenon of Byzantineism, Latin/Greek Language: Intensive Course for

Medievalists 1, Spiritual Culture of Medieval Western Europe: philosophy, education, science, Humanism and the Renaissance, Reformation and Protestantism and City and City Life in Islam World.

Like the MA program on the History of Georgia, 20 ECTS credits are dedicated to the optional training courses of the program with a wide selection of subjects: Every Day Life in Medieval Europe, Crusader East in the 12th-13th centuries, English Reformation and European policy of the Tudors, The Papacy and Western Civilization, The Inquisition and its Role in the Medieval Society, Latin/Greek Language: Intensive Course for Medievalists 2, Clerical and Knightly Orders and their Role in World Politics, etc.

This program consists of all the disciplines that represent the directions that are a priority for the program and for the mission, goals and strategic development plan of the university.

The program presents faculty research and provides students with knowledge of the current approaches in the field while developing their ability to generalize/theorize. The students are also given an opportunity to improve their knowledge of the English language.

Program 6 – Modern and Contemporary History MA

After completing this program, the graduate is awarded the MA academic degree.

The duration of the master's program is 4 semesters, and the volume is 120 ECTS credits; which is distributed as follows: educational component – 90 ECTS credits. Of these, 60 ECTS credits are allocated to the mandatory courses of the program, and 30 ECTS credits to the optional training courses of the program; Research component – master's thesis – 30 ECTS credits.

This program is structurally more similar to program 3, but there are four modules here: A Modern and Contemporary History of the Countries of Europe and America. Unlike program 3, just 30 ECTS credits are allocated to the mandatory courses in this module: Habsburg Spain, History of France in 17th century, Britain Colonial Empire, France during the Revolution and Napoleon Era, Risorgimento and Italy Union, Germany in 1871-1945, United States of America: The Road Towards a Superpower: 1898-1945, Marxist Experiment in Russia: Rise and the End of the Empire of Evil; There are two subjects (Political, Socio-Economic and Cultural Processes in the Middle Eastern Countries and Relationships between Islamic World and Georgia) with 10 ECTS credits in two subjects (Political Islam and Conflict and Diplomacy in the Contemporary Middle East) and with 5 ECTS credits in the 2nd module: The History of the Middle East. The structure of module 3 (The History of Far East) is similar to module 1 with 6 mandatory disciplines: The End of Japan's Self-Isolation Politics and Opening the country: Meiji era, Far Eastern Buddhist World, Far East and Outside World in 1910-1956, Philosophical and Religious Doctrines in Eastern and Southeastern Asia, Dialogue of Cultures in the Far East and History of Far East in 21st Century. Module 4 (Modern and Contemporary International Relations), like the module 2, is different from the others with 10 ECTS credits in one subject (Cold War) and with four 5 ECTS credit subjects: Diplomacy of the Popes to the Modern and Contemporary Eras, Diplomats of the 19th Century, Interwar Diplomacy: From Versailles to the USSR-German Pact and History of European integration: from Economic Cooperation to the Political Union. Like all other MA programs, 20 ECTS credits have been dedicated to the optional training courses of the program with wide selection of subjects too: The History of First World War, Islam and Gender in Middle Eastern Countries, International Organizations, History of Intelligence Services, Clerical and Knightly Orders and their Role in World Politics, Foreign Policy of Russian Empire, Didactics of History, England in the 17th Century, Europe in the 16th Century, etc.

Unlike all other MA programs, the student can additionally choose recommended elective subjects from other MA's programs within 10 ECTS credits: Eastern Ethical Theories (master's program "Philosophy"), The Language of the Arab Press and Political Texts (Arabian Studies master's program), Business Arabian (Arabian Studies master's program), Oil, Water and Politics In the Middle East (Arabian Studies master's program), Democratic Republic of Georgia: 1918-1921 (master's program "History of Georgia"), Georgia and West (master's program "History of Georgia"), etc.

This program consists of all the disciplines that represent all the directions that are a priority for the program and for the mission, goals and strategic development plan of the institution.

The program presents faculty expertise while providing students with knowledge of modern approaches in the field while they develop the ability to generalize. The student is also given an opportunity to improve his knowledge of the English language.

Program 7 - MA Program in Archaeology

The archaeology MA program is built in accordance with the procedures established by the legislation of Georgia and in accordance with the European Credit Transfer System (ECTS), Student centered and with a commensurate academic workload to achieve the goals of the educational program. The duration of the program is 4 semeters, and the credit load is 120 ECTS credits, which is distributed as follows: study component 90 ECTS credits: Of these, 60 ECTS credits are dedicated to mandatory program courses, and 30 ECTS credits for elective training courses; The Research Component – Master's Thesis – is 30 ECTS Credits.

Analysis – The Master's Program in Archaeology is designed in accordance with the procedures established by the legislation of Georgia and ECTS - the European Credit Transfer System. The MA uses the university methodology for planning, developing and delivering educational programs that involves stakeholders. The content, volume and complexity of the program is consistent to the level of this degree.

The content, structure and resources of the program ensure the achievement of the learning outcomes and are in line with the level of the qualification - Master of Archaeology.   The structure of the program is consistent. The program covers a range of topics which is in par to the level of the degree.

Program 8 - PhD Program in History 8

The duration of the PhD is 3 years. 40 ECTS are awarded for the study component of the PhD, 25 of which for core courses and 15 for electives. Moreover, the student is obliged to write articles to journals and present in conferences parts of his doctoral thesis (2 different research projects).

Analysis – the PhD program in History follows the relevant legislation in Georgia and is compatible with the ECTS. There are both taught modules and an expectation of extensive research. This is not the case in many other countries, yet it ensures the high degree of knowledge for all PhD candidates. Moreover, there is some special effort for PhD candidates to acquire high level research skills (some of which are already given at the MA level) as well as teaching experience (though this is not universal). The expectation to write research papers as part of the PhD requirements is a good one, though -as some of the PhD candidates

explained- there is very little standard financial support for the extensive research expenses that students go through (e.g. photocopying or scanning expenses).

Cluster Analysis – BA MA and PhD programs in history (different fields), archaeology, as well as ancient languages and civilizations are drawn up in accordance with the rules established by Georgian legislation and in accordance with ECTS - the European Credit Transfer and Accumulation System, using the methodology of planning, designing and development of educational programs operating in the university and with the involvement of interested parties. The content, volume and complexity of the programs are in line with the level of education. The content, structure and resources of the program ensure the achievement of learning outcomes and are consistent with the qualifications awarded. The structure of the programs is consistent, although it is desirable that some subjects in the BA programs have prerequisites to make it easier for first-year bachelor's students to navigate. We also consider it desirable that, based on the same goal, a table of compulsory study courses should be defined every semester. The BA and MA programs in all fields reflect the achievements of the field, though we found that especially the MAs in History would benefit from an update in bibliographies and content. Internationalization issues relevant to the teaching level are considered in all programs and there is special effort to achieve international opportunities at all levels.

There has been a recent review of programs, which is repeated annually in meetings of the department.

Evidences/Indicators

- o MA, BA and PhD programs with attached syllabi; learning outcomes map; interviews of employers, graduates and students; rules governing the educational process; Regulation of Quality Assurance Service; The website of the institution.

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

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

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

Program 1 (History, Bachelor)

Recommendation(s):

Suggestion(s):

The number of text books in the syllabi of main part of study courses should correspond to the number of hours determined by credits. New textbooks and monographs should be specified in the syllabi of small part of study courses. In case of absence text books in Georgian, it is acceptable to create electronic readers.

Program 3 (History of Georgia, Master)

Recommendation(s):

Suggestion(s):The syllabi of some study courses (Epigraphy for History of Feudal Georgia, Georgian Hagiography as Historical Source, Diplomatics for History of Feudal Georgia, Georgian Secular and Ecclesiastical Legal Documents of Feudal Era) the mandatory literature published before 2000's. It is desirable that new textbooks and monographs should be specified in these syllabi.

Program 5 (Medieval History,Master)

Recommendation(s):

Suggestion(s):It is desirable that new textbooks and monographs should be specified in the syllabi of small part of study courses.

Program 6 (Modern and Contemporary History, Master)

Recommendation(s):

Suggestion(s):

New textbooks and monographs should be specified in the syllabi of small part of study courses.

Program 8 (History, PhD)

Recommendation(s):

Suggestion(s): It may be worth considering, without prejudice, whether research methods and the taught element of the PhD are incorporated into the MA rather than Phd. This may justify the unofficial policy of accepting mainly MA alumni of the university for the PhD program.

Alternatively, it would be good to ensure that the PhD program attracts alumni of many universities in and out of the country.

Evaluation

Please, evaluate the compliance of the program with the component

Component 1.4 Structure and Content of Educational Program	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

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 program.
➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the program.

Cluster

The contents of the study courses of the educational programs grouped in the history and archaeology cluster are described in the corresponding syllabi. Syllabus of training courses include the following components: name of the training course, author/authors, lecturer/lecturers; Status, number of credits per student's hourly load, admission prerequisites, objectives, learning outcomes, content, teaching and learning methods, evaluation system and criteria, basic and supporting literature. The content of study

courses, the number of credits, contact and independent hours, learning outcomes correspond to the learning outcomes of the program. The scheme and algorithm of offering training courses to students ensures the acquisition of knowledge by the student according to the logic of the development of the field. Required readings and other study materials specified in the syllabi correspond to the learning outcomes of the course and the achievements of the field.

The results of the teaching and research components of the study courses of the main study area of the history and archaeology education programs form the final learning results of the programs of all directions. The content of the training course corresponds to the learning outcomes. The ratio of hours intended for contact and independent work is adequate and takes into account the specificity of the course, content and learning outcomes. Through the evaluation forms, methods and criteria of the training course, each learning outcome is evaluated. The mandatory literature and other study materials indicated in the syllabi of the study courses of all directions mostly are based on modern achievements in the field. The syllabus includes the following information: name of the course, duration, number of credits, distribution of hours, lecturer, prerequisites for admission to the training course, teaching methods, purpose of the training course, learning outcomes and competencies, main topics, evaluation method, literature and other resources, topics according to weeks.

Description and Analysis - History BA

The learning outcomes of the educational program are ensured by the learning outcomes of the compulsory study courses of the main specialty presented in the History BA program. The content of each training course corresponds to the learning outcomes of this training course, which in turn correlates with the corresponding level of higher education. The number of credits, contact and independent hours of each study course corresponds to the content of this course and the learning outcomes. Mandatory literature and other study materials reflect the latest developments in the field and serve as a basis for learning outcomes. Purchase of new educational/scientific literature and updating of syllabi are ongoing. According to the self-evaluation report, the mandatory literature specified in the syllabi is placed in the university library.

Compulsory training courses of the main specialty provided in the structure of the program in the amount of 100 credits to fully ensure the achievement of the study results of the program. History of Georgia is presented with 5 separate courses, each weighing 5 ECTS credits. These courses cover the chronology from ancient to modern times; Ancient World History is represented by 3 separate courses: the Basics of Ancient World History, Old Oriental and Classical History, while several disciplines are represented by subjects of the Medieval History: Early Middle Ages and The Crusader Era, Late Middle Ages and the Renaissance era, "Byzantine Commonwealth" History. The history of the Middle East is represented in 3 parts: Middle Ages, Modern and Contemporary History, and Modern and Contemporary History of European and American Countries in 4 parts: 1550-1789, 1789-1914, 1914-1945 and since 1945 to Present. In total these modules amount to 90 ECTS, each weighing 5 ECTS, while an additional 10 ECTS are dedicated to the Bachelor Thesis. 50 credits are given to the basic compulsory and optional humanities modules, which provide the graduate of the program with general humanities knowledge, including foreign language competences, for the promotion of the achievements and of the internationalization of teaching and research.

European and Eastern languages are also presented as optional subjects, allowing the students to deepen their foreign language skills, which is a necessary condition for familiarizing oneself with modern achievements in sciences and for internationalization of teaching and research. It should also be noted that foreign language literature is indicated as additional study material in a large part of the syllabi of the training courses, giving the student an opportunity to learn about international achievements in the field.

It should be noted that the number of text books in the obligatory part of the syllabi of the of study modules should correspond to the number of hours determined by the credits. An effort to update the syllabi with new textbooks and monographs should not only apply to the majority of the modules but all of them. In the case of absence of text books in Georgian, it is acceptable to create electronic readers.

Description and Analysis - Archaeology - BA

With the results of studying the mandatory training courses presented in the Bachelor's Degree Program in Archaeology, it is ensured that the results of the study of the educational program are ensured. The content of each course corresponds to the learning outcomes of this course, which in turn correlates with the relevant level of higher education. The number of credits, contact and independent hours for each course corresponds to the content of this course and the degree level. Mandatory literature and other study materials reflect, overall, the latest achievements of the field. The acquisition of new educational/scientific literature and the update of syllabuses is constantly underway. The mandatory literature indicated in the syllabuses is placed in the university library.

Mandatory training courses of the major specialty provided in the structure of the program and totalling 120 credits, fully ensure the fulfilment of the program's learning outcomes. Archaeology of Georgia is represented by 5 lecture courses, Caucasus Archaeology with 2 lecture courses, world archaeology with 5 lecture courses, history of archaeology and general issues in world archaeology with 2 lecture courses, archaeological research methodology and preservation of the Museum archaeological collection with 2 lecture courses. Practical anthropology, archeomineralogy, paleo-geomorphology of Georgia, sculpture and other disciplines assisting archaeology are covered. 50 credits are devoted to basic compulsory and elective training courses in the humanities, giving a basic grounding in the relevant topics for all graduates, including a foreign language, which is a necessary condition for the students to learn about the contemporary achievements in archaeology as well as the internationalization of the curriculum (and of research). It is worth noting that the syllabus of some training courses includes mandatory literature that is published until 2015. But in such cases, the study material prepared by lecturers take often the form of a reader and handouts, which allows students to get acquainted with the latest achievements in the field. It should also be noted that foreign-language literature is indicated as additional study material in the majority of the course syllabus, which helps the student to get acquainted with international developments in the field.

Description and Analysis - History of Georgia MA

The learning outcomes of the educational program are ensured by the learning outcomes of the compulsory study courses of the main specialty presented in this master's program. The content of each study module corresponds to the learning outcomes of this course, which in turn corresponds to the

corresponding level of higher education. The number of credits, contact and independent hours of each study course corresponds to the content of this course and the learning outcome. Mandatory literature and other study materials reflect the latest developments in the field and serve as a basis for learning outcomes. Purchase of new educational/scientific literature and updating of syllabi are ongoing. According to the self-evaluation report, the mandatory literature specified in the syllabi is placed in the university library.

The structure of the program envisages mandatory (60 credits) and optional (30 credits) modules of the main specialty totalling 90 credits, fully ensuring the achievement of the learning outcomes of the program.

The syllabi of some study courses (Epigraphy for History of Feudal Georgia, Georgian Hagiography as Historical Source, Diplomatics for History of Feudal Georgia, Georgian Secular and Ecclesiastical Legal Documents of Feudal Era) have mandatory literature published before 2000's. It is desirable that new textbooks and monographs should be specified in these syllabi.

Description and Analysis - Archaeology - MA

The focus of the mandatory training courses of the main specialty of this MA in Archaeology, ensure that the learning outcomes of the degree are fulfilled. The content of each module corresponds to the main content of the study of this course, which in turn corresponds to the relevant degree level. The number of credits, contact and independent hours for each course corresponds to the content of this course and the learning outcomes. The mandatory literature and other study materials reflect the latest achievements of the field and help students achieve the learning outcomes – and become specialized in this field of study. The constant renewal of the educational/scientific literature and of the syllabus is continuous. The mandatory literature indicated in the syllabus is placed in the university library (as with all other programs).

The structure of the program envisages mandatory modules (60 credits) of the main specialty and elective modules (30 credits) totalling 90 credits for taught modules, thus ensuring the fulfilment of the program's learning outcomes. Students acquire fieldwork experience and knowledge on fieldwork research methodology, the basics of conservation and restoration of archaeological artefacts, modern technologies for identifying and exploring archaeological sites, metal detection technologies and other essential fieldwork related skills. European language modules weighing 10 credits are also presented as elective modules, allowing the students to deepen their language competencies. This is a necessary condition for being able to keep up to date with modern developments in the field of archaeology but also important for the internationalization of the curriculum and of research. The syllabus of some modules, study material prepared by lecturers is also used in the form of a reader together with handouts, allowing students to be up-to-date with the latest developments in the field. It should also be noted that along the same lines, foreign-language literature is indicated as additional study material in most course syllabuses.

Description and Analysis - Program (Old Languages and Civilizations - Master's Program)

The mandatory training courses of the main specialty of the MA in Ancient Languages and Civilizations, as well as the overall educational program contribute towards the fulfilment of the learning outcomes of the degree. The content of each module corresponds to the learning outcomes as stated by each module,

which in turn corresponds to the relevant higher education degree level (MA). The number of credits, contact hours and independent hours of study for each module are deemed sufficient to achieve both the learning outcomes and to fulfil the requirements of this level of study. Mandatory literature and other study materials reflect the latest developments of the field and are sufficient support so that students achieve the learning outcomes set for each module. The acquisition of new educational/scientific literature and the constant renewal of the syllabus are taking place; indeed, the mandatory literature indicated in the syllabus is made available in the university library.

The structure of the program provides mandatory (20 credits) and elective (70 credits) training modules totalling 90 credits and thus fully ensuring the successful fulfilment of the program's learning outcomes for all graduates. 20 credits are devoted to an interdisciplinary seminar on antiquities, which allows the graduate to acquire systematic knowledge on the interdisciplinary field of antiquities, to thoroughly get acquainted with the methodology of research of relevant disciplines and their recent developments, to develop independent scientific work as well as hone presentation skills for the presentation of the results of this work. MA students receive training in an ancient language (ancient Greek, Latin, Sumerian, Hittite, Khattauri), are acquainted with research methods in Greek-Roman philology, learn through texts and inscriptions written in these languages, but also master the script systems of ancient Mediterranean and Middle Eastern, ancient Georgian-Mediteran cultures, while learning through Greek and Roman literature, ancient Asian literature, as well as ancient civilizations. 10 credits are invested on European languages modules as elective subjects, allowing students to deepen their competence in foreign languages. This helps them to acquaint themselves with recent develoments in their field, but also helps the course to achieve the aim of internationalization of teaching and research. In the syllabus of some training modules, study material prepared by lecturers is also used in the form of a reader and handout, which allows students to get acquainted with the latest achievements in the field. Since the master's program includes educational courses for the study of ancient civilization, it would be desirable that antique archaeology was also presented here.

Description and Analysis - Medieval History MA

The learning outcomes of the educational program are ensured by the learning outcomes of the mandatory study courses of the main specialty presented in this Master's program. The content of each study module corresponds to the learning outcomes of the MA, which in turn corresponds to the corresponding level of higher education. The number of credits, contact and independent hours of each study course corresponds to the content of this course and the learning outcome. Mandatory literature and other study materials reflect the latest developments in the field and serve as a basis for learning outcomes.

The structure of the program is same to other MA programs: mandatory (60 credits) and optional (30 credits) training courses of the main specialty totalling 90 credits and fully ensuring the achievement of the learning outcomes of the program. This program is special in that all 60 ECTS credits are allocated to the core mandatory courses: Modern Medieval Studies; Major Problems and Specifics in Medieval Studies, The Papacy and the Catholic Church in Middle Ages, Methodology in History, Feudal Society, English Parliament and Formation of Political Culture, The Byzantine civilization and phenomenon of Byzantineism, Latin/Greek Language: Intensive Course for Medievalists 1, Spiritual Culture of Medieval

Western Europe: philosophy, education, science, Humanism and the Renaissance, Reformation and Protestantism and City and City Life in Islam World. 30 ECTS credits are dedicated to the optional training modules of the program with wide selection of subjects as well: Every Day Life in Medieval Europe, Crusader East in the 12th-13th centuries, English Reformation and European policy of the Tudors, The Papacy and Western Civilization, The Inquisition and its Role in the Medieval Society, Latin/Greek Language: Intensive Course for Medievalists 2, Clerical and Knightly Orders and their Role in World Politics, etc. Classical languages weighing 10 credits are also presented as mandatory and optional subjects, allowing the student to deepen the knowledge of the sources by reading the relevant literature in the original.

On our opinion, new textbooks and monographs should be specified in the syllabi of a small part of study courses.

Description and Analysis - Modern and Contemporary History MA

The contents of the study modules of the MA program grouped here are described in the corresponding syllabi which include the following components: name of the training course, author/authors, lecturer/lecturers; Status, number of credits per student's hourly load, admission prerequisites, objectives, learning outcomes, content, teaching and learning methods, evaluation system and criteria, basic and supporting literature. The content of the modules, the number of credits dedicated to them, the contact and independent hours, as well as the learning outcomes of the modules, correspond to the program learning outcomes. The scheme and algorithm of offering training courses to students ensures the acquisition of knowledge by the student according to the logic of the development of the field. Required readings and other study materials specified in the syllabi correspond to the learning outcomes of the course and the achievements of the field.

The results of the teaching and research components of modules form the learning outcomes of the program. The content of the training modules corresponds to the learning outcomes. The ratio of hours intended for contact and independent work is adequate and takes into account the specificity of the module, its content and the learning outcomes. Through evaluation forms, methods and criteria of the training course, each learning outcome is evaluated. The mandatory literature and other study materials indicated in the syllabi of the study courses mostly is based on modern achievements in the field: Habsburg Spain, History of France in 17th century, Britain Colonial Empire, France during the Revolution and Napoleon Era, Risorgimento and Italy Union, Germany in 1871-1945, United States of America: The Road Towards a Superpower: 1898-1945; Marxist Experiment in Russia: Rise and the End of the Empire of Evil, Political, Socio-Economic and Cultural Processes in the Middle Eastern Countries and Relationships between Islamic World and Georgia, Political Islam and Conflict and Diplomacy in the Contemporary Middle East; the History of the Middle East; the End of Japan's Self-Isolation Politics and Opening the country: Meiji era, Far Eastern Buddhist World, Far East and Outside World in 1910-1956; Philosophical and Religious Doctrines in Eastern and Southeastern Asia; the Dialogue of Cultures in the Far East and History of Far East in 21st Century; Diplomacy of the Popes to the Modern and Contemporary Eras; Diplomats of the 19th Century; Interwar Diplomacy: From Versailles to the USSR-German Pact and, the History of European integration: from Economic Cooperation to the Political Union; the History of First World War; Islam and Gender in Middle Eastern Countries; International Organizations; the History of

Intelligence Services, Clerical and Knightly Orders and their Role in World Politics; Foreign Policy of Russian Empire, Didactics of History, England in the 17ᵗʰ Century, Europe in the 16ᵗʰ Century, etc.

Unlike all other MA programs, the student can additionally choose recommended elective subjects from other MA programs within 10 ECTS credits: Eastern Ethical Theories (master's program "Philosophy"), The Language of the Arab Press and Political Texts (Arabian Studies master's program), Business Arabian (Arabian Studies master's program), Oil, Water and Politics In the Middle East (Arabian Studies master's program), Democratic Republic of Georgia: 1918-1921 (from the MA program "History of Georgia"), Georgia and West (from the MA program "History of Georgia"), etc.

Description and Analysis - PhD Program in History

The PhD program in history has a number of taught modules (not only on theory and methods but also on content). The learning outcomes of the PhD is not only achieved by the PhD dissertation but also by the individual learning outcomes of the modules themselves. Although teaching experience is an essential element of the PhD it does not appear as an obligatory element of this course of study. The fact that there is a publication obligation for all students, also contributes to the achievement of the learning outcomes.

Evidences/Indicators

Bachelor's and Master's programs with attached syllabi; learning outcomes map; interviews of employers, graduates and students; rules governing the educational process; Regulation of Quality Assurance Service; The website of the institution; the analysis of the student academic performance.

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

General suggestions of the cluster: The committee encourages the department to take stock of the success of this review of the program and continue its good work. It is also encouraged to continue reviewing and updating the various programs of study, ensuring that they are always current, expanding the curriculum into areas that are important for Georgia but also for the employability of the students.

It is desirable that in the syllabi of some study courses in BA and MA programs of both History and Archaeology, lecturer-designated readers and handouts indicate the name of the course and the year of compilation.

The committee suggests that the department explores the possibility of MA students taking electives from the BA program with a different assessment from the BA students (to reflect the level of their studies).

Online readers in Georgian may be a way forward to tackle the lack of up-to-date bibliography in the Georgian language.

Program 1 (History, Bachelor)

Recommendation(s):

Suggestion(s):

1. It is desirable that new textbooks and monographs should be specified in the syllabi of main part of study courses;
2. In case of absence textbooks in Georgian, it is acceptable to create electronic readers;

Program 2 (Archaeology, Bachelor)

Suggestions: It is desirable that in the syllabus (for example, on "antique" archaeology (classical and Hellenistic era, Caucasus Archaeology) that the reading material suggested by the lecturer is formulated separately for each topic and to have a specified reading material indicated by the author's identity, title and year of writing.

Program 3 (History of Georgia, Master)

Suggestion(s):

1. New textbooks and monographs should be specified in the syllabi of small part of study courses.

Program 4 (Ancient Languages and Civilizations, Master)

Suggestion:

1. It is desirable that new textbooks and monographs should be specified in these syllabi.
2. It is desirable that in the syllabus (for example, on on archaeology and society, archaeology of the Eastern Mediterranean and the Levant, archaeology of the Greater Mesopotamia) that the reading material suggested by the lecturer (in a reader) is formulated separately for each topic and to have a specified reading material indicated by the author's identity, title and year of writing.

Program 5 (Medieval History,Master)

Suggestion(s):

1. New textbooks and monographs should be specified in the syllabi of small part of study courses.
2. Since the master's program includes educational courses for the study of ancient civilization, it would be desirable that antique archaeology was also presented here.

Program 6 (Modern and Contemporary History, Master)

Suggestion(s):

1. New textbooks and monographs should be specified in the syllabi of small part of study courses.

Evaluation

Please, evaluate the compliance of the program 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐

Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

Compliance of the programs with the standards

1. Educational Program Objectives, Learning Outcomes and their Compliance with the Program	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

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

Prerequisites for admission to the program, 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 program.

2.1 Program Admission Preconditions

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

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

TSU has grouped eight programs in the cluster. These include two B.A. programs in History and Archaeology; five MA programs in Ancient Languages and Civilizations; Medieval History; Modern and Contemporary History; and Archaeology and one Ph.D. program in History. The programs have much in common. All consist of interrelated curricula: history and archaeology of Georgia; medieval, modern, and contemporary history; the Near East, ancient civilizations and ancient and classical languages. This grouping into clusters is innovative for TSU, as this is the first time that interrelated BA, MA, and Phd programs were put together and presented as a group. It was designed to encourage undergraduate and graduate students to participate in the interdisciplinary cluster initiative and help them to foster connections with each other and faculty.

The M.A. and Ph.D. programs have clear **admission preconditions**. The five M.A. programs (History of Georgia, Ancient Languages and Civilizations, Medieval History, Modern and Contemporary History, and Archaeology) require a Bachelor's academic degree, a pass score at the National Master's Exam, a passing score on the entrance exam in the respective speciality, and a B1 level in a foreign language (English/German/French). The foreign language requirement is confirmed either by certificate or by entrance exam in the university. A student may improve the language knowledge to the B2 level before graduation from the master's program. The Ph.D. program in History requires a Master's Degree or its equivalent in such fields as Art and Humanities, Social Studies, and Journalism; knowledge of one of the foreign languages (English, German, French) at a B2 level; a letter of recommendation from the head of the program and from the proposed supervisor of the Ph.D. thesis, and an interview in the speciality. Entry of foreign students may also be governed by legislation enacted by the Parliament of Georgia.

According to these criteria the process of addmision to the programs appreares to be clear and transprant. No issues or complaines came up during student meetings in the site-visit. Student and faculty interviews did not suggest any deviations or problems with admissions.

Description and Analysis - Program 1 (History, Bachelor)

The admission requirements for the BA Program in History are written in the Program description that is avalable online and is in compliance with the rules descibed above.

Description and Analysis - Program 2 (Archaeology, Bachelor)

The same requirements apply to prospective students of the BA program in Archaeology. Academic and administrative personnel confirmed during the interviews that the process of admission complies with the educational laws of Georgia.

Description and Analysis – Program 3 (History of Georgia, Master)

The program requires candidates to hold a Bachelor's degree or equivalent academic degree in any field. An oral exam is conducted by the university's exam board. Board members test prospective student's knowledge of the field and English language proficiency (B2).

Description and Analysis – Program 4 (Ancient Languages and Civilizations,Master)

The program requires candidates to hold a Bachelor's degree or equivalent academic degree in any field. An oral exam is conducted by the university's exam board. Board members test prospective student's knowledge of the field and English language proficiency (B2).

Description and Analysis – Program 5 (Medieval History,Master)

The program requires candidates to hold a Bachelor's degree or equivalent academic degree in any field. An oral exam is conducted by the university's exam board. Board members test prospective student's knowledge of the field and English language proficiency (B2).

Description and Analysis – Program 6 (Modern and Contemporary History, Master)

The program requires candidates to hold a Bachelor's degree or equivalent academic degree in any field. An oral exam is conducted by the university's exam board. Board members test prospective student's knowledge of the field and English language proficiency (B2).

Description and Analysis - Program 7 (Archaeology, Master)

In addition to the requirements noted above, the student's BA (or other MA) degree must be in the fields of humanities or relevant social sciences or their sub-fields, or, if in another field, the student may have completed an additional minor program in archaeology.

Description and Analysis – Program 8 (History, PhD)

The internal regulatory framework of the doctoral program requires prospective students to hold an MA or equivalent academic degree in a related field and proof of English language proficiency. Candidates are expected to present their research proposal and to find an advisor among faculty members before the oral exam. Only after that will they have an oral exam before the admission committe members.

Evidences/Indicators:

- The SER describes clearly the admission pre-conditions and procedures, although a description of the qualifying score on the National Examination (for entering BA students) would have been helpful.
- Self-Evaluation Report
- University's Website
- Academic staff/administrators, students, alumni interviews

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

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

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

Program 5 (Medieval History, Master).

Suggestion(s):

Because the program expects students to translate Greek and Latin texts from the period, it should expand its admission requirements for foreign language to include Greek and Latin.

Program 7 (M.A. in Archaeology, Level VII)

Suggestion(s):

The SER offered no justification or explanation for limiting admissions to those with humanities or social science degrees. Archaeology has become more interdisciplinary. The use of such tools as pollen analysis (Botany); chemical analyses of materials (Chemistry and Geology); cartography (Geography) and GIS (Geographical Information System) all suggest that students from the sciences should be considered for entry into the program.

All Programs

Suggestion(s):

Especially for the postgraduate programs, all admissions requirements should be publicly available with the information present in all relevant online materials. Especially for the PhD program, the department must make an effort to internationalise and open up the process so as to accept students from elsewhere.

Evaluation

Please, evaluate the compliance of the program with the component

Component 2.1 Program admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐

Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

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

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

Cluster and individual evaluation

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

The B.A. programs, in History and Archaeology, seek to provide basic knowledge in their fields. The programs are four years in duration. The B.A. program in History encompasses Georgian History and World History from ancient to modern times. Students are expected to learn how to study history, how to interpret historical events, how to describe historical processes, and to develop methodology. The B.A. program in Archaeology adds a practical skills component to its theoretical teaching. It's description of expected student competencies is sufficiently specific. The BA program gives clear analytical skills to all students, while the construction of good arguments, writing skills and language skills are prevalent.

The M.A. program in History of Georgia is linked with the Institute of Georgian History which is located at TSU. Students are required to analyse Georgian and foreign literary sources about Georgia. The expectations for students are set out clearly and with reasonable specificity, for instance, they have to compare and contrast evolutionary processes which happened in Georgia with the synchronous processes in the other parts of the worls in Classical and medieval periods. This is an important practice, because much of Georgian history was written in nationalistic way and students will get a chance to revise it and develop critical thinking skills.

The M.A. program in Ancient Languages and Civilizations is designed for expertise in so-called "dead" languages. However the program is not philological alone, but is integrated with the study of cultures associated with those languages.

The M.A. program in Medieval History appears to be more narrow than the title suggests. First, the SER made clear that study is limited to western Europe. Second, the SER describes the program as "processes of Medieval development," and "peculiarities of regional development." The program admirably calls upon its students to translate and analyse Greek and Latin texts from the period.

The M.A. program in Modern History satisfies the standards. It encompasses not only history modern period but international relations as well. All MA programs give good research skills to all students which are easily transferrable elsewhere.

The Ph.D. program in History takes the next step in student development as it emphasizes student creativity in research, writing, and teaching as well as the need to work autonomously. The PhD program also gives great research skills to all, but also teaching skills to most students.

Description and Analysis - Program 2 (Archaeology; Bachelor)

TSU has extremely well organized museums. It became clear during interviews that students are involved in museum activities. Despite the fact that most B.A. graduates in Archaeology do not find employment in the field or simply pursue different jobs, they report a high degree of satisfaction with the program and feel that the program provided them with transferable skills that are useful outside the field of archaeology.

Program 4 (Ancient Languages and Civilizations, Master)

An update on the literature in the syllabi provided for the MA courses Hellenism, Rome and the East, Classical Historiography, and Classical Worlds at the Edge of the Eras would improve the quality of the program.

Program 5 (Medieval History; level VII)

The SER describes the program as oriented to Western European Medieval history. Perhaps it would be beneficial to clearly state that in the title of the program ("Western European Medieval History").

Program 7 (M.A. Archaeology; Level VII)

The committee suggests that the program pays particular attention to upgrade the description of the significant competencies and transferable skills students acquire with the program. This should help the program to communicate its importance and recruit better.

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

General suggestions of the cluster: TSU and its Faculties of History and Archaeology would strongly benefit from an active alumni network by way of regular newsletters and notices to its alumni as well as at least one annual alumni social event. This would potentially build support for the programs and also provide networks for employment of students following graduation.

Program 2 Archaeology (Bachelor)

The SER's description of the Program could be clearer and have assessable criteria. For example, it should be determined how the Program teaches "essence of the field of archaeology". Likewise, "museum activities" are very general in the report. It should be more specificly defined.

Program 4 Ancient Languages and Civilizations –(Master)

An update on the literature in the syllabi provided for the MA courses Hellenism, Rome and the East, Classical Historiography, and Classical Worlds at the Edge of the Eras would improve the quality of the program.

Program 5 Medieval History (Master)

Perhaps it would be beneficial to clearly state that in the title of the program ("Western European Medieval History").

Program 7 M.A. Archaeology (Master)

The committee suggests that the program pays particular attention to upgrade the description of the significant competencies and transferable skills students acquire with the program. This should help the program to communicate its importance and recruit better.

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐

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Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

2.3. Teaching and Learning Methods

The program is implemented by using student-centred 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 Programs Grouped in a Cluster with the Requirements of the Standard Component

Teaching methodology throughout the cluster comply with all requirements. In addition, we learned that the program encouraged student participation in academic conferences and meetings. This was done by both the program head and other faculty. The programs all report that they use the following teaching and learning methods: oral, practical, reading assignments, writing assignments, digital learning, demonstration, heuristics, discussion/debate, inductive and deductive reasoning, analysis and synthesis, teamwork, independent work; et al.

The M.A. program in Georgian History, however, emphasizes research methodologies. The M.A. program in Ancient Languages and Civilizations incorporates vigorous translation exercises.

The M.A. program in Modern and Contemporary History also lists the standard teaching methods listed in the preceding paragraph. The Program's outcomes expect that a graduate "argues in-depth and systemically about the historical facts or events", "discusses in-depth the historical methods and emphasizes their significance in studying history", "analyses the globalization as a historical event" and "discusses and analyses in the historical context the relations between the East and West".

The Archaeology programs place students as interns in the National Centre of Manuscripts and the National Museum of Georgia. This is a good practice that often leads to offers of employment.

Students reported that they were encouraged to participate in various Programs' focus groups. The focus groups were organized to develop new courses of study and to improve or modify existing courses.

The cluster would benefit from a set number of standards for internship placements so as to ensure that they have clear learning outcomes. A faculty member in each of the internship offering programs should pay periodic site visits to ensure that the University's educational goals are being satisfied.

As Georgian students tend to lack funds and because much of the material for the cluster is located either in the libraries or in the museum or other organizations' archives, the University should develop some program to reimburse students or to ensure that they are not charged for some of the photocopying or digital copying fees.

Program 7 (M.A. in Archaeology, Level VII).

The Teaching and Learning Methods for the M.A. in Archaeology would benefit from more specificity. For instance: "verbal method" is general and could refer to a number of methods. On the other hand, a long list of accepted methodologies is again very general and does not inform the student. Moreover, we saw that the Program places students in internships, yet this practical method is not mentioned as one of the teaching methods. We assume that the program does train the writing skills of the candidates, yet this appears to be omitted from the description of the program.

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

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

The cluster would benefit from a set number of standards for internship placements so as to ensure that they have clear learning outcomes. A faculty member in each of the internship offering programs should pay periodic site visits to ensure that the University's educational goals are being satisfied.

As Georgian students tend to lack funds and because much of the material for the cluster is located either in the libraries or in the museum or other organizations' archives, the University should develop some program to reimburse students or to ensure that they are not charged for some of the photocopying or digital copying fees.

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

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐

Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

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 Programs Grouped in a Cluster with the Requirements of the Standard Component

Program

The Expert Panel based on information collected through the Self-evaluation Report of the educational programs grouped in a cluster, relevant enclosed documents, and the Site Visit confirms that Student evaluation is conducted in accordance with the legislation of Georgia and the sets of internal regulations defined by TSU administration (TSU study process regulatory rule). The level of achievement of the learning results of the students is evaluated according to the evaluation system approved by Order 3, January 5, 2007, of the Minister of Education and Science of Georgia "On approval of the rules for calculating credits for higher education programs". The student evaluation system is transparent and accessible to both students and evaluators. Cluster programs and syllabi clearly spell out the criteria for student evaluation, which are communicated to students at the beginning of the semester.

Assessment in each course is tailored to the content of the course and takes into account the specifics of the given course. The forms and evaluation methods described in the syllabus of the program, together with the learning methods, provide the ground for the achievement of the course's learning outcomes. Students are provided with a course syllabus at the start of their studies, so they are well acquainted with the evaluation methods used in each course. The e-learning platforms LMS.tsu.ge and e-learning.tsu.ge also allow students to receive feedback on their learning outcomes and view assessment results individually. The mentioned electronic platform provides maximum awareness of the achieved results. It should be emphasized that the syllabi of the given study programs present various methods of student assessment, which ensure the effective achievement of the learning outcomes specified by the

program. In particular, the methods of the training course include the following components: participation in discussions, seminar written works, homework (practical) assignments, oral presentations, as well as oral and/or written exams. Assessment of learning outcomes is carried out both through mid-term and final assessments. For each form of assessment, a minimum level of competence is established. The used assessment system includes adequate assessment forms, components, and methods aimed at achieving learning outcomes. In addition, to improve the program, the scientific staff of the program regularly analyzes the evaluation results every year.

During the visit, while interviewing the students, it became clear that they are regularly informed about the current and new regulations related to evaluation. In addition, students regularly receive feedback from lecturers regarding their learning outcomes and assessments, which enables them to improve their learning outcomes. As revealed in the process of interviews with students and graduates of the programs, students are also well acquainted with the existing appeal system. This allows students, if necessary, to appeal the results of the assessment. In case of appeal, TSU will re-evaluate the specific activity of the student first with the lecturer of the given subject, and in case of further appeal - with the appeal committee.

As a result of the interviews conducted during the visit and familiarization with the relevant documentation, the compliance of the evaluation mechanisms of the research component of the program with the existing legal regulations was also revealed. It should be emphasized that the bachelor's educational programs in order to develop research skills also include the completion of a bachelor's thesis. The BA Thesis is the mandatory study component of the BA programs in History and Archaeology. Preparation and defence procedures of the BA thesis are regulated by the document "On the Preparation and Defending the BA Thesis" available for all students at the website of the Faculty of Humanities. The bachelor's thesis is evaluated with a 100-point system. The evaluation includes an evaluation written by the reviewer within 60 points (31 points is considered a positive evaluation) and an evaluation of the thesis presentation within 40 points (20 points is considered a positive evaluation). The bachelor's thesis is defended publicly, in front of a commission approved by the dean's decree, consisting of at least 5 members. The final grade is determined by the sum of the reviewer's score and the commission's final assessment. The bachelor's thesis will be considered defended and the student will be awarded the corresponding credit if the final grade is equal to or higher than 51 points. The final assessment of the student by the thesis supervisor is reflected in the electronic management system of the educational process.

Students of master programs are also obliged to deliver the master's thesis at the end of the 4th semester of study. The document "On Preparation and Defending the MA Thesis" (published on the website of the faculty of humanities) is regulating the preparation and assessment procedures of the thesis defence. The master's thesis is evaluated with a 100-point system. The evaluation includes an evaluation written by the reviewer within 60 points (31 points is considered a positive evaluation) and an evaluation of the thesis presented by the defence committee within 40 points (20 points is considered a positive evaluation). At the defence of the master's thesis, the master's student makes an oral presentation of the

research results, which is evaluated by each member of the commission (maximum of 40 points). The final grade of the master's student in this component is calculated by the arithmetic average of the grades of all members of the commission. The received grade is considered positive if the commission evaluates the master's thesis with 20 or more points. The final assessment of the master's thesis is the sum of the reviewer's score and the commission's final assessment. The master's thesis will be considered defended and the master's student will be awarded the corresponding credit if his final grade is equal to or higher than 51 points.

In regard to the PhD program in History, the evaluation of research components of the Doctoral educational program is performed by means of the following system: before finalizing of the thesis, the PhD student completes the Doctoral Seminar, which is assessed with a 100-point grading scale. The qualified reviewer assesses the PhD seminar project within the 60 point-scale (evaluation is considered positive if the PhD student gets at least 31 points). According to the pre-determined criteria, 40 points are counted as the maximum grade for the presentation of the Doctoral Seminar (the passing grade for the presentation is 20 points). Meanwhile, the PhD student should present two scientific-research projects, which are the parts of his/her PhD research. The positive assessment of the scientific-research project is the prerequisite to be accepted for the dissertation defence as well as the internationalization of the evaluation process of the PhD work that should be implemented as defined by TSU minimal standards for PhD studies (the Decree of TSU academic Council №245/2018), article 14, item 3). The evaluation of the dissertation by the dissertation committee is performed in a confidential manner, using a 100-point system. The final grade is mapped to the Latin evaluation scheme (summa cum laude, magna cum laude, etc.) In the case of receiving insufficient evaluation (41-50), the Doctoral student is granted a right to present a renewed version of the Dissertation work within the period of one year. In the case of completely insufficient evaluation (40 or less), the student will be denied the right to present the same dissertation paper. The evaluation of doctoral students is performed in accordance with the set procedures; it is transparent and complies with the legislation.

As it was revealed during the visit, the students, in addition to the mentioned evaluation system, are also well acquainted with the rules for the academic design of the paper and the rules for checking the paper in the plagiarism program. To improve the quality of the study and research process and to prevent plagiarism, the research projects and works are checked by the electronic plagiarism checker program Turnitin. Students are uploading their works in Moodle – an electronic educational portal, where they can submit their works in a trial mode as well as for the final submission after registering their own accounts on the special page and downloading the report analysis. The Instruction of the program usage is explained to the students at the beginning of their program.

It should be emphasized here that the results of the visit and familiarization with relevant documentation showed us that the existing evaluation system is well-known to evaluators as well. Comprehensive information about the evaluation system within the program is provided to academic and invited academic personnel through various mechanisms. In particular, TSU's quality assurance service informs the academic staff about the evaluation mechanisms operating in the university through

regular consultations. In this direction, trainings are also periodically held, through which the new regulations of evaluation system are introduced to the evaluators. In addition to the quality service of the university, also the representatives of the quality service of the faculty hold regular consultations with the academic staff, especially the invited staff are informed in detail about the existing guidelines of the electronic evaluation system and about the new standards and rules related to the evaluation mechanisms.

Evidences/Indicators

- Interviews during site visit with different stakeholders (with the Academic and administrative staff, with students and alumni);
- Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;
- BA, MA, PhD programs and syllabi grouped in the History-Archaeology cluster;
- Regulations for the preparation and defense of BA, MA and PhD theses at the Faculty of Humanities of TSU (https://tsu.ge/ka/faculty/ჰუმანიტარულ მეცნიერებათა ფაკულტეტი/4);
- Evaluation mechanism of program learning outcomes;
- Order №3 of 5 January 2007 by the Minister of Education and Science of Georgia on Approval of Calculation of Higher Education Programs With Credits (consolidated);
- Regulations of the educational process of Ivane Javakhishvili Tbilisi State University;
- "The Regulations of the Ivane Javakhishvili Tbilisi State University Examination Centre" approved at the session of the TSU Representative Council on 18 June 2009 (Minutes №20);
- TSU Academic Council Decree №245/2018 of 27 December 2018 on Approval of Minimal Standard of Doctoral Studies;
- Decree №116/2018 of the TSU academic council of 30 April 2018 "On the approval of the statute of TSU Dissertation Council";
- Decree N37/2020 of the TSU Academic Council of 13 May 2020 "Policy Document on the academic integrity at Ivane Javakhishvili Tbilisi State University" (https://www.tsu.ge/ka/legalakad/15638);
- Electronic portal: https://lms.tsu.ge;
- Electronic portal: https://e-learning.tsu.ge.
- Services survey questionnaire - students;
- Bachelor's, master's and Ph.D.'s theses of program graduates;

- Component evidences/indicators, including the relevant documents and interview results

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

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

Evaluation

Please, evaluate the compliance of the programs with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

Compliance of the programs with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Program Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

3. Student Achievements, Individual Work with Them

The program 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 program 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 program.

Cluster and individual evaluation

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

The expert panel on the basis of information collected through the self-assessment report of the educational program cluster, relevant enclosed documents and the Site-Visit conduct that almost all necessary students support services are in place. Students receive appropriate consultations and support regarding the planning of the learning process, improvement of academic achievement, employment and professional development. In this process, the students are assisted by the program staff and the representatives of the quality assurance service, who jointly ensure the provision of comprehensive information to the student and graduate, both directly related to the study process, and also regarding the opportunities for their further professional growth. However, during the interview with students revealed, that students prefer to get information on assistance opportunities from students' social groups rather than apply to the administration staff for consultation. Meanwhile, in regard to the individual consultations, students communicate directly with lecturers, but they have no information that there exists a separately elaborated (by faculty administration) consultation schedule. However, students mentioned that they receive all necessary support and information from academic staff during individual counselling meetings. For individual meetings e-mail, e-learning portal and official social networks are used as a means of communication. Students use a single LMS base (TSU information and learning electronic platform), from which the student has the opportunity, if necessary, to write to the lecturer of the subject, receive feedback and use educational resources. The effective feedback that exists between the programs' academic staff and students should be emphasized as well. In regard to students' participation in the self-assessment process of the programs, it was identified by the experts that students and graduates are involved in the assessment process via the programs committee on regular bases. Students are actively involved in the evaluation of the learning process as well. Students participate both in semester surveys that evaluate different study courses, as well as once a year in the overall satisfaction survey. Most of the students' suggestions for improvement of study programs and learning processes, were considered and reflected in the relevant program by program staff and faculty administration. It is worth noting that programs implementing personal pay attention to the special individual needs of students, regarding the progress of his/her studies, so that an individual plan may be formed in accordance with the level of the academic preparation/other needs of the student. Individual plans are formally approved by a special commission, composed of professors of certain directions, head of Faculty Quality Assurance Department and representatives of the Administration while the lecturer can propose alternative teaching methods. There is a student service center at the faculty, which also provides appropriate counselling and services to students about issues that are necessary for professional and academic development of students. During the site visit, it was revealed that students have information about scientific databases and the rules of their use. They are also familiar with plagiarism software and library resources.

Students regularly receive information about the study program, the progress of the study process, and study materials. They are also provided with information about funding and exchange programs through the scientific research and development service operating at the faculty, the latter regularly conducts student scientific conferences, and the information about which is provided to students and, if

necessary, supports students to participate in them. Meanwhile, student scientific conferences are organized as well by the scientific research and development service at the faculty, scientific journals are published, where students have the opportunity to publish scientific articles after passing a qualified review. Support of students' scientific activity is also carried out through individual meetings with the Service representatives. It should be noted that the scientific research and development service operating at the faculty offers significant support to students in the given direction. Within the framework of the programs, students and graduates participated in local and international conferences and research fellowships. Students and graduates of the program have been involved in various types of faculty research and grant projects (for example, students and graduates of the program have been involved both with academic staff and independently in various research projects. Doctoral students have also prepared articles with academic staff for publication in student journals and participated in university conferences held in 2018-2022, students were participating as well in international expeditions held in Cyprus and Oman). The university has been funding student projects since 2017. In order to protect transparency and parity, a special council has been created, in which non-governmental and international organizations are also represented along with representatives of the university. The council meets 3 times a year to discuss the issue of funding scientific and cultural/sports/educational projects presented by students. Programs' students can also participate in international exchange programs. However, as it was identified during the interviews, participation of Masters degree students in exchange programs is relatively rare. In terms of internationalization, the involvement within programs' courses various foreign language components delivers additional bonuses to the programs. However, during the interviews was also revealed that the more field-oriented language approach would be much more useful and appropriate for students.

It is worth noting that within the university is established a credit recognition commission, which determines the compatibility of the student's learning results achieved within the framework of another educational program of the same level of higher education with the corresponding higher education program in order to recognize TSU credits. The university offers a variety of financial support mechanisms to the student, such as scholarships for high-achieving students and various financial grants. It should be emphasized that the university allows outstanding students and graduates of the program to be employed and/or do internships in the relevant agencies, museums, and institutions with which the university closely cooperates. In order to support students in this regard, the scientific research and development service periodically plans training and seminar for delivering professional and career support to students. In addition, are organized periodically employment forums. During the interview for the evaluation of Master programs, students identified the need for students to receive more field-oriented internship proposals, rather than general ones from the relevant department of TSU. In regard to the communication with employers, should be underlined as well that one of the strong sides of the programs is the tight communication with employers, namely with the Georgian National Centre of Manuscripts, Ministry of Education and Science of Georgia, National Archives of Georgia, Georgian National Museum, National Agency for Cultural Heritage Preservation of Georgia and with various schools and educational agencies.

This in its turn creates a real opportunity for student employment. However, there is still a low possibility to meet fully existing needs. But the heritage and rich tradition of the university opens the possibility for programs to broaden their activities on a local and international level to increase new employment opportunities for students and graduates.

Evidences/Indicators

- Interviews during site visit with different stakeholders (with the Academic and administrative staff, with students and alumni);
- Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;
- BA, MA, PhD programs and syllabi grouped in the History-Archaeology cluster;
- Webpage of the TSU Student projects: https://www.tsu.ge/ka/page/სტუდენტური-პროექტები;
- Statute of the Student Career Development and Support Service;
- Regulations of educational process of Ivane Javakhishvili Tbilisi State University (Appendix 17);
- Decree №71/2018 of TSU Academic Council (19 February 2018) on the approval of regulations for the implementation of an educational process for students with special educational needs and students with disabilities, https://www.tsu.ge/ka/legalakad/15980;
- Decree №68 of 19 February 2018 of TSU academic council "On approval of the rules for developing an individual curriculum," https://www.tsu.ge/ka/legalakad/15977;
- Decree №25/2018 of TSU academic council of 5 February 2018 "On the creation of the auxiliary educational unit of LEPL Ivane Javakhishvili Tbilisi State University – Student Consultation Centre and approval of its statute." https://www.tsu.ge/ka/legalakad/15930;
- Electronic portal: https://lms.tsu.ge;
- Electronic portal: https://e-learning.tsu.ge.
- Services survey questionnaire - students;

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

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

- ✓ Strengthen existing communication links among the students and relevant faculty administration services.
- ✓ To enhance and accelerate existing support service mechanisms for Master's degree students with aim of their future active involvement in foreign exchange programs.
- ✓ Intensify activities towards the suggestion of more field-oriented internships for cluster program students.

✓ Consider the involvement and strengthening of field terminology components in relevant foreign language courses.

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

Program 1 (name, level)

Recommendation(s):

Suggestion(s):

Program 2 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐

Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

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 programs, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

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

An expert panel evaluated the educational program cluster and found that it met accreditation standards and had necessary student support services in place. The students in the cluster of Master and Doctoral programs were supervised by qualified individuals, and could also chose co-supervisors with relevant scientific-research experience. The university had a document outlining the rights and obligations of supervisors and the supervision process. This system ensures that students are able to receive the guidance and support they need to successfully complete their program.

Interviewed students and alumni reported satisfaction with the supervision and appreciated the person-to-person approach and constant access to consultation and assistance. The academic staff involved in the supervision process were highly-qualified specialists in their field, as evidenced by their successful scientific activities such as publications, research projects and regular participation in scientific conferences. The faculty allows for regular consultations with supervisors and other academic staff during the research process. This enables students to receive guidance and support throughout the research process, from planning to preparation of the thesis.

The university has also developed mechanisms for evaluating the quality of the activity of the research supervisors and co-supervisors, which helps to ensure the effectiveness of the supervision process. Before the final semester, each student conducts working meetings with the academic supervisor throughout the semester, in order to meet the thesis defense criteria at the end of the semester. This system ensures that students have the opportunity to receive feedback and make necessary adjustments to their thesis before the final submission. The doctoral educational program has a document outlining the qualifications and responsibilities of the scientific supervisor. The supervisor is responsible for monitoring the fulfillment of the individual learning and research plan of the doctoral student. Within one month of enrollment, a doctoral student creates an individual curriculum together with a scientific

supervisor. This system ensures that each student has a personalized plan that is tailored to their individual needs and goals.

However, the evaluation revealed some concerns regarding the PhD program in History. Since 2018, the program has not had any graduates due to the negative impact of the pandemic on access to scientific sources. This raises questions about the efficiency of the supervision process, particularly when supervisors are leading multiple activities and supervising multiple students. It is important to periodically check the workload of the scientific supervisors to ensure that the supervision process is being carried out as efficiently as possible.

Besides the research activities, supervisors actively encourage their students to be involved in international conferences and other scientific events in their field. The students expressed satisfaction with the attention and guidance they received from their supervisors in this regard. The program also receives active support and assistance from the Office of Academic Research and Development of the Faculty for the publication of scientific articles. This is a strong part of the program that should be highlighted as it helps students to disseminate their research and to build their professional network.

In conclusion, the expert panel found that the educational program cluster met accreditation standards and had necessary student support services in place. The students were supervised by qualified individuals, who could also be chosen as co-supervisors with relevant scientific-research experience. However, concerns were raised about the efficiency of the supervision process in the PhD program in History, which has not had any graduates since 2018 due to the negative impact of the pandemic on access to scientific sources. It is important to periodically check the workload of the scientific supervisors to ensure that the supervision process is being carried out as efficiently as possible. The program also receives active support and assistance from the Office of Academic Research and Development of the Faculty for the publication of scientific articles. These support services are important for the success of the students and for the reputation of the program.

Evidences/Indicators

- Interviews during site visit with different stakeholders (with the Academic and administrative staff, with supervisors, students and alumni);
- Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;
- BA, MA, PhD programs and syllabi grouped in the History-Archaeology cluster;
- The reports of Scientific work of the Faculty of Humanities;
- The Statute of the Faculty of Humanities;
- The Doctorate Statute of the Faculty of Humanities;
- Regulations for the preparation and defense of BA and MA theses at the Faculty of Humanities of TSU (https://tsu.ge/ka/faculty/ჰუმანიტარულ მეცნიერებათა ფაკულტეტი/4);
- Decree №116/2018 of the TSU academic council of 30 April 2018 "On the approval of the statute of TSU Dissertation Council";

- Resumes of Program personnel (including the CVs of the supervisors);
- TSU Academic Council Decree №245/2018 of 27 December 2018 on Approval of Minimal Standard of Doctoral Studies;
- Regulations of the educational process of Ivane Javakhishvili Tbilisi State University;

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

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

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

Program 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Program (History, PhD)

    Recommendation(s

    Suggestion(s):): We suggest that a special effort is being made to tackle the adverse effects of no graduations since 2019, especially through strengthening the departmental support services.

Evaluation

Please, evaluate the compliance of the programs 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
Program 3 (History of Georgia, Master)	☒	☐	☐	☐

	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History,Master)	☒	☐	☐	☐
Program 7 (Archaeology,Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

Compliance of the programs 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

4 Providing Teaching Resources

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

4.1 Human Resources

➢ Program staff consists of qualified persons who have necessary competences in order to help students

to achieve the program learning outcomes.

➢ The number and workload of program 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 program sustainability.

➢ The Head of the Program possesses necessary knowledge and experience required for program elaboration, and also the appropriate competences in the field of study of the program. He/she is personally involved in program implementation.

➢ Program 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 Programs Grouped in a Cluster with the Requirements of the Standard Component

4.1. Human Resources.

Program 1 –History - BA

29 academic and invited staff with appropriate qualifications participate in the implementation of the BA program in History. 28 of them are academic personnel (7 professors, 15 associate professors and 6 assistant professors), and 1 is an invited specialist. All the above-mentioned ensure the sustainability of the program.

Program 2 - Archaeology - BA;

14 academic and invited staff with appropriate qualifications participate in the implementation of the BA program in Archaeology. 11 of them are academic staff (3 professors, 7 associate professors, 1 assistant professor and 1 assistant), and 2 are invited specialists. All the above-mentioned ensures the sustainability of the program.

Program 3 –History of Georgia - MA

15 academic and invited staff are involved in the implementation of the MA program. 13 of them are academic personnel (3 professors, 6 associate professor and 4 assistant professors) and 2 invited specialists. All the above-mentioned ensures the sustainability of the program.

Program 4 – Ancient Languages and Civilizations - MA.

15 academic and invited staff with appropriate qualifications participate in the implementation of the MA program in Ancient languages and civilizations. 8 of them are academic staff (2 professors, 6 associate professors), and 7 are invited specialists, including several young specialists. All the above-mentioned ensures sustainability of the program.

Program 5 – Medieval History - MA

13 academic and invited staff with appropriate qualifications participate in the implementation of this MA program. 10 of them are academic personnel (2 professors, 6 associates and 2 assistants) and 3 invited experts. This ensures the sustainability of the program.

Program 6 - Modern and Contemporary History – MA

There are 17 academic and invited staff involved in the implementation of the program. 10 of them are academic (3 full professors, 5 associate professors and 2 assistant professors) as well as 7 invited experts. These ensure the sustainability of the program.

Program 7 - Archaeology – MA
16 academic and invited staff with appropriate qualifications participate in the implementation of the MA program in Archaeology. 7 of them are academic staff (2 professors, 4 associate professors, 1 assistant professor and 1 assistant), and 9 are invited specialists. All the above-mentioned ensures sustainability of the program.

Program 8 – History - PhD
32 academic only staff (9 professors, 17 associates and 6 assistant professors). This ensures the sustainability of the program.

The study of the data of the last 5 years of the academic staff involved in the implementation of the history, archaeology and ancient languages and civilizations educational programs at Ivane Javakhishvili Tbilisi State University confirmed their knowledge, experience and competence, which is in full compliance with the qualification requirements and ensures the achievement of the learning outcomes of all three programs. The academic and invited staff workload scheme ensures the smooth implementation of the educational program. The ratio of academic and invited staff is adequate in relation to the number of students. The number of MA students (and in most occasions of the PhD program) is in full compliance with the workload of their supervisors. The internal resources of the university are well used for the implementation of the program. All academic staff members are affiliated with Ivane Javakhishvili Tbilisi State University, which ensures the sustainability of the program. The heads of the programs of all three levels have the necessary knowledge and experience for the development of the program and they are directly involved in the implementation of the program and their evaluation and development, counseling of students, also they engage in various events planned within the program. The number of external experts or part-time lecturers is always small, ensuring that full-time members of staff are responsible for the overwhelming majority of teaching.
The HEI has relatively an adequate number of qualified administrative and support staff, whose qualifications correspond to the functions they perform and who contribute to the implementation of the programs and their smooth functioning.

Finally, the heads of programs are qualified to lead these programs and most frequently lead programs in their area of academic interest and expertise.

Program 1 (BA Program in History)				
Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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	29	29	29	28

- Professor	7	7	7	7
- Associate Professor	15	15	15	15
- Assistant-Professor	6	6	6	6
- Assistant				-
Invited Staff	1	1	1	-
Scientific Staff				–

Program 2 (BA Program in Archaeology)

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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	**14**	**11**	**10**	**12**
- Professor	3	1	1	3
- Associate Professor	7	7	6	7
- Assistant-Professor	1	1	1	1
- Assistant	1	1	1	1
Invited Staff	2	1	1	-
Scientific Staff				–

Program 3 (MA Program in History of Georgia)

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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	**15**	**15**	**15**	**13**
- Professor	3	3	3	3
- Associate Professor	6	6	6	6
- Assistant-Professor	4	4	4	4

- Assistant	-			
Invited Staff	2	2	2	0
Scientific Staff				–

Program 4 (MA Program in Ancient Languages and Civilizations)

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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	**15**	**15**	**13**	**8**
- Professor	2	2	2	2
- Associate Professor	6	6	6	6
- Assistant-Professor				
- Assistant				
Invited Staff	7	7	5	
Scientific Staff				–

Program 5 (MA Program in Medieval History)

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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	**13**	**12**	**10**	**10**
- Professor	2	2	2	2
- Associate Professor	6	6	6	6
- Assistant-Professor	3	3	3	3
- Assistant				
Invited Staff	2	2	2	-
Scientific Staff				–

Program 6 (MA Program in Modern and Contemporary History)				
Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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**	**16**	**16**
- Professor	3	3	3	3
- Associate Professor	5	5	5	5
- Assistant-Professor	2	2	2	2
- Assistant				
Invited Staff	7	7	6	6
Scientific Staff				_

Program 7 (MA Program in Archaeology)				
Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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	**16**	**8**	**7**	**7**
- Professor	2	1	1	2
- Associate Professor	4	3	3	4
- Assistant-Professor				
- Assistant	1	1		1
Invited Staff	9	3	3	
Scientific Staff				_

Program 8 (PhD Program in History)

Number of the staff involved in the program (including academic, scientific, and invited staff)	Number of Program 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	32	32
- Professor	9	9	9	9
- Associate Professor	17	17	17	17
- Assistant-Professor	6	6	6	6
- Assistant				
Invited Staff				
Scientific Staff				–

Evidences/Indicators

CVs of Program personnel and directors; the rules for hiring staff and for staff promotions; the staff-student ratio; the staff / invited lecturers ratio; the list of staff responsibilities; interviews with staff and alumni as well as partners of the university; the website of the department.

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

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

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

Program 1 (name, level)

Recommendation(s):

Suggestion(s):

Program 8 (History, PhD)

    Recommendation(s):

    Suggestion(s):

The committee found that it is important for the department to periodically check the workload of PhD and MA supervisors.

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Evaluation

Please, evaluate the compliance of the programs with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

Program – 3. History of Georgia MA

According to the data of Appendix 1, 32 students are being taught by 13 members of staff bringing the student to staff to 2.4. This provides a particularly good ratio for this successful program.

Program - 4. Ancient Languages and Civilizations.

According to the data of Appendix 1, 15 persons are indicated as supervisors of the master's thesis in Ancient languages and civilizations master's program, whose ratio to the number of master's students is 0.94. However, the number of active students in the same appendix is indicated as 2 students. Therefore, the student to staff ratio is particularly low in this program that does not recruit well.

Program – 5 Medieval History, MA

According to the data of Appendix 1, 13 staff teach 4 active students with a student to staff ratio of 0.3 in this not well recruiting program. Medieval History however is one of the most important periods for the country and therefore the recruitment needs to become more aggressive for this program.

Program – 6 Modern and Contemporary History, MA

According to the data of Appendix 1, this successful program has 21 students and 10 staff having a 2.1 student to staff ratio. This analogy is ideal, thus providing high quality education to the students.

Program - 7. Archaeology - MA

Description - According to the data of Appendix 1, 16 persons are indicated as supervisors of the master's thesis in archaeology master's program, whose ratio to the number of master's students is 1.78. However, the number of active students in the same appendix is indicated as 5 students. The program therefore does not recruit well, as the active students to staff ratio is 0.31.

Program – 8 Program in History, PhD

According to the data of Appendix 1, 50 students are supervised by 32 rendering the students to staff ratio for the PhD program to 1.7. Although there is no way to know how many students each supervisor has, it is important to note that the staff to student ratio is quite low and therefore the PhD students are more likely to gain from the attention of their supervisors.

The Ivane Javakhishvili Tbilisi State University, based on the specifics of the programs and taking into account international practice, has developed transparent qualification requirements for scientific supervisor/co-supervisor, which is relevant to the requirements of the corresponding level of education. Master's/Doctoral students' scientific supervisors have up-to-date knowledge of the field, experience in participating in modern scientific research, and scientific papers relevant to the topic of the master's/doctoral theses. We note however the low recruitment rate of several of the programs that lead us to propose a more aggressive recruitment of post graduate students from within the country but also abroad.

Program (MA Program in Archaeology)[8]

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

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[9]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**16**		
- Professor	2		
- Associate Professor	4		
- Assistant-Professor	1		
Invited Staff	9		–
Scientific Staff			–

Program (MA Program in History of Georgia)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[10]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**15**		
- Professor	3		
- Associate Professor	6		
- Assistant-Professor	4		
Invited Staff	2		–
Scientific Staff			–

Program (MA Program in Ancient Languages and Civilizations)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[11]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**15**		
- Professor	2		

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[9] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.

[10] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.

[11] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.

- Associate Professor	6		
- Assistant-Professor	-		
Invited Staff	7		_
Scientific Staff			_

Program (MA Program in Medieval History)

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[12]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	13		
- Professor	2		
- Associate Professor	6		
- Assistant-Professor	2		
Invited Staff	3		_
Scientific Staff			_

Program (MA Program in Modern and Contemporary History)

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[13]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	17		
- Professor	3		
- Associate Professor	5		
- Assistant-Professor	2		
Invited Staff	7		_
Scientific Staff			_

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[12] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.
[13] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.

Program (PhD Program in History)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	32		
- Professor	9		
- Associate Professor	17		
- Assistant-Professor	6		
Invited Staff			–
Scientific Staff			–

Evidences/Indicators

Number of personnel from the relevant Appendix, the number of academic/invited staff in relation to the number of students enrolled, the list of academic staff implementing programs, TSU website, Website of the faculty of humanities. Scientific indicators of the academic personnel.

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

General suggestions of the cluster: The department and the university make sure to publicise the programs that are struggling to recruit as they are essential for the prestige of the university in a country like Georgia.

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

Program 1 (name, level)

    Recommendation(s):

    Suggestion(s):

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[14] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational program.

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

➢ The HEI conducts the evaluation of program 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 Programs Grouped in a Cluster with the Requirements of the Standard Component

Ivane Javakhishvili Tbilisi State University (TSU) places a strong emphasis on the professional development of its staff through various mechanisms. The staff evaluation procedure is established by the TSU Academic Council's Resolution No. 81/2018, which is used to regularly evaluate academic and invited staff and provide heads of programs with information on the results and analysis. At the end of each year, a report is submitted on the academic staff's scientific activities. To support professional development, TSU conducts various scientific activities such as seminars, trainings, and conferences for academic staff. They also actively participate in international scientific conferences, projects, trainings, and workshops held abroad. Additionally, TSU is dedicated to increasing staff qualifications and professional development by implementing modern information technology in teaching and research.

In response to the pandemic, TSU's quality assurance department has held a number of online trainings related to distance learning with the involvement of foreign experts. The Faculty of Humanities also conducts trainings and workshops related to updated accreditation standards, elaborating the goals and learning outcomes of the program and study courses, aligning outcomes and evaluation criteria, and completing the self-evaluation report. The Faculty finances the participation of academic staff in international scientific forums and offers exchange programs such as Erasmus+, Erasmus Mundus, Mevlana Exchange Program, and DAAD Program. Additionally, different English-language, German-language, Italian-language, and French-language programs are available.

Since December 8, 2017, TSU has access to the "Web of Science (WoS)" and has held trainings on its use in 2018. Various scientific journals operate in different scientific-research institutes, and a special resolution 122/2014 was issued to encourage academic staff to strengthen the internationalization process. The faculty also implements targeted scientific projects with internal university funding, involving students in each teaching-scientific institute. Staff also participate in exchange projects at highly ranked universities to enhance their professionalism. The Scientific Research and Development Service of the Faculty annually evaluates and analyzes scientific productivity, reported in the annual reports of the department.

Personnel can develop their research through various activities, for example:
- educational program;
- Archaeological expeditions;
- scientific work;
- research projects;
- scientific seminar, scientific conference, forum, symposium, congress;

As well as editing and reviewing various scientific publications, articles, scientific consulting and expert activities; public scientific and popular activity. Assistance in the implementation of the program is

provided by the fact that the university, library, faculty, quality assurance service, student center, museums and educational laboratories are staffed with the appropriate qualifications.

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

The program is provided with material and technical resources in the required quantity and quality to achieve the goals and learning outcomes. The library stores all the basic literature and other educational materials (including electronic resources) specified in the curricula. Students are aware of the availability of resources and know how to use them. The main literature indicated in the program is available in the library.

Finally, the University cooperates with international research institutes within the framework of memoranda. Also with the ERASMUS program and a foreign university.

In summary, TSU prioritizes the professional development of its staff through regular evaluations, scientific activities, international participation, and support for research and teaching activities. The university also offers exchange programs and access to resources to enhance staff's qualifications and professional development. Additionally, regular evaluations of teaching and research activities and surveys of staff satisfaction are conducted to ensure appropriate conditions for scientific and research activities are met and participation in international projects, studies, and conferences is supported.

Evidences/Indicators

- Departmental website, website of the faculty;
- Appendix 17 for hiring of staff;
- Appendix 16 for the performance evaluation of personnel;
- interviews with members of staff and post graduate students, tour of the facilities.

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

General suggestions of the cluster:

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

Program 1 (name, level)

Recommendation(s):

Suggestion(s):

Program 2 (name, level)

Recommendation(s):

Suggestion(s):

....

Evaluation

Please, evaluate the compliance of the programs 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
1- BA Program in History (VI Level of Academic Higher Education)	☒	☐	☐	☐
2- BA Program in Archaeology (VI Level of Academic Higher Education)	☒	☐	☐	☐
3- MA Program in History of Georgia (VII Level of Academic Higher Education)	☒	☐	☐	☐
4- MA Program in Ancient Languages and Civilizations (VII Level of Academic Higher Education)	☒	☐	☐	☐
5- MA Program in Medieval History (VII Level of Academic Higher Education),	☒	☐	☐	☐
6- MA Program in Modern and Contemporary History (VII Level of Academic Higher Education),	☒	☐	☐	☐
7- MA Program in Archaeology (VII Level of Academic Higher Education)	☒	☐	☐	☐
8- PhD Program in History (VIII Level of Academic Higher Education)	☒	☐	☐	☐

4.4. Material Resources

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

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

Program 2, Archeology - BA
Program 7, Archaeology - MA

Description - Teaching process of the study courses of Archaeology BA and MA programs is conducted in the I (I. Chavchavadze Ave. N1), V (I. Chavchavadze Ave. N36) and VIII (I. Chavchavadze Ave. N13) buildings of TSU, auditoriums of which are equipped with appropriate equipment. The material and technical base of the archaeology BA program is located in the Educational and Scientific Institute of Archeology of the Faculty of Humanities of TSU (VIII building of TSU, room. 206), which is equipped with material and technical resources necessary for the implementation of the program. In addition, based on the existing memorandum between TSU and Otar Lortkipanidze Institute of Archaeology Studies of the National Museum of Georgia, students of the BA program in archaeology have the opportunity to use the library and material-technical base of the Institute of Archaeology. Also, students have the opportunity to participate in systematic field-practical work at the archaeological monument Grakliani Hill. All this ensures the achievement of learning outcomes provided by the program. TSU Central library and library of the Faculty of Humanities are available to students of the BA program in Archaeology; as well as the thematic library of the Educational and Scientific Institute of Archaeology; University and faculty computer resource centers. The University subscribes a lot of electronic resources, which can be used both from TSU computers and from outside TSU, using the university e-mail.

Program

For the 8 programs united in a cluster: BA Program in History (VI Level of Academic Higher Education), BA Program in Archaeology (VI Level of Academic Higher Education), MA Program in History of Georgia (VII Level of Academic Higher Education), MA Program in Ancient Languages and Civilizations (VII Level of Academic Higher Education), MA Program in Medieval History (VII Level of Academic Higher Education), MA Program in Modern and Contemporary History (VII Level of Academic Higher Education), MA Program in Archaeology (VII Level of Academic Higher Education), PhD Program in History (VIII Level of Academic Higher Education).
8 programs use library resources, technical equipment, infrastructure. The university has large and small lecture halls, where both general lectures and seminars in small groups can be held. There is a space that allows students to work both individually and in small groups. The classrooms are equipped with a sufficient number of computers, the Internet, multimedia projectors or screens, which allows for presentations in the classroom. The available equipment also allows online training and distance learning.

The lecturer has the opportunity to give a seminar lecture from another place - even from another country.

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

The university has various digital tools to detect cases of plagiarism.

The library has sufficient working space, the appropriate number of reading rooms are equipped with computers, which allows the use of online databases. There is access to databases from other places and the library provides some resources through scanned books/articles and photographs. The libraries of the Central TSU, Faculty of Humanities, Institute of Classical Philology, Byzantine Studies and Neo-Greek Studies are available for the students of the program; as well as the electronic book fund of the Department of Ancient History of the Educational and Scientific Institute of World History; and University and faculty computer resource centers.

The teaching material is regularly updated, and the existing library presents the latest scientific research and achievements. The material is available to all students and teachers of Tbilisi State University. Educational material is stored in the library. Students also receive information through electronic resources as additional literature.

Bachelor's - Students of the program enjoy the appropriate educational infrastructure at the university. There is also appropriate equipment for conducting online training.

Classes are equipped with appropriate furniture, most of them have modern computer equipment, multimedia equipment and Wi-Fi Internet. There is enough space for small group work and consultations. The library is adequate for conducting classes and complies with curricula and relevant government regulations.

Master Program - The MAs use the same facilities as the bachelor programs. A small number of students allows for close personal training and the involvement of staff as a mentor. Modern multimedia equipment is sufficient, and Wi-Fi connections allow online learning and interactive learning from remote locations, even from abroad. The library has a sufficient number of books and magazines to achieve learning outcomes. Some materials are available online.

PHD - Student workplaces, classrooms and laboratories are enough for the successful implementation of the academic part of the doctoral program.

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

One of the greatest resources of all programs are the two museums that are an invaluable resource for hands on learning, for practical training and for research.

Component evidences/indicators, including the relevant documents and interview results

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

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

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

Program 1 (name, level)

   Recommendation(s):

   Suggestion(s):

Program 2 (name, level)

   Recommendation(s):

   Suggestion(s):

....

Evaluation

Please, evaluate the compliance of the programs 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
1- BA Program in History (VI Level of Academic Higher Education)	☒	☐	☐	☐
2- BA Program in Archaeology (VI Level of Academic Higher Education)	☒	☐	☐	☐
3- MA Program in History of Georgia (VII Level of Academic Higher Education)	☒	☐	☐	☐

4- MA Program in Ancient Languages and Civilizations (VII Level of Academic Higher Education)	☒	☐	☐	☐
5- MA Program in Medieval History (VII Level of Academic Higher Education),	☒	☐	☐	☐
6- MA Program in Modern and Contemporary History (VII Level of Academic Higher Education),	☒	☐	☐	☐
7- MA Program in Archaeology (VII Level of Academic Higher Education)	☒	☐	☐	☐
8- PhD Program in History (VIII Level of Academic Higher Education)	☒	☐	☐	☐

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

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

Cluster and individual evaluation

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

The mentioned programs are financed from the budget of the Faculty of Humanities, which is an integral part of the University budget.

The faculty budget ensures the salaries of the academic personnel and invited lecturers involved in the program implementation, maintenance and development of material-technical base of the program, participation fees on assignment and of international conferences (for academic personnel, as well as for the students participating in exchange programs and for invited PhD students at international scientific forums).

The faculty of Humanities at TSU, due to the importance of integration of teaching and research and also to encourage the researchers of the field of Humanities, actively provides the policy of financial assistance

for the PhD students. In particular, upon the request of program supervisors, by the decision of the board of Faculty, faculty budget pays the 50% of the annual tuition fee of the PhD student.

BA Programs in History and Archaeology at TSU are funded by the State. Accordingly, there is no financial danger in implementing the programs of History-Archaeology cluster at the Faculty of Humanities of Ivane Javakhishvili Tbilisi State University.

ERASMUS + funds for the students participating in exchange programs and the funds by Shota Rustaveli national scientific foundation of Georgia for Masters and PhD students are the efficient mechanisms for financial support for three levels of programs of History-Archaeology cluster.

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

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

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

Evidences/Indicators

- o   Interview quality management specialist.
- o   Budget of the Cluster (Appendix 11);
- o   Information about the budget commission of the Faculty of Humanities at TSU
  https://www.tsu.ge/ka/faculty/323/ჰუმანიტარულ მეცნიერებათა ფაკულტეტი/page/საბიუჯეტო-კომისია.

> **General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programs grouped in the cluster (if any)
>
> **General suggestions of the cluster:** As noted in the interviews, PhD students would benefit more if they had a very modest budget for photocopies.

Moreover, the committee notes that fundraising is not only essential but also possible to ensure that students and staff have more opportunities to do projects and further research.

Evaluation

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

Component 4.5 Program/faculty/school budget and program financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐

Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

Compliance of the programs with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

Based on the University's Self Evaluation Report, quality assurance service realizes the quality achievement at the university and faculty levels on learning and teaching, researching, the third mission

of University and institutional effectivity . Assurance of internal quality is implemented by the faculty quality assurance services of the university in coordination with the quality assurance service of the university. The aim of internal quality assurance service is to permanently improve the quality of educational activity at university and to enhance the quality culture, to support the integration of the university in the common European educational space.

In relation to the programs, there is a methodology for planning and developing educational programs, which also describes the procedures for approving programs, making changes and cancelling them. Planning of new educational programs and evaluation/development of current educational programs at faculty are carried out according to pre-established rules and procedures, using pre-established and approved criteria and indicators as well. Procedures of making changes in educational programs are carried out according to the established rules for approving the program.

Based on regulations and documentation the University has supporting committee during the accreditation period of the educational program/programs, which includes the involvement of all stakeholders in the process.The process of establishment of the program is based on the complex analysis. It is defined and established: Relevance of the program to profile of the faculty and qualification framework; Relevance of the academic and invited staff to the significant competencies of learning courses; the evaluation of the program is implemented according to the regulation of the quality assurance service of the university.

During the interview, it was confirmed that the university's program development committees and self-evaluation group were actively involved in the development of programs within the cluster. In the analysis of the results of the programs are used quantitative and qualitative data (survey, interview). The results of the interviews with students were particularly important in order to fully explore the weakness and to balance the small number of people participating in the survey. It was confirmed during the interview that academic and invited staff implementing educational programs, students and graduates, administration of faculty and quality assurance service of the university participate in the evaluation process of the program. Self-evaluation team members and program leaders confirmed that student feedback was used in program development. The changes touched on specific subjects, strengthening of practical and research components, bringing the programs in complince with the Brench Mark etc.

Based on regulations and documentation the University quality assurance service tries to make its recommendations and supporting measures focused on self-assessment or/and weak sides revealed in the process of monitoring which helps the program in the development of the quality and quality assurance service of the faculty guides with the procedure of the planning, establishment, evaluation and development of educational programs established at university, according to the method of evaluation of academic and scientific-research activities;

Through the study of the presented documentation and interviews, it is determined that the institution has an internal quality assurance system, which is based on documented processes and procedures, as well as appropriate tools. During the interview process, it was confirmed that the institution implements the process set up according to the regulatory documentation, conducts various surveys, has a connection with

employers, uses various internal quality assurance tools. The purpose of the above-mentioned process is to make the programs' quality assurance mechanisms and procedures subject to the following principle: "Plan - Do - Check - Act".

Evidences/Indicators

- Statute of Quality Assurance Service of Ivane Javakhishvili Tbilisi State University;
- Procedure for Planning, Working out, Evaluating, and Developing Educational;
- Analysis of labour market and employers' demand;
- The rules for evaluating the staff of Ivane Javakhishvili Tbilisi State University;
- Educational Program Assessment Form;
- The form of evaluation of curriculum and indicators;
- Questionnaire forms for students', graduates', employers', and staff surveys;
- Interviews;

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

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

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

Program 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Program 2 (name, level)

    Recommendation(s):

    Suggestion(s):

....

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

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

Cluster and individual evaluation

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

In the external part of evaluation the institution considers feedback from National Center for Educational Quality Enhancement by authorization and accreditation, Feedback from Employers, Alumni ect. Also, from University has quality Assurance thematic group, which was founded on December 6th, 2019, during a second meeting of the permanent conference of the Rectors. Based on regulations and documentation the University a mission of the thematic groups of the quality assurance at Higher education institutions is to encourage the quality culture development at HEIs by accumulated experience and sharing the best practices, discussing the challenges and opportunities of professional development;
Generally, the University, in connection with external evaluation, also considers evaluation from the international side. In the current year, Tbilisi State University has been evaluated institutionally by The Institutional Evaluation Program of the European University Association (EUA-IEP) and has been allowed to use the symbol for a term of 5 years. "It is evaluated by IEP".

During the interviews, it was confirmed that the university have lot of international Projects with focus to institutional development, internal and external institutional evaluation and developing to learning and research processes. The quality assurance office tries to reflect the results of the projects in the daily processes. Also, to share international experience the quality assurance office make their own researchers to study claster accreditation experience in other countries. Results are shared in working groups.

Also, during the interviews, it was confirmed that the representatives of the personnel implementing the educational programs included in the present cluster were involved in the elaboration of the benchmark documents in History and Archaeology, and during the creation of those benchmark documents, they were guided by the best experience of similar foreign educational programs, as well as of Georgian Higher Education, which was also very useful in the process of modernization of programs.

In the external part of evaluation, the institution considers the feedback received from employers. During the interviews, the employers mentioned that they were involved in the program development process, where they had the opportunity to share their experiences.

Evidences/Indicators

- o Quality Assurance Service provisions, guidelines, and reports;
- o Interviews;
- o Questionnaire forms for students', graduates', employers', and staff surveys;
- o Results students', graduates', employers', and staff surveys;

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

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

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

Program 1 (name, level)

  Recommendation(s):

  Suggestion(s):

Program 2 (name, level)

  Recommendation(s):

Evaluation

Please, evaluate the compliance of the programs 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
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

5.3. Program Monitoring and Periodic Review

Program 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 program improvement.

Cluster and individual evaluation

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

According to the regulations and documents of the university monitoring and evaluation of the implementation of educational programs of Faculty of Humanities is a systematic process initiated by the TSU Quality Assurance Service and in the evaluation process of the implementation of the educational program, the following stakeholders are involved: a) Students b) Academic/invited staff involved in the implementation of the program c) Employers d) Graduates of the program and others.

It has been confirmed that the students and professors participate in the various surveys. Individual practices were also observed, in which the invited lecturers for the improvement of their work received feedback from the students for own work. In the external part of evaluation, the institution considers the feedback received from employers. During the interviews, the employers mentioned that they were involved in the program development process, where they had the opportunity to share their experiences. Monitoring and periodic evaluation of the implementation of educational programs is the following varied indicators and   for the programs will be conducted by the quality assurance service of the faculty. Also it was confirmed, that the results of the program evaluation based on the comparison and analysis of quantitative and qualitative indicators will be presented to the Committees of educational programs.

 In addition, the program, in order to develop the quality of learning, uses such internal mechanisms of quality control as direct and indirect methods of evaluating the learning outcomes of the program. These methods are as follows: Evaluation of the learning outcomes of the program according to the pre-prepared plan; Determination of the target mark and control of its achievement; Under the organization of the Quality Assurance Service of TSU, a survey of students' satisfaction with the university educational process, a survey of employers, graduates, academic and invited staff and the subsequent sharing of the results with the administration and quality assurance service of the faculty is permanently conducted.

The university has appropriate mechanisms for evaluating learning outcomes. IT was confirmed that the quality assurance service of the university has developed a mechanism for collegiate assessment of educational programs, in which not only the persons implementing the program participate, but also students, employers, experts in the field both from the educational space.

Evidences/Indicators

- o   The Annual Report of Quality Assurance Service of TSU;
- o   Evaluation Mechanism of Program Learning Outcomes;
- o   Procedure for Planning, Working out, Evaluating, and Developing Educational Programs;
- o   Committee of Planning, Working out and Development of educational programs in History;
- o   Interviews;

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

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

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

Program 1 (name, level)

    Recommendation(s):

    Suggestion(s):

Program 2 (name, level)

    Recommendation(s):

    Suggestion(s):

....

Evaluation

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

Component 5.3. Program Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

Compliance of the programs with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Program 1 (History, Bachelor)	☒	☐	☐	☐
Program 2 (Archaeology, Bachelor)	☒	☐	☐	☐
Program 3 (History of Georgia, Master)	☒	☐	☐	☐
Program 4 (Ancient Languages and Civilizations,Master)	☒	☐	☐	☐
Program 5 (Medieval History,Master)	☒	☐	☐	☐
Program 6 (Modern and Contemporary History, Master)	☒	☐	☐	☐
Program 7 (Archaeology, Master)	☒	☐	☐	☐
Program 8 (History, PhD)	☒	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programs, Levels:

Compliance of the programs with the standards

Contents ⟋ Standard	1. Educational Program Objectives, Learning Outcomes and their Compliance with the Program	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Program Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities

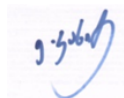| Program 1 (History, Bachelor)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Program 2 (Archaeology, Bachelor)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Program 3 (History of Georgia, Master)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Program 4 (Ancient Languages and Civilizations,Master)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Program 5 (Medieval History,Master)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Program 6 (Modern and Contemporary History, Master)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Program 7 (Archaeology, Master)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Program 8 (History, PhD)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

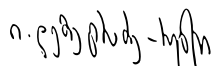Chair of Accreditation Experts Panel

Evangelos Kyriakidis

Of the member(s) of the Accreditation Experts Panel

Emzar Kakhidze,

Irine Demetradze,

Vazha Mamiashvili,

Nana Pitcxeliani ,

Merab Chumburidze ,

Tamta Kobakhidze