NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor's educational program "Georgian language and literature"
Master's educational program "Georgian literature"
Master's educational program "Linguistics"
Master's Educational Program "Georgian (Kartvelian) Linguistics "
Doctoral educational program "Philology"

LEPL – Akaki Tsereteli State University

Evaluation Date(s): 16th, 17th and 18th of January 2023

Report Submission Date:17th of March 2023

Tbilisi

Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Akaki Tsereteli State University
Identification Code of Institution	212693049
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	**Nihada Delibegović Džanić, University of Tuzla, Bosnia and Herzegovina**
Member (Name, Surname, HEI/Organization, Country)	**Tamar Chokoraia, Caucasus University, Georgia**
Member (Name, Surname, HEI/Organization, Country)	**Nino Popiashvili, Ivane Javakhishvili Tbilisi State University, Georgia**
Member (Name, Surname, HEI/Organization, Country)	**Nino Pataraia, Education Expert European University, Georgia**
Member (Name, Surname, HEI/Organization, Country)	**Ana Kiasashvili, Employer, Georgia**
Member (Name, Surname, HEI/Organization, Country)	**Giorgi Beridze, Student, Georgia**

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5
Name of the educational programme	Georgian Language and Literature	Georgian Literature	Linguistics	Georgian (Kartvelian) Linguistics	Philology
Level of higher education	6th	7th	7th	7th	8th
Qualification to be awarded	Bachelor's of Arts in Georgian philology	Master's of Arts in Georgian Literature	Master's of Arts in Linguistics	Master's of Arts in Georgian (Kartvelian) Linguistics	Doctor of Philology
Name and code of the detailed field	0232 – Literature and linguistics	0232 – Literature and linguistics	0232 – Literature and linguistics	0232 – Literature and linguistics	0232 – Literature and linguistics
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
Number of ECTS credits	240	120	120	120	60
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation)	23.09.2011, №44	19.04.2012, №85	19.04.2012, №99	19.04.2012, №87	№253, 30.12.2019

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

Indicating Relevant Decision (number, date)					

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

There are five programs grouped in the Cluster: Bachelor's programme - "Georgian Language and Literature", Master's programs - "Georgian Literature", "Linguistics", "Georgian (Kartvelian) Linguistics" " and PhD program- "Philology")

The Quality Assurance documentation provided to the experts was relevant and up-to-date. The National Center for Educational Quality Enhancement taking provided all documents in a very short period. Most documents were available both in Georgian and English. Experts had the opportunity to interview the whole range of stakeholders of the cluster, including top university management, faculty management, academic staff, employers, alumni, and students. Experts also visited facilities and the library during the visit.

- **Overview of the Accreditation Site Visit**

The site visit took place on 16th, 17th and 18th January 2023 in a hybrid format. Georgian experts were able to be present at the University, while the chair and some were met thanks to a Zoom link provided by the National Center for Educational Quality Enhancement (NCEQE). The chair of the expert group was connected via the same Zoom link. On 16th January, the expert panel held a preparatory meeting with the representative of the National Centre for Educational Quality Enhancement. During this meeting, the necessary issues related to the evaluation were discussed and sufficiently clarified. The board of experts was effectively supported by the representatives of the NCEQE, who were physically present at the University during the site visit. The efficient interpretation was provided by NCEQE. The board and, specifically, the chair express their deepest gratitude to all involved in the preparation of the site visit. Special gratitude is expressed to the representatives of NCEQE who made sure that the whole process goes smoothly. NCEQE representatives were available to the members during the whole process. The report was written by the whole team and several online meetings were organized to make sure general consensus on comments and assessments was reached. The chair of the panel expresses her deepest gratitude to the whole team for their active and efficient participation.

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

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

Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Georgian Language and literature, bachelor's)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	substantially complies with requirements
Programme 2 (Georgian Literature, master's)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	substantially complies with requirements
Programme 3 (Linguistics, master's)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	substantially complies with requirements
Programme 4 (Georgian (Karvelian) linguistics, master's)	Partially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	substantially complies with requirements
Programme 5 (Philology, doctoral)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	substantially complies with requirements

- **Recommendations**

Most programs in the cluster show a very high degree of compliance with requirements. However, the panel made a certain number of recommendations:

1. The Sectoral Benchmark of Higher Education in Georgian Philology, as one of the key documents in higher education must be closely followed in all aspects. The sectoral benchmark describes the field of study, the learning outcomes, teaching-learning and assessment methods, and other additional information.

2. Adjust the master's program - "Georgian (Kartvelian) Linguistics" to Sectoral Benchmark of Higher Education in Georgian Philology. In the Benchmark it is stated that Megrelian, Laz, Svan

are languages and not Kartvelian language-dialects (Megrelian-Laz, Svan) as it is stated in the study program Georgian (Kartvelian Linguistics).

3. More recent publications should be included in syllabi and older publications in Russian should be replaced.

4. It is recommended that the structure of the doctoral program of Philology in the part of Kartvelian linguistics should include the recognized scientific trends and directions in the field.

5. It is recommended that the study course "Georgian dialectology" be in line with the Sectoral benchmark.

6. It is recommended to determine the status of Georgian dialects and Kartvelian languages within the framework of the Bachelor's degree study program "Georgian language and literature" and to pay attention to the mentioned circumstances during the implementation of student practice.

7. It is recommended to avoid thematic overlaps in individual study courses in Bachelor's degree study program "Georgian language and literature".

8. The study course "Georgian literature in the Internet space" should be reworked in such a way as to specify its goals and the correspondence with the learning outcomes.

9. It is recommended that the names and contents of the study courses correspond to the terminology established in the field in order to avoid ambiguity and marginalization of scientific research.

10. Refine the standards for compulsory bibliography in English especially for the master's program "Linguistics" and doctoral program "Philology" and include compulsory bibliography in English.

11. Recommended study courses: "Phonemic structure of the common Kartvelian language and Kartvelian subsystems (historical dynamics)", "Current issues of the grammar of the Georgian triliteral language (in relation to the Kartvelian subsystems) " should be reworked in such a way that they correspond to the terminology established in the field of linguistics.

12. It is recommended to revise the study course "Linguoculturology", and include relevant content and recent literature for the doctoral level.

13. It is desirable to change the title of the study course "Linguoculturology" to "Language and Culture".

14. Academic writing should be improved at the bachelor's level.

15. Design and structure of the paper, scientific terminology should be improved in the master's papers.

16. It is recommended that doctoral theses be designed according to modern research design.

17. Resumes in English should be attached to doctoral theses.

18. Teaching and learning methods at the master's program "Georgian (Kartvelian) Linguistics" should correspond to the sectoral benchmark requirements and ensure their achievement.

19. The institution should encourage academic staff to publish articles with doctoral students. It will be beneficial for doctoral students to have guidance from their supervisors in research publications. It will result in publications of high quality with university affiliation.

20. The academic personnel is not enough at "Georgian (Kartvelian) Linguistics" and "Linguistics", as the heads of programmes at master level lead too many courses, which should be balanced in compliance with the number of subjects and students.

21. The acceptable similarity score (from program Turnitin) should not be indicated in the document related to plagiarism issues and policy. As well as all BA, MA and Ph.D. papers should

be analyzed and examined in an individual manner with feedback regarding similarities and plagiarized portions in the papers. As plagiarized portions in the paper can occur in low percentage of similarity.

22. It is necessary that the quality assurance office gives clear recommendations to the head of the program, that the program should be in compliance with the Sectoral Benchmark. The quality assurance office must show the responsible person, in case of non-compliance with these conditions, the fact of occurrence of the corresponding risk.

23. The quality assurance office should issue clearer recommendations regarding the improvement aspects identified by the external evaluator while working on the program, to show the group working on the program the necessity of implementing these changes and the risk of appropriate consequences if they are not foreseen.

- **Suggestions for the Programme Development**

1. Programme objectives should be in line with program objectives of other accredited programs.
2. The Faculty is advised to have all syllabi in English and published at the Faculty website.
3. It is suggested to show in the labor market research document, that based on the labor market research, what areas for improvement were identified and what experiences were shared while working on the program, and in what direction these considerations led to the need to make certain changes in the program. Labor market research was based on more quantitative research and was less focused on a unified summary of the results of the survey and the outline of the circumstances that the labor market currently demands in this direction.
4. It is desirable to add a bachelor's thesis to the structure of the bachelor's program, which will ensure the preparation of a written paper based on the scientific literature determined by the learning outcomes.
5. The University must make sure education is accessible to students with specific learning difficulties. Different forms of assessment must be used to enable learners with different learning abilities and competences to perform equally. Students with learning difficulties do not only have physical difficulties but it is important to adjust both the forms of assessment and presentation in accordance with students' needs.
6. Content and thematic overlapping of study courses should be avoided;
7. It is suggested that the distribution of study course credits be relevant and consistent with the course content, objectives, goals, and learning outcomes from both the course and program perspectives.
8. It is suggested that the issues mentioned in the sectoral benchmark should be taken into account in the structure of the master's program of Georgian literature: folklore, Georgian literature in the context of world literature.
9. It is suggested to differentiate and reflect the evaluation of the knowledge acquired by students as a result of assimilating the compulsory and supporting literature in the evaluation system of study courses.
10. It is desirable to define a bachelor's degree in humanities and related fields as a prerequisite for admission to the master's program.

11. The written component at the Bachelor's level requires enhancement. Points granted for written components should be increased. The criteria for scoring should include the use of academic writing style, proper citation of sources and other relevant factors.

12. It is suggested that the volume of the written work in the master's level study courses corresponds to the credits provided by the study course.

13. Information from students' questionnaires should be presented in a more informative manner so that the public is aware of student opinion and can monitor the progress on the basis of the suggestions made by students.

- **Brief Overview of the Best Practices (if applicable)[1]**

N/A

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

Akaki Tsereteli State University has been informed of the contents of the accreditation draft report submitted by the panel of experts and communicated to the National Center for Educational Quality Enhancement that it shared the recommendations presented in the draft report for the majority of recommendations proposed by the panel of experts.

In order to have a fully transparent argumentation for all recommendations the panel of experts proposes, it is decided that in this section we first include the argumentative position of HEI (PART I) and highlight briefly the reason why the expert issues the recommendations that are not shared in the argumentative position of the HEI (PART II).

Part I (The argumentative position of HEI)

Recommendation 1. The Sectoral Benchmark of Higher Education in Georgian Philology, as one of the key documents in higher education must be closely followed in all aspects. The sectoral benchmark describes the field of study, the learning outcomes, teaching-learning and assessment methods, and other additional information.

Answer from Akaki Tsereteli State University: The head of the bachelor's and master's programmes studied one of the main document, a sectoral benchmark in Georgian philology, in details and it was used as guideline to formulate the study field, learning outcome, as well as learning-teaching methods. It is worth mentioning that the head of the bachelor's programme of Georgian language and literature was a member of the sectoral council of higher education in Georgian philology, and took part in the elaboration of the sectoral benchmarks of Georgian philology (Order of the Director of the Nation Center for Educational Quality Enhancement 218232, 11/03/2021).

Recommendation 2. Adjust the master's programme - "Georgian (Kartvelian) Linguistics" to Sectoral Benchmark of Higher Education in Georgian Philology. In the Benchmark it is stated that Megrelian, Laz, Svan are languages and not Kartvelian language-dialects (Megrelian-Laz, Svan) as it is stated in the study programme Georgian (Kartvelian Linguistics).

Answer from Akaki Tsereteli State University: The terminology used in the master's programme "Georgian Linguistics" (Georgian languages, Georgian subsystems, Georgian dialects) are actively used in the modern Georgian scientific space and are familiar to the specialists. Accordingly, we have used them as the terms of the new visions and approaches. However, the terminological variety have created some ambiguity and been perceived as inconsistent with the sectoral benchmarks. The mentioned misunderstanding to some extent is caused of the fact that the term "Georgian languages" recommended by the accreditation expert panel is not mentioned in the sectoral benchmark document.

Nevertheless, we have taken into account the recommendations of the accreditation expert panel and have corrected the terminology in the curriculum. Moreover, we made it more compliant with the sectoral benchmark of higher education in Georgian philology which was accordingly reflected in the objectives of the programme and learning outcome, titles of the study courses and syllabi, also, in other documents (the content of the study courses do not require any substantial revision).

Recommendation 3. More recent publications should be included in syllabi and older publications in Russian should be replaced.

Answer from Akaki Tsereteli State University: The recommendation is taken into account; the Russian language publications are taken out of the syllabi. Regarding the latest publications, the syllabi shall be permanently filled out in this direction.

Recommendation 4. It is recommended that the structure of the doctoral programme of Philology in the part of Kartvelian linguistics should include the recognized scientific trends and directions in the field.

Answer from Akaki Tsereteli State University: The educational courses presented in the doctoral programme of "Philology" in the direction of Georgian linguistics include relevant scientific trends and directions of the field. It is evidenced by the topics and scientific literature indicated in the syllabi.

Recommendation 5. It is recommended that the study course "Georgian dialectology" be in line with the Sectoral benchmark.

Answer from Akaki Tsereteli State University: Due to the recommendation, the title of the study course "Georgian language dialectology" has been revised to "Georgian Dialectology". The content of the study course has been slightly revised, in particular, since the study course aims to study Georgian language dialects, it is recommended to take the description of Migrelian-Laz and Svan out of the syllabus.

Recommendation 6. It is recommended to determine the status of Georgian dialects and Kartvelian languages within the framework of the Bachelor's degree study programme "Georgian language and literature" and to pay attention to the mentioned circumstances during the implementation of student practice.

Answer from Akaki Tsereteli State University: As the course includes the study of dialects of the Georgian language, thus, dialectological practice includes the recording and processing of Georgian dialect texts. As for the issue of relation/status of language and dialect, it is considered as a general theoretical issue and is provided to students in the form of opinions in scientific literature.

Recommendation 7. It is recommended to avoid thematic overlaps in individual study courses in Bachelor's degree study programme "Georgian language and literature".

Answer from Akaki Tsereteli State University: In the draft report, , the "Georgian Folklore" and "Georgian Mythology" study courses are discussed in the section of description in connection with the recommendation. We would like to mention that "Georgian Folklore" is an obligatory subject of the major study field, while "Georgian Mythology" is an elective course. The syllabi of the mentioned study courses contained a general overview of the two congruent issues and, accordingly, focusing on folklore or mythological aspects, although in line with the above-mentioned recommendation, the syllabi of both courses were checked again and the appropriate changes have been made, as a result of excluding the overlapping topics as much as possible.

Recommendation 8. The study course "Georgian literature in the Internet space" should be reworked in such a way as to specify its goals and the correspondence with the learning outcomes.

Answer from Akaki Tsereteli State University: Due to the recommendations offered within the course "Georgian literature in internet space" of the bachelor's programme "Georgian language and literature" the compliance of the learning outcomes with the objectives, and the content of the study course were clarified.

Recommendation 9. It is recommended that the names and contents of the study courses correspond to the terminology established in the field in order to avoid ambiguity and marginalization of scientific research.

Answer from Akaki Tsereteli State University: Taking into account the recommendations of accreditation expert panel, the titles of the study courses of the Master's programme "Georgian Linguistics" have been adapted to the terminology of the sectoral benchmark. Accordingly, the changes have been reflected in the syllabi of the study courses (the evidences are presented in the attached annexes).

See the answer to the recommendation 11 for the changes implemented in the study courses presented in the direction of Georgian linguistics in the PhD programme of "Philology".

Recommendation 10. Refine the standards for compulsory bibliography in English especially for the master's programme "Linguistics" and doctoral programme "Philology" and include compulsory bibliography in English.

Answer from Akaki Tsereteli State University: The recommendation is generally acceptable, but we note here that the prerequisite for admission to the doctoral programme in philology is the passing of a foreign language exam in English, German or French. Accordingly, providing mandatory literature only in English may not be appropriate.

Recommendation 11. Recommended study courses: "Phonemic structure of the common Kartvelian language and Kartvelian subsystems (historical dynamics)", "Current issues of the grammar of the Georgian triliteral language (in relation to the Kartvelian subsystems) " should be reworked in such a way that they correspond to the terminology established in the field of linguistics.

Answer from Akaki Tsereteli State University: Due to the recommendation, the titles of the study courses could be clarified accordingly: 1. "Phonetic structure (historical dynamics) of general Georgian language and Georgian subsystems" was changed to "Actual issues of Georgian linguistics 1"; 2. "Actual issues of the grammar of the Georgian triliteracy language (in relation to the Georgian subsystems)" was changed as follows "Actual issues of the Georgian linguistics 2". The change regarding the terminology was also maded in the syllabi of the study courses.

Recommendation 12. It is recommended to revise the study course "Linguoculturology", and include relevant content and recent literature for the doctoral level.

Answer from Akaki Tsereteli State University: Within the framework of the German inter-institutional partnership programme and with its own funding, all the latest editions available in this direction since 2015 have been received at the University, as they were not cataloged during the site visit of the expert panel and, therefore, they were not included in the syllabi. Now, this problem is solved.

Recommendation 13. It is desirable to change the title of the study course "Linguoculturology" to "Language and Culture".

Answer from Akaki Tsereteli State University: In line with the recommendation of the expert panel, we considered to amend the title of the study course "Linguocultural studies" as follows: "Interrelation issues between language and culture".

Recommendation 14. Academic writing should be improved at the bachelor's level.

Answer from Akaki Tsereteli State University: Academic writing" is taught in the first semester of the bachelor's programme and gives a student the opportunity to get to know the scientific field, develop the techniques of academic work, which requires the performance of various types of work. Accordingly, the course includes diverse assignments and evaluations: source typology and search, sorting them, formulating a thesis, drawing up argumentation schemes, such component tasks provide various types of written work (essay, argumentative work, abstract...) to perform. 5-score essay is the only one type of evaluation. A student prepares the compulsory written paper several times within the course (receives the appropriate grade), including at the final exam. The exam format consists of purposefully combined tasks so that a student can theoretically confirm the knowledge gained within the course and practically reveal his writing skills in the form of a paper he has created. The knowledge and writing skills acquired through the "Academic Writing" are realized while performing the written assignments within the bachelor's courses. As the experts mentioned, such assignments are included in the majority of the

study courses. Consequently, academic writing at bachelor's level is paid much attention. The course is permanently developed and will also be oriented on the achievement of the relevant outcomes.

Recommendation 15. Design and structure of the paper, scientific terminology should be improved in the master's papers.

Answer from Akaki Tsereteli State University: Master thesis design and structure is defined by ATSU rules of master thesis accomplishment and evaluation (Academic Council Decree №38 (20/21), 15.07.2021), the citation style is based on the Chicago style (ATSU Academic Council Decree №73 (19/20)).

Recommendation 16. It is recommended that doctoral theses be designed according to modern research design.

Answer from Akaki Tsereteli State University: The decision of ATSU Academic Council on design and citation rule is based on Chicago style and a PhD thesis is designed accordingly due to this standard (ATSU Academic Council Decree №73 (19/20)).

Recommendation 17. Resumes in English should be attached to doctoral theses.

Answer from Akaki Tsereteli State University: Institution will consider the recommendation.

Recommendation 18. Teaching and learning methods at the master's programme "Georgian (Kartvelian) Linguistics" should correspond to the sectoral benchmark requirements and ensure their achievement.

Answer from Akaki Tsereteli State University: The core teaching and learning methods of Master's programme "Georgian Linguistics" comply with the sectoral benchmark and ensures the achievement of learning outcomes. In the process of the programme implementation, the use of additional methods is not excluded.

Recommendation 19. The institution should encourage academic staff to publish articles with doctoral students. It will be beneficial for doctoral students to have guidance from their supervisors in research publications. It will result in publications of high quality with university affiliation.

Answer from Akaki Tsereteli State University: The scientific supervisors try to work as much as possible with doctoral students to publish high-quality publications, and there are quite number of precedents of joint publications, for example, in the fields of Georgian linguistics, Western European and American literature. Also, doctoral students are involved in publication of joint monographs, textbooks. For example, the professors with 9 doctoral students worked on the textbook "History of Western Europe of the first half of the 20th century" that was published; The monograph "Thomas Mann's "Doctor Faust's Mythopoetics" authored by Professor N. Kikauridze and co-authored by doctoral student N. Khimshiashvili, was published. PhD students are involved in scientific-research projects, for example, in the project "XV-XVIII centuries Latin-language ancient prints" together with specialists of the field, they studied the unique, and completely unexplored materials preserved in the archive of the National Academy of Sciences. Four doctoral students took part in compiling the German-Georgian dictionary of invariant words (a joint project of Friedrich Schiller University of Jena and Akaki Tsereteli University of Kutaisi). Doctoral students are always involved in national and international conferences not only as participants, but as members of organizational committee and etc.

Recommendation 20. The academic personnel is not enough at "Georgian (Kartvelian) Linguistics" and "Linguistics", as the heads of programmes at master level lead too many courses, which should be balanced in compliance with the number of subjects and students.

Answer from Akaki Tsereteli State University: The academic staff involved in the Master's programme of "Georgian Linguistics" fully ensures the implementation of the programme at this stage. Compulsory and elective courses authored by the programme leaders are taught in different semesters and together with the programme leaders, if necessary, they are led by academic and visiting staff, thereby it balances the ratio of implementing staff according to the number of subjects and students.

Recommendation 21. The acceptable similarity score (from program Turnitin) should not be indicated in the document related to plagiarism issues and policy. As well as all BA, MA and Ph.D. papers should be analyzed and examined in an individual manner with feedback regarding similarities and plagiarized

portions in the papers. As plagiarized portions in the paper can occur in low percentage of similarity.

Answer from Akaki Tsereteli State University: The similarity and plagiarism cases in the written assignments of bachelor's, master's and PhD programmes are discussed individually and relevant feedback is provided. The specifics of the empirical material and the need of theoretical discourse define different degrees of similarity. Students of all level are informed about plagiarism in details. Pointing the percentage of similarity is only a general indication due to the limitation of the possible similarity, which is also in accordance with the academic standard.

Recommendation 22. It is necessary that the quality assurance office gives clear recommendations to the head of the program, that the programme should be in compliance with the Sectoral Benchmark. The quality assurance office must show the responsible person, in case of non-compliance with these conditions, the fact of occurrence of the corresponding risk.

Answer from Akaki Tsereteli State University: The sectoral benchmark of higher education in Georgian philology was discussed in detail with the heads of the bachelor's and master's programmes and the group responsible for the preparation of the programmes for accreditation by the Quality Assurance Services of ATSU and the Faculty of Humanities. The head of the programme "Georgian language and Literature" was involved in this process, who is also a member of the sectoral Council of higher education in Georgian philology and has taken part in the elaboration of sectoral benchmarks of Georgian philology. Accordingly, the programme heads have the information about the importance of the compliance of the programmes with the sectoral benchmarks, and in collaboration with the working group, they prepared the bachelor's and master's programmes in cluster for the accreditation in line with the accreditation standards and sectoral benchmarks.

Recommendation 23. The quality assurance office should issue clearer recommendations regarding the improvement aspects identified by the external evaluator while working on the program, to show the group working on the programme the necessity of implementing these changes and the risk of appropriate consequences if they are not foreseen.

Answer from Akaki Tsereteli State University: According to the ATSU QA policy and procedures, during the preparation of accreditation, the programmes go through the external peer-reviews, when the programmes (syllabi and curriculum) are sent to field specialist. The recommendations provided by this peer-review process are not obligatory to perform.

The recommendations received from the external collegial review are discussed by the programme heads, programme working group and programme implementing staff, in collaboration with the QA service and are subject to critical discourse. The recommendations are often fully reflected in the programme. However, if the programme implementing group with academic staff do not agree with the recommendations and have the relevant argumentation regarding some of the recommendations, they are not taken into account.

Accordingly, in this programme, the recommendations were partially taken into account. Specifically, the recommendation of the external evaluator regarding some of the terms and on those that are not officially recognized and introduced in the scientific circles were not taken into account.

PART II

The panel of experts highlights the importance of all the recommendations (1-23) issued.

Regarding the following recommendations with which the HEI does not agree in the argumentative position, the panel further elaborates the following:

Recommendation 19 (additional argumentation): The HEI provided a couple of examples to illustrate the inclusion of students in different research activities. It is expected that almost all students should have this obligation and not a selected few. These examples should not be isolated, but rather a regular practice, as it will make the quality of research better and strengthen the position of the HEI

Recommendation 20 (additional argumentation): Although the HEI claims that the visiting staff can be included in the implementation of study programs, the panel of experts believes that it would be

better for all parties enrolled in the process (students, academic staff, HEI) if the heads of programs do not lead that many courses. It will improve the quality of the programs, but also leave more space for scientific research, as universities are not solely teaching institutions.

Recommendation 21 (additional argumentation): In general, the software, Turnitin is a reliable program for detecting instances of text-based plagiarism, as it compares submitted work to a vast database of academic materials, internet sources, and previously submitted student work. However, its reliability can be affected by factors such as the quality of the source material in its database and the level of customization by the instructor. It's important to note that Turnitin is not foolproof and cannot guarantee 100% accuracy in detecting instances of plagiarism. It's also important to use it as a tool to support academic integrity rather than solely relying on it as the sole means of identifying plagiarism. Ultimately, the reliability of Turnitin depends on how it's used, the quality of the source material, and the level of customization by the instructor.

Recommendation 22(additional argumentation): During the evaluation of the program, and also during interviews, certain inconsistencies with the characteristics of the Sectoral Benchmark were discovered by the experts in the field. We highlight that the Quality assurance office must show the responsible person, in case of non-compliance with the Sectoral Benchmark, the fact of the occurrence of the corresponding risk.

Recommendation 23 (additional argumentation): The panel of experts agrees and shares the arguments proposed in the external review and recommends that they should be considered. The fact is that some very important recommendations from the external review report were not taken into account by the HEI. The panel highlights that these recommendations are very important for the development of the program.

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

1. The programs grouped in a cluster underwent updating
2. The literature in the syllabi was updated;
3. Foreign language syllabi underwent modifications;
4. The student evaluation system in the programs grouped in a cluster was brought into line with the changes implemented in the order of the Minister of Education and Science of Georgia dated January 5, 2007 No. 3 "Rules for calculating credits of higher education programs".
5. A tool was created to adequately assess the work done by the student during the semester and the competencies acquired by them.
6. The mechanism for evaluating the learning outcomes of the program and the target marks were defined, and the curriculum map was developed.
7. An exam in a foreign language was added to the prerequisite for admission to the master's program, and an exam in the Georgian language was added to the prerequisite for admission to the doctoral program for foreign students.

Evaluation approaches for the accreditation experts:

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

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

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

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

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

4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

The program grouped in cluster mainly share the same area, which ensures thematic compatibility, and are properly differentiated through diverse disciplinary approaches aiming to provide a gradual progression from general outlines to the in-depth analysis of linguistic and literature subjects and to develop relevant skills.

The objectives are in line with the institutional mission and strategic plan and comply with suitable criteria of clarity and achievability. They are mainly appropriate to higher education studies in general and the specific study levels in particular. The expected contribution to society at large is properly described and justified, and the institution is well aware of the potential integration of graduates in the labour market. However, the Sectoral Benchmark of Higher Education in Georgian Philology, as one of the key documents in higher education must be closely followed in all aspects. The sectoral benchmark describes the field of study, the learning outcomes, teaching-learning and assessment methods, and other additional information.

The goals and learning outcomes of the programs are achieved through the core courses, which are the basis for the personal and professional development of students. Study programs are available in Georgian on the institutional website.

During the interviews, all the participant stakeholders stated that reveal to be well aware of the institutional goals and comprehend their role in the general strategy.

Description and Analysis - **Programme 1 (Bachelor's program "Georgian Language and Literature")**[5]

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[5] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

The objectives of the programme are clearly defined, realistic and achievable. The programme describes how it contributes to the development of society. The purpose of the bachelor's programme is to give the student basic theoretical and actual knowledge in Georgian language and literature; to teach students about the main issues of the Georgian language, general linguistics, lexicology, dialectology, Georgian literature, literary studies; to develop the ability to analyze the main issues of linguistic studies, the history of the Georgian language, the theory of literature and literary history from a cultural-historical point of view; to form the ability to identify the problems of the field and to determine the ways to solve them.

The objectives of the undergraduate programme are public and accessible, as evidenced by the information provided on the university's website. The goals of the Bachelor's study program Georgian Language and Literature are shared by those involved in the program, as confirmed through interviews. The programme takes into consideration the requirements of the current labour market, the employer and trains a competitive specialist with the relevant abilities. The aim of the bachelor's program "Georgian language and literature" is mainly in line with the requirements of the detailed field descriptor, the 6th level of qualification and the sectoral characteristics of the higher education of Georgian philology.

Evidences/Indicators

- SER;
-Programme and syllabi (all annexes, including mandatory and elective courses);
-Interview with University and Faculty Management, staff and students
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

Programme 2 (Master's program "Georgian Literature")
The aim of the master's program "Georgian literature" is in line with the requirements of the detailed field descriptor, the 7th level of qualification and the sectoral characteristics of Georgian philology higher education.

The programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes. The objectives of the program are to transfer deep, systematic and new knowledge in this field, to teach about the most important tendencies in the Georgian literary process and development, literary texts and literary theories; to teach about the characteristic features and problematic issues of Georgian literature in the cultural context and to develop critical thinking skills. Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competencies a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society. The objectives of the master's programme are public and accessible, as evidenced by the information provided on the

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Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

university's website. It was conformed in the interviews conducted that the goals of this master's programme are shared by all parties involved in the program. The goals of the Master's program of Georgian Literature are in accordance with the highest field characteristic of Georgian philology, are realistic and achievable.

Evidences/Indicators

- SER;
-Programme and syllabi (all annexes, including mandatory and elective courses);
-Interview with University and Faculty Management, staff and students
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

Programme 3 (Master's program "Linguistics")

Description and Analysis - Master's degree Programme "Linguistics".

The aim of the master's program "Linguistics" is in line with the requirements of the detailed description of the field, the 7th level of qualification and the sectoral characteristics of Georgian philology higher education. The program is aimed at training a highly qualified linguist with competence meeting the modern requirements. The programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes. The objectives of the program are to teach about the most important tendencies in the Georgian literary process and development, literary texts and literary theories; the characteristic features and problematic issues of Georgian literature in the cultural context and to develop critical thinking skills. Program obkectives take into account the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competencies a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.
The objectives of the master's programme are public and accessible, as evidenced by the information provided on the university's website. The goals of this master's programme are shared by those involved in the program, as confirmed through interviews. The goals of the Master's program of Linguistics are realistic and achievable.

Evidences/Indicators

- SER;
-Programme and syllabi (all annexes, including mandatory and elective courses);
-Interview with University and Faculty Management, staff and students
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

Programme 4 (Master's program "Georgian (Kartvelian) Linguistics")

The aim of the master's program "Georgian (Kartvelian) Linguistics" " must be adjusted to the requirements of the detailed description of the field, the 7th level of qualification and the sectoral characteristics of the higher education of Georgian philology.

It is stated in the study program that the objectives of the master's program are: to provide students with a a deep and thorough knowledge of the phonetic system, morphological structure, syntactic construction and mechanism of Kartvelian (literary language and Kartvelian dialects); The relationship between the Georgian territorial dialects and the Georgian literary language system (in the context of modern linguistic studies); to deepen students' knowledge in the history of the Georgian language world; to acquire academic knowledge in the phonetics-phonology, morphology, syntax and vocabulary of the Georgian language and to research the theoretical and practical issues of standardizing the Georgian literary language. It is stated that graduates will demonstrate deep and systematic knowledge of the Georgian literary language and the functioning of phonetics-phonology, morphology, syntax and lexical structures of the Kartvelian language-dialects (Megrelian-Laz, Svan).

It is stated in Sectoral Benchmark of Higher Education in Georgian Philology that the field of study of Georgian Philology develops the student's ability to analyze, critically comprehend, contextualize, comment on and interpret the text; teaches the structure of the Georgian language and/or Megrelian, Laz, Svan languages together with it. The panel of experts highlights that HEI must respect the Sectoral Benchmark and tailor its study programs in accordance with it. The terminology used in study programs must be in line with the Sectoral Benchmark. In the Benchmark it is clearly stated upon completion of the master's programme, a graduate has deep, systematic knowledge of Kartvelian linguistics, which includes issues of structure and functioning of Georgian and/or Megrelian, Laz, Svan languages together with it; Kartvelian dialectology, lexicology and lexicography topics. In the Benchmark Megrelian, Laz, Svan languages are used and not Kartvelian language-dialects (Megrelian-Laz, Svan) as it is stated in the study program Georgian (Kartvelian Linguistics.

Evidences/Indicators

- SER;
-Programme and syllabi (all annexes, including mandatory and elective courses);
-Interview with University and Faculty Management, staff and students
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

Programme 5 (Doctoral program "Philology")

The aim of the doctoral program "Philology" is in line with the requirements of the 8th level of qualification, detailed description of the field. The objectives of the doctoral program Philology are to provide doctoral students with latest achievements in philology; to develop the ability to raise the Georgian scientific field, to conduct research in the context of the world culture and Georgian science and to integrate their own research in international scientific circles. The goals of the Doctoral program of Philology are realistic and achievable. Program objectives are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded.

The objectives of the doctoral programme are public and accessible, as evidenced by the information provided on the university's website. The goals of the Doctoral program "Philology" are shared by those involved in the program, as confirmed through interviews. The programme takes into consideration the

requirements of the current labour market, the employer and trains a competitive specialist with the relevant abilities.

Evidences/Indicators

- SER;
-Programme and syllabi (all annexes, including mandatory and elective courses);
-Interview with University and Faculty Management, staff and students
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

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

Suggestions - non-binding advice for the programme development

General recommendations of the cluster: N/A

General suggestions of the cluster: Study programs should be comparable to other accredited programs; The Faculty is advised to have all syllabi in English and published at the Faculty website.

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

Programme 1 (Georgian Language and Literature, bachelor's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian Literature, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartevelian) linguistics, master's)

Recommendation(s): Adjust the master's program - "Georgian (Kartvelian) Linguistics" to Sectoral Benchmark of Higher Education in Georgian Philology. In the Benchmark it is stated that Megrelian, Laz, Svan are languages and not Kartvelian language-dialects (Megrelian-Laz, Svan) as it is stated in the study program Georgian (Kartvelian Linguistics).

Suggestion(s): programme objectives should be in line with program objectives of other accredited programs

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation [6]

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	☐	X	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

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[6] Evaluation is performed for each programme separately.

1.2 Programme Learning Outcomes

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

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

Cluster and individual evaluation

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

The information and abilities that the student acquires after completing the bachelor's, master's, and doctorate programs are described by the learning outcomes of the programs that are gathered in a cluster. The learning objectives of the programs included in the cluster: Bachelor's programme - "Georgian Language and Literature", Master's programs - "Georgian Literature", "Linguistics", and PhD program- "Philology"), the requirements of the qualification descriptor of the corresponding level of the national qualifications framework, the content of the field of study defined by the study field classifier (0232 - Literature and Linguistics), and the sectoral characteristics of Georgian philology higher education are aligned with the learning outcomes, which are based on the best practices and development trends in the field.

It was stated in SER that the learning outcomes of the educational programs grouped in a cluster were developed with the involvement of all interested parties (academic staff, students, graduates, employers), taking into consideration the labor market requirements, and employment rates of program graduates. However, during the interviews, some members of the academic staff indicated that they were not familiar with the provisions of the benchmark and the obligation of HEI to follow it.

In the master's program of Georgian literature, the sectoral benchmark should be fully reflected in connection with orality, literary periods and the presentation of Georgian literature in the world literary context. It is important to study orality, periods of Georgian literature and Georgian literature in the context of world literature in depth in the master's program.

Regarding the master's program "Georgian (Kartvelian) Linguistics", the board of expert agreed that Sectoral Benchmark of Higher Education in Georgian Philology, as the key document must be followed and therefore the HEI is advised to adjust the learning outcomes of this program to the benchmark. In the Sectoral Benchmark is stated systematic that graduates will have "knowledge of Kartvelian linguistics, which includes issues of structure and functioning of Georgian and/or Megrelian, Laz, Svan languages together with it; Kartvelian dialectology, lexicology and lexicography topics". Therefore, it is necessary to adjust the terminology in the study programm with the Sectoral Benchmark.

Description and analysis – Bachelor's degree program "Georgian language and literature"

Based on the 6th level descriptor of qualifications and the sectoral characteristics of higher education of Georgian philology, the learning outcomes of the bachelor's programme Georgian langauge and literature

are logically related to the goals of the programme and the features of the field of study. The graduate of the programme demonstrates broad knowledge of Georgian language, Georgian written and oral literature, general linguistics and literary theories, describes the main aspects of the history, linguistics and literary studies of the Georgian language and literature discusses the complex issues of the field in relation with European literature and in the historical- cultural context. In addition, the bachelor's programme envisages the development of such competencies as: to critically approach general issues in the field of philology and assess literary and linguistic sources; to take a civic/tolerant approach to national-state, public-cultural events, the Georgian language, as well as minority languages; which is confirmed by the program learning outcomes map. Learning outcomes are measurable, achievable and realistic. It is desirable to add a bachelor's thesis to the structure of the bachelor's program, which will ensure the preparation of a written paper based on the scientific literature determined by the learning outcomes.

Description and analysis – Master's degree program "Georgian Literature"

Based on the 7th level descriptor of qualifications and the sectoral characteristics of higher education the learning outcomes of the master's programme Georgian literature are logically related to the goals of the programme and the features of the field of study. The graduate of the programme demonstrates broad knowledge of Georgian literary theories, literary texts, and literary processes, the most significant developments in Georgian literature, its distinguishing characteristics and challenging problems in the cultural setting. In addition, the master's programme in Georgian literature envisages the development of such competencies as to conduct independent research on literary events using the most recent methods and to be able to solve research problems based on a complex approach; analyze literary events, formulate sound opinions, and participate in professional discussions and write methodologically correct, scientific papers in accordance with academic norms, which is confirmed by the program learning outcomes map. Learning outcomes are measurable, achievable and realistic.

The master's program of Georgian literature is mainly based on the sectoral benchmark, although the following issues are not fully reflected in it: deep and systematic knowledge of oral texts; deep and systematic knowledge of literary periods; Presentation of different aspects of Georgian literature in the world literary context.

Description and analysis – Master's degree program "Linguistics"

Based on the 7th level descriptor of qualifications and the sectoral characteristics of higher education of Georgian philology, the learning outcomes of the master's programme Linguistics are logically related to the goals of the programme and the features of the field of study. The graduate of the programme demonstrates broad knowledge of the current issues in various linguistics fields, such as phonology, semantics, sociolinguistics, gender linguistics, text linguistics, Kartvelian linguistics, etc.;

In addition, the master's programme in Linguistics envisages the development of such competencies as to look for pertinent sources and literature in libraries and scientific databases, classify linguistic facts, choose priority areas of research, and appropriate methods; to discuss challenging linguistics issues; to gather pertinent empirical data and analyze; to carry out academic work using acceptable methodologies while abiding by academic integrity and standards and to study the models of interaction between

language, culture, and society, which is confirmed by the program learning outcomes map. Learning outcomes are measurable, achievable and realistic.

Description and analysis – Master's degree program "Georgian (Kartvelian) Linguistics"

Based on the 7th level descriptor of qualifications and the sectoral characteristics of higher education of Georgian philology, the learning outcomes of the master's programme "Georgian (Kartvelian) Linguistics" are related to the goals of the programme. The graduate of the programme demonstrates broad knowledge the process of standardizing the Georgian literary language, the characteristics of the language of ecclesiastical writing, and the types of Georgian literature; the phonetics-phonology, morphology, syntax, and vocabulary structure and functioning of the Georgian literary language. In the program the term Kartvelian language-dialects (Megrelian-Lazian, Svanish) is used. The Sectoral Benchmark of Higher Education in Georgian Philology, clearly states that Megrelian, Laz, Svan are languages.

In addition, the master's programme in "Georgian (Kartvelian) Linguistics" envisages the development of such competencies as to find appropriate materials from different sources for example libraries, archives, and electronic resources, and systematize them using appropriate methods, to use the resources of the Georgian language and dialects in practice and explore various types of texts, to analyze issues of Georgian linguistics (in the context of contemporary challenges). The outcomes of the "Kartvelian Linguistics" master's program are mainly formulated according to the sectoral benchmark, although in some cases there are some inconsistencies. It is important to note that in Kartvelian linguistics there are differences of opinion on certain issues (the issue of Kartvelian languages and dialects). For future specialists, philologists, the mentioned issues should be taught taking into account the relevant contexts and topics, although the goals of the program, as well as the learning outcomes, should be in accordance with the sectoral benchmark. Otherwise, the program will miss the normative framework.

Description and analysis – Doctoral degree program "Philology"

Based on the 8th level descriptor of qualifications the learning outcomes of the doctoral program "Philology" are logically related to the goals of the programme and the features of the field of study. The graduate of the programme demonstrates broad knowledge of the current problems, regularities, latest concepts, important theories of literary studies/linguistics development; literary/linguistic topical issues, historical, literary, linguistic and general cultural aspects and relations with the outside world; main stages of the development of philological thinking. In addition, the doctoral program "Philology" envisages the development of such competencies as to discuss linguistic and literary schools, interdisciplinary theories, fundamental research principles and methodologies and formulate sound conclusions; to conduct independently innovative research in the field of philology based on various methodologies and analyze difficult and complex scientific issues in the field of philology; to use modern approaches and technologies in the research and learning/teaching process; to find original ways of solving current problems in philology, independently plan and create a scientific work on certain aspects of a particular discipline of philology in accordance with the academic standard; to participate in local and international thematic discussions and professional debates, which is confirmed by the program learning outcomes map. Learning outcomes are measurable, achievable and realistic.

Evidences/Indicators

- SER;
- -Programme and syllabi (all annexes, including mandatory and elective courses);
- -Interview with University and Faculty Management, staff and students
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

General recommendations of the cluster:

General suggestions of the cluster: It is suggested to show in the labor market research document, that based on the labor market research, what areas for improvement were identified and what experiences were shared while working on the program, and in what direction these considerations led to the need to make certain changes in the program. Labor market research was based on more quantitative research and was less focused on a unified summary of the results of the survey and the outline of the circumstances that the labor market currently demands in this direction.

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

Programme 1 (Georgian Language and Literature, bachelor's)

Recommendation(s): N/A

Suggestion(s): N/A It is desirable to add a bachelor's thesis to the structure of the bachelor's program, which will ensure the preparation of a written paper based on the scientific literature determined by the learning outcomes.

Programme 2 (Georgian Literature, master's)

Recommendation(s):

Suggestion(s): N/A

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartevelian) linguistics, master's)

Recommendation(s): Adjust learning outcomes of the master's program - "Georgian (Kartvelian) Linguistics" to the sectoral benchmark of Georgian Philology.

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	☐	X	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

➢Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

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

The higher education institution has appropriate mechanisms for the evaluation of the learning outcomes, according to its regulations and international standards for accreditation. The panel of experts strongly recommends that the Sectoral Benchmark of Higher Education in Georgian Philology must be consulted and master's program "Georgian (Kartvelian) Linguistics" adjusted to it regarding all aspects and parts of the study programs. In the Sectoral Benchmark is stated that graduates should have "systematic knowledge of Kartvelian linguistics, which includes issues of structure and functioning of Georgian and/or Megrelian, Laz, Svan languages together with it; Kartvelian dialectology, lexicology and lexicography topics".

The Quality assurance office and boards at the University and Faculty levels rely on appropriate protocols for data collection and analysis. The evaluation group is properly structured, with members serving in a variety of roles. This provides the possibility to address quality insurance and all aspects of the process from all perspectives. The techniques, which often use both direct and indirect mechanisms, are quite effective. Feedback mechanisms are both adequate and expertly designed.

It was stated in SER and to certain extent confirmed during interviews that all the relevant parties revealed to be informed and engaged in evaluation procedures. The representatives of the students pointed out that they were informed about the process, and it is clear and understandable.

There is room for improvement as it was revealed during the interviews that some members of the academic staff were not familiar with the provisions and importance of the Sectoral Benchmark of Higher Education in Georgian Philology. The learning outcomes of teaching and scientific research components are evaluated in a consistent manner. The specific aspects of the study area and education level are properly considered. The evaluation forms and methods, both direct and indirect, are sound. The outcomes of the learning assessment are used to improve the programs.

The University must make sure education is accessible to students with specific learning difficulties. Different forms of assessment must be used to enable learners with different learning abilities and competencies to perform equally. Students with learning difficulties do not only have physical difficulties but it is important to adjust both the forms of assessment and presentation in accordance with students' needs.

Evidences/Indicators

- SER;
- -Programme and syllabi (all annexes, including mandatory and elective courses);
- -Interview with University and Faculty Management, staff and students
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

General recommendations of the cluster:

General suggestions of the cluster: The University must make sure education is accessible to students with specific learning difficulties. Different forms of assessment must be used to enable learners with different learning abilities and competences to perform equally. Students with learning difficulties do

not only have physical difficulties but it is important to adjust both the forms of assessment and presentation in accordance with students' needs.

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

Programme 1 (Georgian Language and Literature, bachelor's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian Literature, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartevelian) linguistics, master's)

Recommendation(s): The panel of experts recommends that the Sectoral Benchmark of Higher Education in Georgian Philology, must be consulted and master's program "Georgian (Kartvelian) Linguistics" adjusted to it regarding all aspects and parts of the study programs. It is clear that it precisely describes the field of study, the learning outcomes, teaching-learning and assessment methods, and other additional information.

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	☐	X	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

1.4. Structure and Content of Educational Programme

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

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

Cluster and individual evaluation

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

As stated in the SER The study programs grouped in a cluster are drawn up in accordance with the "Educational Programs Quality Assurance Policy - EP-QA" operating at Akaki Tsereteli State University (Decision No. 49 (17/18), No. 39 (20/21), 15.07. 2021, No. 8 (22/23), 16.09.2022).

In the area of Georgian education science, educational programs grouped in a cluster (0232) Literature and Linguistics (Bachelor's - "Georgian Language and Literature," Master's - "Georgian Literature," "Linguistics," "Kartvelian Linguistics," and Ph.D. - "Philology") underwent modification, in accordance with the requirements of the "National Qualifications Framework" approved by Appendix 1 of the Order Prerequisites for enrollment in the program, program objectives, learning targets and competences, teaching/learning techniques, ways of achieving learning outcomes and evaluation methods, employment areas, necessary resources, and supportive circumstances are all included in the program material.

The content of the programs includes prerequisites for admission to the program, program objectives, learning outcomes and competencies, teaching/learning methods, ways of achieving learning outcomes and evaluation methods, employment areas, necessary resources and supporting conditions.

The structure of each program is consistent, the content and volume corresponds to the levels of education (bachelor's, master's, doctoral). The content and structure ensure that the learning outcomes of the program are achieved.

Bachelor's program has 240 ECTS and the duration is 4 years or 8 semesters;

Master's programs have 120 ECTS and the duration is 2 years or 4 semesters;

Doctoral program has 60 ECTS and the duration is at least 3 years, i.e. 6 semesters;

All three level programs provide 60 ECTS per year, 30 ECTS per semester and 1 ECTS corresponds to 25 hours.

It was confirmed during interviews that stakeholders (academic staff, students, graduates, employers) participated in the formation of the program structure together with the working group.

The methods, number of credits, assessment components and criteria used in each component of the educational programs grouped in a cluster are mainly in compliance with the content and learning outcomes of each study course. However, certain recommendations are listed in the description and analysis part.

Description and Analysis - Bachelor's degree study program "Georgian language and literature"

The volume of the bachelor's degree study program "Georgian Language and Literature" is 240 ECTS, including:

- Major program – 180 ECTS;
- Additional (Minor) program (the student has the right to choose one of the minor programs available at the university) or free component - 60 ECTS;
- The structure of the main program shall be determined and 180 ECTS are distributed as follows:
- Compulsory training courses corresponding to the content of the main field of study - 120 ECTS;
- Elective courses relevant to the content of the main field of study - 20 ECTS;
- Compulsory training courses of the free component - 40 credits.

The program is comparable to study programs at other local universities. The program covers different linguistic disciplines: General linguistics, Dialectology, Lexicology, Georgian language and literature, Georgian orality, Literary theory and discusses the complex issues of the field in connection with Western European literature and in the historical-cultural context

However, more recent publications should be included in syllabi and older publications in Russian should be replaced.

In the Bachelor's program of Georgian philology, the volume of study courses is 3, 4 and 5 credits, although in many cases, it is less certain what this division is based on. For example, the study course -

Western European Literature (Middle Ages - Eighteenth Century) is 5 credits, and the study course - Western European and American Literature (XIX-XX centuries) is 3 credits. Also, the 19th century Georgian literature 1 study course is 3 credits, and the 19th century Georgian literature 2 study course is 5 credits.

The bachelor's program does not include the completion of a bachelor's thesis. The learning outcomes of the program define the preparation of a written paper based on scientific literature. During the visit to the university, it was clarified that the written component can be fulfilled by the papers completed in different study courses within the program, however, it is desirable to add a bachelor's thesis to the structure of the bachelor's program, which will ensure the preparation of a written paper based on the scientific literature determined by the study results.

Description and Analysis - Master's degree study programme "Georgian Literature"

The volume of the master's program "Georgian literature" is 120 ECTS, which are distributed as follows:

- Compulsory courses corresponding to the content of the main field of study - 85 ECTS (including: course paper 5 ECTS, master's thesis - 30 ECTS);
- Compulsory training courses of the free component - 5 ECTS;
- Elective courses corresponding to the content of the main field of study - 30 ECTS.

The program is comparable to the study program at other local university.

The program provides deep, profound and systematic knowledge about the important trends in the development and processes of Georgian literature, narrative texts and literary theories. It also covers the peculiar characteristics of Georgian literature and problematic issues in cultural context;

However, more recent publications should be included in syllabi and older publications in Russian should be replaced.

The structure of the master's program of Georgian literature is mainly based on the sectoral benchmark, however, there is a need for clarification in certain issues. In particular, deep and systematic knowledge of oral texts is not considered in the structure of the program. Also, teaching Georgian literature in the world literary context. It should also be noted that a similar study course can be found at the doctoral level, however, since the sectoral benchmark determines the teaching of the mentioned subject at the master's level, it is advisable to modify the study course/courses and teach at the master's level.

Description and Analysis - Master's degree study programme "Linguistics".

The volume of the master's program is 120 ECTS, which are distributed as follows:

- Compulsory courses corresponding to the content of the main field of study - 105 ECTS (including: course paper 5 ECTS, master's thesis - 30 ECTS);
- Elective courses corresponding to the content of the main field of study - 15 ECTS.

The program is comparable to the master's degree program at one university abroad.

The program covers different linguistic disciplines: phonology, semantics, sociolinguistics, gender linguistics, text linguistics, Kartvelian linguistics, paleography, history of linguistics and methodology.

Description and Analysis – Master's degree study programme "Georgian (Kartvelian) Linguistics"

The master's study program "Georgian (Kartvelian) Linguistics" included in the cluster consists of three modules: "Georgian Literary Language", "Georgian Dialectology" and "Georgian Ecclesiastical Writing Language". The volume of the program is 120 ECTS, including:

- Compulsory courses corresponding to the content of the main field of study - 100 ECTS, including:

- Compulsory training courses corresponding to the content of the main field of study for all three modules - 30 ECTS;

- Module I - Georgian literary language - 35 ECTS;

- Module II - Georgian dialectology - 35 ECTCS;

- Module III - Georgian Ecclesiastical Writing Language - 35 ECTS;

- Course paper - 5 ECTS;

- Master's thesis - 30 ECTS;

- Elective training courses for all three modules - 20 ECTS;

The panel of experts concluded that master's program "Georgian (Kartvelian) Linguistics" is not completely in line with the Sectoral Benchmark of Higher Education in Georgian Philology, although it was stated in the curriculum that the program is comparable to study programs at other local universities. The sectoral benchmark defines mandatory (learning outcomes) provisions for all higher education institutions implementing programmes in the field of Georgian Philology. Among other learning outcome it is important to highlight that the issues of Kartvelian linguistics, analysis of phonetics, morphology and syntax of Georgian and/or Megrelian, Laz, Svan languages along with it; topics of Kartvelian dialectology, lexicology, lexicography.

Description and Analysis - Doctoral degree study programme "Philology".

The volume of the doctoral program "Philology" is 60 ECTS, including:

- Compulsory training courses corresponding to the content of the main field of study - 30 ECTS;

- Elective courses corresponding to the content of the main field of study - 30 ECTS

The program is comparable to study programs at other local universities.

The study program contains an in depth contemporary and important theories of literary studies/linguistics development. The program covers literary/linguistic topical issues, historical, literary, linguistic and general cultural aspects and relations with the outside world; The panel of experts suggests that some courses like Contrastive linguistics would be more suitable at master's level as it discusses topics more relevant for master's students. The structure of the doctoral program in Philology is loaded with a teaching component. There are 30 study courses in the program, a large part of them are field courses. In addition, the program underwent an external evaluation, in which the recommendations regarding the structure of the program and separate study courses are clearly and objectively expressed,

however, during the final development of the program, the external assessment recommendations were not taken into account. It should also be noted that some of the courses in the doctoral program correspond to the master's level and are specified in the sectoral benchmark of philology for master's studies. For example, Georgian writing in the context of European literature can be processed at the master's level for the component defined in the knowledge-awareness section: it analyzes various aspects of Georgian literature in the context of world literature. Also, in the doctoral program, there are courses appropriate for the basic level, such as the main problems of theoretical linguistics, current issues of the grammar of the Georgian triliteral language, etc. According to experts, it is important that the structure of the doctoral program fully corresponds to the doctoral level, to be focused on both the teaching component and, to a large extent, the research component.

Evidences/Indicators

- SER;
- -Programme and syllabi (all annexes, including mandatory and elective courses);
- -Interview with University and Faculty Management, staff, students, graduates
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

General recommendations of the cluster:

General suggestion of the cluster:

Content and thematic overlapping of training courses should be avoided;

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

Programme 1 (Georgian Language and Literature, bachelor's)

Recommendation(s): More recent publications should be included in syllabi and older publications in Russian should be replaced.

Suggestion(s): It is suggested that the distribution of study course credits be relevant and consistent with the course content, objectives, goals, and learning outcomes from both the course and program perspectives.

Programme 2 (Georgian Literature, master's)

Recommendation(s): more recent publications should be included in syllabi and older publications in Russian should be replaced.

Suggestion(s): It is suggested that the issues mentioned in the sectoral benchmark should be taken into account in the structure of the master's program of Georgian literature: folklore, Georgian literature in the context of world literature.

Programme 3 (Linguistics, master's)

Recommendation(s): more recent publications should be included in syllabi and older publications in Russian should be replaced.

Suggestion(s): N/A

Programme 4 (Georgian (Kartevelian) linguistics, master's)

Recommendation(s): The Sectoral Benchmark of Higher Education in Georgian Philology, as one of the key documents in higher education must be closely followed in all aspects. The sectoral benchmark describes the field of study, the learning outcomes, teaching-learning and assessment methods, and other additional information. In the master's program Megrelian, Laz, Svan should be referred to as languages as stated in the Sectoral Benchmark.

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): It is recommended that the structure of the doctoral program of Philology in the part of Kartvelian linguistics should include the recognized scientific trends and directions in the field.

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	☐	**X**	☐	☐
Programme 2 (Georgian literature, master's)	☐	**X**	☐	☐

Programme 3 (Linguistics, master's)	☐	X	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	☐	X	☐
Programme 5 (Philology,PhD)	☐	X	☐	☐

1.5. Academic Course/Subject

➢The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.

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

Cluster and individual evaluation

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

The course syllabi, which adhere to institutional regulations regarding the structure and full information about teaching and teaching methods, contents, objectives, credits, student load, admission requirements, learning outcomes, evaluation procedures, basic and additional literature, and any other information that proves to be useful for the purpose, provide the content of the courses. The credit system is of acceptable, and transparent design. The articulation between courses within each program and across the various programs is mainly given adequate consideration, ensuring a general balance geared to achieve the desired outcomes. However, at the doctoral level some courses like Contrastive linguistics would be more suitable at master's level as it discusses topics more relevant for master's students. "Phonemic structure of the common Kartvelian language and Kartvelian subsystems (historical dynamics)", "Current issues of the grammar of the Georgian triliteral language (in relation to the Kartvelian subsystems) " should be reworked in such a way that they correspond to the terminology established in the field of linguistics, including the sectoral benchmark.

The course syllabus provides a detailed list of the primary sources and secondary bibliography that will be covered. More recent publications should be included in syllabi and older publications in Russian should be replaced.

In the bachelor's program It is desirable to supplement the study course "History of Linguistic Doctrines" with modern studies, for example, to add T. Bolkvadze's works: "Georgian Triangle of Soviet Linguistics: N. Marie, I. Stalin, Arn. Chikobava", tb., 2018; T. Bolkvadze, "Ideologized Values", Tb., 2007, etc.

It was confirmed during interviews that diverse stakeholders were consulted in the process of creation and innovation of study programmes.

The programs united in the cluster are united around philological fields. At the basic level, in the bachelor's degree, the study courses are presented, which are further developed in different directions in the master's degree. Observing the programs united in the cluster shows, on the one hand, the development according to the teaching levels, on the other hand, at the level of the study courses, it shows the possibilities of developing, deepening and detailing individual issues.

Description and Analysis - Bachelor's degree study program "Georgian language and literature"

The learning outcomes of the courses in the bachelor's degree study programme being offered line up with the program's learning objectives and the appropriate level of higher education. There is a map that shows the programme learning outcome(s) that are associated with specific course meets to guarantee that the course learning outcomes are aligned with the programme. ECTS credits are used to evaluate every course in the program. However, the volume of study courses is 3, 4 and 5 ECTS. In many cases it is less certain what this division is based on. For example, the study course - Western European Literature (Middle Ages - Eighteenth Century) is 5 ECTS, and the study course - Western European and American Literature (XIX-XX centuries) is 3 ECTS. Also, the Morphology of the Georgian Language (verb1) is 3 ECTS, and the Morphology of the Georgian Language (verb2) is 5 ECTS. The syllabus for each course describes the methods, criteria and rubrics for assessment evaluating the learning outcomes. The course syllabi indicates the mandatory and additional resources and literature needed to achieve the learning outcomes.

The study courses of the Bachelor's program of Georgian philology are mainly compiled according to the sectoral benchmark, although there are some inconsistencies. In particular, the study course "Georgian Dialectology" does not comply with the mentioned document. In addition, dialect practice is provided within the mentioned study course. The status of Kartvelian languages and Georgian dialects is not defined within the course. Therefore, the issue of practice and its content becomes even more complicated. The study course "Georgian Folklore" also includes aspects of mythology. In addition, there is a separate study course in mythology, "Georgian Mythology". It is advisable to avoid thematic overlaps in study courses. The study course "Georgian literature in the Internet space" does not include relevant literature. The relevance of the study course to the learning outcomes and field characteristics is not specified. As a result of familiarization with the study course, it cannot be determined which texts the subject is based on.

Some study courses, for example, "Georgian language in the Internet space", do not contain relevant bibliographic information, the links are not specified correctly, etc.

Description and Analysis - Master's degree study programme "Georgian Literature"

The learning outcomes of study courses with this master's programme correspond to the learning outcomes of the programme and the corresponding level of higher education. All the courses in the program are evaluated by ECTS. The learning objectives of the program and the appropriate level of

higher education are mainly aligned with the learning outcomes of the courses in the master's degree study programme. The panel of experts concluded that the program does not contain deep and systematic analysis of oral texts and also teaching Georgian literature in the world literary context. It should also be noted that a similar study course can be found at the doctoral level, however, since the sectoral benchmark determines the teaching of the mentioned subject at the master's level, it is advisable to modify the study course/courses and teach them at the master's level.

Description and Analysis - Master's degree programme "Linguistics".

The learning outcomes of individual courses are aligned with the learning outcomes of the study program. All courses are weighted 5 ECTS regardless of their status of being mandatory or elective. General balance geared to achieve the desired outcomes is evident. The course syllabus provides a detailed list of the primary sources and secondary bibliography that will be covered. The panel of experts pointed out that contemporary literature should be used. The master's program aligned with the study program at another university abroad and this alignment should be kept in the part of aiming to use contemporary literature as well.

Description and Analysis – Master's degree study programme "Georgian (Kartvelian) Linguistics"

All syllabi within the study program include the following information: course name, course type, number of credits with reference to the relevant contact and independent hours, course provider, course objective, study course format, learning outcomes, evaluation system and criteria, learning/teaching methods, learning resources, course content and so on. Forms, methods and rubrics of student evaluation are described in detail in the course syllabus. The panel of experts concluded that master's program "Georgian (Kartvelian) Linguistics" is not completely in line with the Sectoral Benchmark of Higher Education in Georgian Philology, although it was stated in the curriculum that the program is comparable to study programs at other local universities.

One part of the study courses in the master's program of Kartvelian linguistics does not correspond to the sectoral benchmark of philology. Among them, in study courses, problems of Kartvelian dialectology 1 and 2, Kartvelian syntagma, etc. Terminology is used interchangeably: languages, dialects, kilos, language-kilos, etc. which creates the basis for ambiguity. According to experts, it is important to fix the terminology established by the sectoral benchmark at the level of study courses: their names, goals and learning outcomes, and separate views that exist around Kartvelian languages should be taught at the level of separate issues in the content of the course. With such an approach, it would be possible to introduce students to different viewpoints and, at the same time, achieve compliance of the program goals, learning outcomes and content with the sectoral benchmark.

Textbooks in Russian are specified in the part of study courses, although the mentioned language is not a prerequisite for study courses.

Description and Analysis - Doctoral degree study programme "Philology".

The doctoral program's courses complement its objectives and together they form a coherent whole. The number and distribution of credits are adequate, paying due attention to shared and independent hours to attain the best balance. The evaluation criteria are clear and coherent. The study program

offers a huge selection of elective courses, which should be reconsidered as some of these courses would be more suitable for master's students.

The study courses of the doctoral program of philology correspond in most cases to the doctoral field, although there are some inconsistencies. In particular, part of the study courses corresponds to the master's level (see 1. 4. in detail) as well as in the part of the study courses, for example, in the courses: "Modern methods of field research", "Linguistic culture", "Literary comparativistics" and others. There are books in Russian. It is also worth noting that the university has presented an external evaluation, where the positive aspects of the doctoral program and the areas to be improved are discussed in detail. It is important that an expert in the field reviews the study courses and notes their inconsistency with international scientific practice, in accordance with the latest research. It should also be noted that the terminology specified in the title and content of the study courses in the doctoral program, in particular, in Kartvelian linguistics, is not established and causes ambiguity.

This, in turn, leads to the limitation and marginalization of scientific research. As it is known, the main goal of the doctoral program is the international accessibility of research, as well as the greater involvement of Kartvelological fields in the international scientific dialogue, and the aforementioned will hinder this important and useful process.

Evidences/Indicators

- SER;
-Programme and syllabi (all annexes, including mandatory and elective courses);
-Interview with University and Faculty Management, staff, students, graduates
- Sectoral Benchmark of Higher Education in Georgian Philology,
- AKAKI TSERETELI STATE UNIVERSITY website: https://www.Akaki Tsereteli State University .edu.ge

General recommendations of the cluster:

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

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

Programme 1 (Georgian Language and Literature, bachelor's)

Recommendation(s):

It is recommended that the study course "Georgian dialectology" be in line with the sectoral benchmark.

It is recommended to determine the status of Georgian dialects and Kartvelian languages within the framework of the program and to pay attention to the mentioned circumstances during the implementation of student practice.

It is recommended to avoid thematic overlaps in individual study courses.

The study course "Georgian literature in the Internet space" should be reworked in such a way as to specify its goals and the correspondence with the learning outcomes.

It is recommended that study courses be supplemented with relevant bibliographic data.

Suggestion(s): N/A

Programme 2 (Georgian Literature, master's)

Recommendation(s): N/A

Suggestion(s): It is advisable to include deep and systematic analysis of oral texts and also teach Georgian literature in the world literary context.

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): Recent literature should be used. Refine the standards for compulsory bibliography in English.

Programme 4 (Georgian (Kartevelian) linguistics, master's)

Recommendation(s): The Sectoral Benchmark of Higher Education in Georgian Philology, as one of the key documents in higher education must be closely followed in all aspects.

It is recommended that the study courses of Kartvelian linguistics be in full compliance with the sectoral benchmark of Georgian philology.

More recent publications should be included in syllabi and older publications in Russian should be replaced.

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s):

More recent publications should be included in syllabi and older publications in Russian should be replaced.

It is recommended that the names and contents of the study courses correspond to the terminology established in the field in order to avoid ambiguity and marginalization of scientific research.

Refine the standards for compulsory bibliography in English.

Recommended study courses: "Phonemic structure of the common Kartvelian language and Kartvelian subsystems (historical dynamics)", "Current issues of the grammar of the Georgian triliteral language (in relation to the Kartvelian subsystems) " should be reworked in such a way that they correspond to the terminology established in the field of linguistics.

It is recommended to revise the study course "Linguoculturology", and include relevant content and recent literature for the doctoral level.

Suggestion(s):

It is desirable to change the title of the study course "Linguoculturology" to "Language and Culture".

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	☐	X	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	☐	X	☐
Programme 5 (Philology,PhD)	☐	X	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	☐	X	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Master'sing

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

Programs united in the philology cluster of Akaki Tsereteli State University have fair and transparent prerequisites for admission, which includes both the field of philology and the type of program: bachelor's, master's, and doctoral. The prerequisites specified in the programs are in accordance with the applicable legislation. AKAKI TSERETELI STATE UNIVERSITY ensures publicity and availability of information about prerequisites for admission to educational programs. The programs are placed on the university's website, and information about the programs is provided in the catalogue of higher education programs. It is published by the National Unified Examination Center (NAEC) in the annually updated

information "Student's Guide". Information is provided to interested persons at open days, information meetings and so on. Enrollment in programs is also possible through internal and external mobility, which is regulated by current legislation.

The prerequisites for admission to master's programs do not include field competencies at the bachelor's level, which is allowed by the current legislation, and also, according to the university, the field competencies are confirmed according to the university's internal exam.

Description and Analysis - Bachelor's degree study program "Georgian language and literature"

The prerequisites for admission to the bachelor's program of Georgian philology are fair and transparent.

A person with full general or equivalent education and possessing a relevant document, who has passed the unified national exams and holds a relevant certificate, can become a student of the bachelor's program.

Without passing the unified national exams, according to the procedure established by the Ministry of Education and Science of Georgia and within the established time frame, the following are allowed: for citizens of a foreign country and stateless persons who received a complete general or equivalent education abroad; for citizens of Georgia who received complete general education or its equivalent abroad and studied for the last 2 years of full complete education in a foreign country; For persons who /studied and received credits in a foreign country in a higher education institution recognized in compliance with the legislation of this country.

Enrollment in programs is also possible through internal and external mobility, which is regulated by current legislation.

Description and Analysis - Master's degree study programme "Georgian Literature"

The prerequisites for admission to the master's program in Georgian literature are fair and transparent. The prerequisites for admission to the program are:

Bachelor's academic degree;

Passing the unified national master's exam:

Enrollment to the program without passing the master's exams is possible according to the rules established by the Ministry of Education and Science of Georgia;

Passing the intra-university exam in the specialty (Georgian language):

Exam questions and conduct procedure will be published on the AKAKI TSERETELI STATE UNIVERSITY 's website: Akaki Tsereteli State University .edu.ge, at least one month before the exams.

Enrollment in programs is also possible through internal and external mobility, which is regulated by current legislation.

AKAKI TSERETELI STATE UNIVERSITY ensures publicity and availability of information about prerequisites for admission to the educational program. The program is placed on the university's website, and information about the program is provided in the catalogue of higher education program. It is published by the National Unified Examination Center (NAEC) in the annually updated information "Student's Guide". Information is provided to interested persons at open days, information meetings and so on. Enrollment in the program is also possible through internal and external mobility, which is regulated by current legislation.

The prerequisites for admission to master's programs do not include field competencies at the bachelor's level, which is allowed by the current legislation, and also, according to the university, the field competencies are confirmed according to the university's internal exam. The panel of experts suggests that it would be desirable to define a bachelor's degree in humanities and related fields as a prerequisite for admission to the master's program.

Description and Analysis - Master's degree programme "Linguistics".

The prerequisites for admission to the master's program in linguistics are fair and transparent. Prerequisites for admission to the program are:

Bachelor's academic degree;

Passing the unified national master's exam:

Enrollment to the program without passing the master's exams is possible according to the rules established by the Ministry of Education and Science of Georgia;

Passing the intra-university exam in the specialty (Georgian language):

Exam questions and conduct procedure will be published on the AKAKI TSERETELI STATE UNIVERSITY 's website: Akaki Tsereteli State University .edu.ge, at least one month before the exams.

Enrollment in programs is also possible through internal and external mobility, which is regulated by current legislation.

AKAKI TSERETELI STATE UNIVERSITY ensures publicity and availability of information about prerequisites for admission to the educational program. The program is placed on the university's website, and information about the program is provided in the catalogue of higher education program. It is published by the National Unified Examination Center (NAEC) in the annually updated information "Student's Guide". Information is provided to interested persons at open days, information meetings and so on. Enrollment in the program is also possible through internal and external mobility, which is regulated by current legislation.

The prerequisites for admission to master's programs do not include field competencies at the bachelor's level, which is allowed by the current legislation, and also, according to the university, the field competencies are confirmed according to the university's internal exam. The panel of experts suggests that it would be desirable to define a bachelor's degree in humanities and related fields as a prerequisite for admission to the master's program.

Description and Analysis – Master's degree study programme "Georgian (Kartvelian) Linguistics"

The prerequisites for admission to the Kartvelian Linguistics program are fair and transparent. Prerequisites for admission to the program are:

Bachelor's academic degree;

Passing the unified national master's exam:

Enrollment to the program without passing the master's exams is possible according to the rules established by the Ministry of Education and Science of Georgia;

Passing the intra-university exam in the specialty (Georgian language):

Exam questions and conduct procedure will be published on the AKAKI TSERETELI STATE UNIVERSITY 's website: Akaki Tsereteli State University .edu.ge, at least one month before the exams.

Enrollment in programs is also possible through internal and external mobility, which is regulated by current legislation.

AKAKI TSERETELI STATE UNIVERSITY ensures publicity and availability of information about prerequisites for admission to the educational program. The program is placed on the university's website, and information about the program is provided in the catalogue of higher education program. It is published by the National Unified Examination Center (NAEC) in the annually updated information "Student's Guide". Information is provided to interested persons at open days, information meetings and so on. Enrollment in the program is also possible through internal and external mobility, which is regulated by current legislation.

The prerequisites for admission to master's programs do not include field competencies at the bachelor's level, which is allowed by the current legislation, and also, according to the university, the field competencies are confirmed according to the university's internal exam. The panel of experts suggests that it would be desirable to define a bachelor's degree in humanities and related fields as a prerequisite for admission to the master's program.

Description and Analysis - Doctoral degree study programme "Philology"

Prerequisites for admission to the doctoral program in philology are a master's degree or equivalent. The graduate of a foreign university can be granted the right to study for a doctorate in accordance with the requirements of Article 50 of the Law of Georgia "On Higher Education". Additional conditions for admission to the program may be determined by the Faculty's Dissertation Council's resolution and doctoral programs.

A doctoral candidate is required to:

to confirm knowledge of English, German, French, Russian, Turkish, Arabic or Persian languages at C1 level (academic degree of a master's or equivalent degree, or an internationally recognized certificate),

if the doctoral candidate chooses one of the above languages as the empirical basis of scientific research;

to confirm knowledge of one of the European scientific languages (English, German or French) at B2 level (passing the relevant exam or presenting an internationally recognized certificate). If the doctoral candidate chooses English/German/French language as the empirical base of scientific research, he/she can pass an exam in Russian language;

to have a certificate confirming the knowledge of the Georgian language at the B2 level, or pass the relevant exam, if Doctoral candidate wants to study in the Georgian language program and Georgian is not his/her native language;

to pass an entrance exam in the selected research area;

to present a thesis, or project, or published scientific works according to the research area;

to have recommendation from the prospective supervisor;

Enrollment in programs is also possible through internal and external mobility, which is regulated by current legislation.

The prerequisites for admission to the doctoral program do not include sectoral competences at the bachelor's level, which is allowed by the current legislation, and also, according to the university, sectoral competences are confirmed according to the university's internal examination.

Evidences/Indicators

- Educational programs grouped in a cluster
- Resolution of the Academic Council No. 67 (21/22) 23/07/2022 - on approval of the procedure for obtaining, suspending, terminating, restoring, mobility, qualification and recognition of the received education status of a student (https://www.Akaki Tsereteli State University .edu. ge/index.php/acad-council-separator/akad-sabcho-dadgenilebebi/2021-2022/67-21-22).
- AKAKI TSERETELI STATE UNIVERSITY 's website: https://www.Akaki Tsereteli State University .edu.ge
- SER
- Results of conducted interviews

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

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

Programme 1 (Georgian language and literature, bachelor's)

Recommendation(s): N/A

Suggestion(s):

Programme 2 (Georgian literature, master's)

Recommendation(s): N/A

Suggestion(s):

It is desirable to define a bachelor's degree in humanities and related fields as a prerequisite for admission to the master's program.

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

It is desirable to define a bachelor's degree in humanities and related fields as a prerequisite for admission to the master's program.

Programme 4 (Georgian (Kaartvelian) linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

It is desirable to define a bachelor's degree in humanities and related fields as a prerequisite for admission to the master's program.

Programme 5 (Philology, doctoral)

Recommendation(s): N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	X	☐	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

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

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

Cluster and individual evaluation

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

The university has signed contracts and memoranda with both state and private organizations, as well as with international organizations and universities. The university conducted a market research, according to which it was noted that Akaki Tsereteli State University has a high reputation in the region and the country. In addition, the study indicates that the field of philology is in demand in various fields, which contributes to the employment of graduates of philology programs. The mentioned supports the goals and results of the program.

The combined programs in the Philology cluster provide students with practical and research skills at the bachelor's, master's and doctoral levels. The study courses include educational and research activities, including discussion, debate, presentation, report creation, research paper preparation, etc.

It should also be noted that academic writing and scientific work are included in the study programs, although the preparation of a bachelor's thesis is not included in the bachelor's program (for details, see 1.4.). However, academic writing courses consist of assessments which are not quite relevant to improve written skills. For example, only a 5 point essay is included and test and open questions are implied at the exams. In addition, there is a need to improve the skills of creating an argumentative paper in bachelor's and master's programs. In particular, improving the aspects of academic writing at the bachelor's level, and improving the scientific terminology in the master's papers, focusing on the design and structure of

the paper. Most of the doctoral theses do not have English abstracts, and there are also errors in the observance of internationally recognized citation styles in theses.

To improve the quality of reaserch skills especially at doctoral level the institution should encourage academic staff to publish articles with doctoral students. Collaborating with a professor provides young researchers with valuable support and experience, it would be beneficial if the university actively encourages and supports the publishing of articles with academic staff in future.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- educational programs grouped in a cluster;
- proceeding of student conferences;
- Master's and doctoral students' cluster materials;
- Memorandums/agreements.
- SER
- Results of conducted interviews

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

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

Programme 1 (Georgian language and literature, bachelor's)

Recommendation(s): Academic writing should be improved at the bachelor's level.

Suggestion(s): N/A

Programme 2 (Georgian literature, master's)

Recommendation(s): Design and structure of the paper, scientific terminology should be improved in the master's papers.

Suggestion(s): N/A

Programme 3 (Linguistics, master's)

Recommendation(s): Design and structure of the paper, scientific terminology should be improved in the master's papers.

Suggestion(s): N/A

Programme 4 (Georgian (Kaartvelian) linguistics, master's)

Recommendation(s): Design and structure of the paper, scientific terminology should be improved in the master's papers.

Suggestion(s): N/A

Programme 5 (Philology, doctoral)

Recommendation(s):

It is recommended that doctoral theses be designed according to modern research design. Also, English resumes should be attached to doctoral theses.

The institution should encourage academic staff to publish articles with doctoral students. It will be beneficial for doctoral students to have guidance from their supervisors in research publications. It will result in publications of high quality with university affiliation.

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Georgian Language and Literature, bachelor's)	☐	X	☐	☐

Programme 2 (Georgian literature, master's)	☐	**X**	☐	☐
Programme 3 (Linguistics, master's)	☐	**X**	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	**X**	☐	☐
Programme 5 (Philology,PhD)	☐	**X**	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

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

Teaching and learning methods of each academic course/subject correspond to the level of education, course/subject content, learning outcomes, sectoral benchmark requirements and ensure their achievement. In each study course, relevant and appropriate methods are described, thus ensuring the learning outcomes. As discussed in the first standard the panel of experts recommends that the Sectoral Benchmark of Higher Education in Georgian Philology must be consulted and master's program "Georgian (Kartvelian) Linguistics" adjusted to it regarding all aspects and parts of the study programs.

The methods vary according to the individual training courses. The verbal method is used within the programs; explanatory method; method of working on the book; method of written work; performance of an abstract or essay; heuristic method; demonstration method; discussion/debate; method of analysis and synthesis; induction method; method of deduction; mental attack; Dialectological and folklore practice, text/material commenting, interpretation and analysis; Finding and exploring material independently; Research project planning and implementation, comparison-contrast method and so on.

During interviews it was confirmed that AKAKI TSERETELI STATE UNIVERSITY , during the pandemic, ensured electronic/distance learning and teaching process using study methods relevant for the field of study. It is important to highlight that the objectives and learning outcomes remained the same despite the obvious challenges.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Educational programs grouped in a cluster
- Syllabus of training courses.
- SER
- Results of conducted interviews

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

N/A

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

N/A

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

Programme 1 (Georgian language and literature, bachelor's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kaartvelian) linguistics, master's)

Recommendation(s): Teaching and learning methods at the master's program "Georgian (Kartvelian) Linguistics" should correspond to the sectoral benchmark requirements and ensure their achievement.

Suggestion(s): N/A

Programme 5 (Philology, doctoral)

Recommendation(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	X	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

During the interviews, the management team and the quality assurance units gave convincing information about the function of assessment in the overall strategy intended to raise the standards of the programs and the students' abilities and knowledge. The teaching staff described the common techniques and unique features of the evaluating strategy for each program, and the students and graduates described the assessment system from their point of view. No significant barriers to meeting deadlines and following timetables were found. Graduates of the programs that required a dissertation gave a very positive and well-articulated review of the entire process.

While the evaluation system is generally in accordance with the standards there are some areas for improvements: In almost every syllabi, in every program, in the assessment system, we find a note has an in-depth and thorough mastery of both the compulsory and supplementary literature. The supporting literature should not be mandatory for students to get the highest grade and it should not affect the student's score.

The written component at the Bachelor's level should be altered. Points granted for written components should increase. The criteria for scoring should include the use of academic writing style, proper citation of sources and other relevant factors.

At the Master's level, coursework is typically valued at 5 ECTS and should be between 25-30 pages in length. A Master's thesis, on the other hand, is worth 30 ECTS. Depending on the ECTS assigned, the page requirement for the coursework may be adjusted accordingly, either by decreasing the page requirement or increasing the ECTS granted.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Educational programs grouped in a cluster
- Syllabus of training courses
- Resolution No. 5 (17/18) of the Academic Council of the National Academy of Sciences of Ukraine on 15.09.2019; No. 6, (22/23) 16.09. 2022 - Student evaluation system of the National Academy of Sciences
- Regulation of Dissertation Council
- Resolution No. 9 (17/18) of the Academic Council of November 10, 2017 on the procedure for appealing exams.
- Guide to evaluation methods and criteria
- SER
- Results of conducted interviews

General recommendations of the cluster:

General suggestions of the cluster: It is suggested to differentiate and reflect the evaluation of the knowledge acquired by students as a result of assimilating the compulsory and supporting literature in the evaluation system of study courses.

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

Recommendations and suggestions according to the programmes:

Programme 1 (Georgian Language and Literature, BA)

Recommendation(s):

Suggestion(s): The written component at the Bachelor's level requires enhancement. Points granted for written components should be increased. The criteria for scoring should include the use of academic writing style, proper citation of sources and other relevant factors.

Programme 2 (Georgian literature, master's)

Recommendation(s):

Suggestion(s): It is suggested that the volume of the written work in the master's level study courses corresponds to the credits provided by the study course.

Programme 3 (Linguistics, master's)

Recommendation(s):

Suggestion(s): It is suggested that the volume of the written work in the master's level study courses corresponds to the credits provided by the study course.

Programme 4 (Georgian (Kartvelian) Linguistics, master's)

Recommendation(s):

Suggestion(s):

It is suggested that the volume of the written work in the master's level study courses corresponds to the credits provided by the study course.

....

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	X	☐	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Master'sing	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	X	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

Cluster and individual evaluation

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

The standard component of this program includes the availability of guidance from professors to students as needed. Professors are open to providing consultation and students can easily reach out to them for information related to their courses. Additionally, the building where the program is housed has multiple spaces to facilitate student-professor consultations. This helps to ensure that students have access to the resources and support they need to succeed in the program.

In addition, students have confirmed that they have access to the university's career support services, which assist with internships and future employment opportunities. Active students as well as alumni are also kept informed of new conferences, job openings, and other events that they may be interested in

through permanent emails. This helps students to stay aware of opportunities and plan for their future careers.

The university frequently organizes conferences and summer schools, which allows students to engage with prominent figures from other institutions and be a part of the academic community. These events offer valuable opportunities for students to learn and grow.

Students at the institution have the opportunity to participate in folklore and dialectological field trips, which enhances both their scientific knowledge and practical skills and experience. These types of experiences are both rewarding and beneficial for their personal and professional improvement.

The library at the university boasts a vast collection of resources, including a large number of digitized books, and also provides students with access to books from other libraries, which enhances their research and study.The library is a convenient and comfortable place for both students and academic staff, it provides various services such as individual study cabins, online reservation system and is continuously working on enhancing its services.

The basic amenities of common spaces are generally well-provided for, but the large corridors and a beautiful garden in this area have a lot of potential for improvement. We suggest that the organization consider utilizing these empty spaces to enhance the overall common space experience.

Evidences/Indicators

- ● **Syllabi**
- ● **Educational Programme, Ph.D**
- ● **Programme and Curriculum (MA)**
- ● **Interviews with students and graduates**
- ● **Site visit**

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

General suggestions of the cluster:

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

Programme 1 (Georgian language and literature, bachelor's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kaartvelian) linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 (Philology, doctoral)

Recommendation(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	X	☐	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

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

Cluster and individual evaluation

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

The university provides clear and comprehensive information about the process of supervising theses. Students have reported positive experiences with communication with their supervisors, whether it is in-person or online, indicating that the communication channels at the institution are functional and students feel comfortable reaching out to their supervisors.

The ratio of students to supervisors in the master's and doctoral programs is closely monitored, in accordance with established guidelines, to ensure that scientific supervision is conducted effectively. Students have reported high levels of satisfaction with the support and expertise provided by the academic team during this process. The academic staff are well-qualified in their fields, and have experience in teaching and mentoring students. The selection of dissertation supervisors is based on their research experience in the relevant areas.

Ph.D. students are required to have their work published in international, peer-reviewed journals. They are also eligible to apply for financial support to cover the costs of publishing their articles. This not only helps students disseminate their research to the broader scientific community but also enables them to develop their professional reputation.

As stated by the professors during the interviews, there is no obstacle to publishing articles with Ph.D. students, but it is not a common practice. Collaborating with a professor provides young researchers with valuable support and experience, it would be beneficial if the university actively encourages and supports the publishing of articles with academic staff in future.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

N/A

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

Data related to the supervision of master's/doctoral students Programme 2 (Georgian literature, master's)	
Number of master's theses supervisors	10
Number of master's students	33
Ratio - supervisors of master's theses/master's students	0.3

Data related to the supervision of master's/doctoral students Programme 3 (Linguistics, master's)	
Number of master's theses supervisors	7
Number of master's students	2
Ratio - supervisors of master's theses/master's students	3.5

Data related to the supervision of master's/doctoral students Programme 4 (Georgian (Kartvelian) Linguistics, master's)	
Number of master's theses supervisors	3
Number of master's students	4
Ratio - supervisors of master's theses/master's students	0.75

Data related to the supervision of master's/doctoral students Programme 5 (Philology,PhD)[7]	
Number of doctoral theses supervisors	13
Number of doctoral students	31
Ratio - supervisors of doctoral theses/doctoral students	0.42

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

Evidences/Indicators

- SER
- Educational Programme, Ph.D
- Programme and Curriculum (MA)
- Interviews with students and graduates
- interviews with academic staff
- Site visit

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

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

Programme 1 (Georgian language and literature, bachelor's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kaartvelian) linguistics, master's)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	X	☐	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐

Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	X	☐	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

4.   Providing Teaching Resources

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

4.1 Human Resources

➢ Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

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

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

Cluster and individual evaluation

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

Academic and invited personnel in the educational programmes within the cluster are completed by the staff with high qualifications and relevant competence in a teaching and research field. A balance between academic and invited staff provides the sustainability of the programmes of Georgian Language and Literature, Georgian Literature and Philology. The number of academic and invited personnel in the each program is determined by the resolution of the University Representative Council No. 173 (28.02.2018) ("On the methodology for determining the number of academic and invited personnel according to the programs in the ASU"), which takes into account many components, as for: the number of students in the group, average weekly teaching load of the associate professor and etc. However, in two programs: Master's degree Programme "Linguistics" and Master's degree Programme "Kartvelian Linguistics" the academic personnel are not enough, the heads of both programs lead too many courses (8-10), which should be balanced in compliance with the number of subjects and students.

The high qualification in the research field of the personnel is confirmed by their publications during the past 5 years in local and international scientific journals, conferences, symposia, forums where they have participated and scientific research grants where they were involved. The teaching competence is confirmed by their long-stand experience in teaching at the University. This was really demonstrated at interviews during the accreditation visit as well.

The process of the selection and appointment of academic staff is in compliance with the Georgian legislation and the University regulations. The University elaborated the workload scheme for academic staff, which includes teaching and research. Lecture hours in programs are correlated with this workload and qualification of the staff is visible in research articles they have to publish annually. The articles in the international impact-factor journals are encouraged by the additional fee.

Faculty service administrative and support staff is an appropriate number for achieving the learning outcomes of the programme. The main responsibilities and functions of the support staff are defined in the job descriptions.

Description and Analysis - Programme 1 (**Bachelor's Programme ''Georgian language and literature''**)

The total number of personnel which is employed in the Bachelor's programme of ''Georgian language and literature'' is 47. Among them: 31 affiliated academic staff: 6 professors, 24 associate professors, 1 assistant professors and 16 invited staff. The staff has a relevant qualification and experience in the field. Involved academic and invited staff have a doctoral degree in a relevant field.

The heads of the programme have a prominent experience in teaching, research and participating in scientific grants, as well as a contribution in different state commissions and societies.

Programme 1 (Bachelor's Programme "Georgian language and literature")[8]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[9]	Including the staff holding PhD degree in the sectoral direction[10]	Among them, the affiliated academic staff
Total number of academic staff	31	31	31	31
- Professor	6	6	6	6
- Associate Professor	24	24	24	24
- Assistant-Professor	1	1	1	1
- Assistant	-	-	-	-

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

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

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

Invited Staff	16	16	16	_
Scientific Staff	-	-	-	_

Description and Analysis - Programme 2 (Master's Programme "Georgian literature")

The total number of personnel which is employed in the Master's programme of Georgian Literature is 17. Among them: 4 professors, 9 associate professors and 4 invited personnel. The staff has a relevant qualification necessary for the educational programme with excellent experience in teaching. Each of them has a doctoral degree in a relevant field.

The head of the programme is a prominent scientist in Georgian philology, researcher of Georgian Literature. Author of many books, monographs, articles, member of different societies, who was granted for scientific achievements in the field of philology.

Programme 2 (Master's Programme "Georgian literature")[11]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[12]	Including the staff holding PhD degree in the sectoral direction[13]	Among them, the affiliated academic staff
Total number of academic staff	13	13	13	13
- Professor	4	4	4	4
- Associate Professor	9	9	9	9
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	4	4	4	_
Scientific Staff	-	-	-	_

Description and Analysis - Programme 3 (Master's Programme "Kartvelian Linguistics")

The total number of personnel which is employed in the Master's Programme in "Kartvelian Linguistics" is 14. Among them: 2 professors, 7 associate professors and 5 invited personnel. The academic and invited staff have a doctoral degree in a relevant field and experience of teaching.

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

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

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

The heads of the programme have an important experience of research, publications in Georgian linguistics. The heads of programme have published about 200 publications. They are authors of monographs and textbooks and actively participate in local and international conferences. However, both of them lead 8 courses in the programme which should be balanced by additional specialists.

Programme 3 (Master's Programme "Kartvelian Linguistics")[14]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[15]	Including the staff holding PhD degree in the sectoral direction[16]	Among them, the affiliated academic staff
Total number of academic staff	9	9	9	9
- Professor	2	4	4	4
- Associate Professor	7	9	9	9
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	5	5	5	—
Scientific Staff	-	-	-	—

Description and Analysis - Programme 4 (Master's Programme "Linguistics")

The total number of personnel which is employed in the Master's Program in "Linguistics" is 13. Among them: 1 professor, 4 associate professors and 1 assistant-professor and 7 invited staff. The academic and invited personnel have relevant experience and a high qualification which is confirmed by their CV-es and publications.

The head of the programme has prominent local and international experience: he is a member of the international linguistic societies, author of international publications in international impact-factor scientific journals. As well as a participant in many international research projects. However, the head of the programme leads more than 10 courses which should be balanced by additional specialists.

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

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

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

Programme 4 (Master's Programme "Linguistics")[17]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[18]	Including the staff holding PhD degree in the sectoral direction[19]	Among them, the affiliated academic staff
Total number of academic staff	6	6	6	6
- Professor	1	1	1	1
- Associate Professor	4	4	4	4
- Assistant-Professor	1	-	-	-
- Assistant	-	-	-	-
Invited Staff	7	7	7	–
Scientific Staff	-	-	-	–

Description and Analysis - Programme 5 (**Doctoral Programme "Philology"**)

The total number of personnel which is employed in the Doctoral Programme "Philology" is 35. 13 Professors, 19 associate professors, 3 invited staff. As the programme is combined with different philological directions it has 3 heads and a diverse range of professionals in the field. The academic and invited personnel are highly qualified which is confirmed by their publications over the past 5 years. The heads of the programmes are authors of monographs, textbooks and scientific works. They have international publications, which is crucial for internalization of the PhD. programme.

Programme 5 (Doctoral Programme "Philology")[20]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[21]	Including the staff holding PhD degree in the sectoral direction[22]	Among them, the affiliated academic staff

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

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

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

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

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

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

Total number of academic staff	32	32	32	32
- Professor	13	13	13	13
- Associate Professor	19	19	19	19
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	3	3	3	_
Scientific Staff	-	-	-	_

Evidences/Indicators

- List of staff members implementing educational programmes grouped in a cluster with reference to the subject/subjects;
- Personal data (CVs) of the academic staff implementing the educational programmes grouped in a cluster;
- Personal data (CVs) of the head of the educational programmes grouped in a cluster - Functions and duties of the head of the programmes;
- Resolution No. 61 (21/22) of the Academic Council of June 6, 2022: "Norms of the annual educational and scientific methodical workload of academic staff, emeritus, teachers and specialists invited by contract";
- Individual teaching load form - Regulations of the Faculty of Humanities (official instructions);
- Interviews within the accreditation visit in HEI.

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

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

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

Programme 3 (Master's degree Programme "Linguistics")

Recommendation(s): The academic personnel is not enough, the heads of programmes lead too many courses (10), which should be balanced in compliance with the number of subjects and students.

Suggestion(s): N/A

Programme 4 (Master's degree Programme "Kartvelian Linguistics")

Recommendation(s): The academic personnel is not enough, the heads of programmes lead too many courses (8), which should be balanced in compliance with the number of subjects and students.

Suggestion(s): N/A

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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	☐	X	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	X	☐	☐
Programme 5 (Philology, PhD)	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

Cluster and individual evaluation

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

Procedures related to the master's thesis are regulated in accordance with the performance and evaluation rules in force at the AKAKI TSERETELI STATE UNIVERSITY . According to the document, the supervisor of the master's thesis can be the academic staff of the University (professor, associate professor), emeritus professor, an invited person with a doctorate degree - the head of the department makes a decision on the invitation based on the presentation of the programme head, which It is reflected in the relevant protocol (department meeting). A master's thesis can have a co-supervisor (depending on the specifics of the research). The document describes the function of the supervisor of the master's thesis in detail. In the final stage, the supervisor prepares a conclusion. The supervisor has the right to refuse to supervise a specific paper while must submit an explanatory card to the dean of the faculty. Supervisors of the master's thesis must be involved in scientific research activities and have published scientific works that are relevant to the research directions and topics offered to the master's students. The document describes the plagiarism detection procedures. The students' papers must be uploaded in the program Turnitin (integrated in Moodle). According to the document 20% of plagiarism is acceptable, which is not relevant to academic integrity standards. As at the accreditation visit the university quality assurance representatives confirmed that the document consisted of technical mistakes and it should be - similarity.

The Ph.D thesis, procedures and functions of the supervisor are regulated by the documents - Regulation of the Dissertation Council of the Faculty and Resolution of the Academic Council of the Academy of Sciences and Arts No. 32(20/21), 21.05.2021 on determining the basic principles of doctoral studies at the University. The documents consist of information regarding: the functions of the supervisor, the structure of the paper, citation style, the criteria of evaluation of the paper, etc. According to the paper, the supervisor must have a doctoral degree and scientific publications in the relevant field. Supervisor can be academic or invited staff of the University or any other authorized HEI from Georgia and other countries.

Programme 2 (Master's Programme "Georgian literature")[23]			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[24]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	10	10
- Professor	4	4	4
- Associate Professor	6	6	6
- Assistant-Professor	-	-	-
Invited Staff	-	-	–
Scientific Staff	-	-	–

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

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

Programme 3 (Master's Programme "Kartvelian Linguistics")[25]

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[26]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10	10	10
- Professor	2	2	-
- Associate Professor	7	7	-
- Assistant-Professor	-	-	-
Invited Staff	1	1	_
Scientific Staff	-	-	_

Programme 4 (Master's Programme "Linguistics")[27]

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[28]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	3	3	3
- Professor	1	1	1
- Associate Professor	2	2	2
- Assistant-Professor	-	-	-
Invited Staff	-	-	_
Scientific Staff	-	-	_

Programme 5 (Description and Analysis – Doctoral Programme "Philology")[29]

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD	Among them, the affiliated academic staff

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

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

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

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

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

		degree in the sectoral direction[30]	
Number of supervisors of Master's/Doctoral theses	13	13	13
- Professor	13	13	13
- Associate Professor	-	-	-
- Assistant-Professor	-	-	-
Invited Staff	-	-	–
Scientific Staff	-	-	–

General recommendations of the cluster: The acceptable similarity score (from program Turnitin) should not be indicated in the document related to plagiarism issues and policy. As well as all BA, MA and Ph.D. papers should be analyzed and examined in an individual manner with feedback regarding similarities and plagiarized portions in the papers. As plagiarized portions in the paper can occur in low percentage of similarity.

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

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

Programme 1 (name, level) **N/A**

Recommendation(s): N/A

Suggestion(s): N/A

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Evaluation

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[30] Theses supervisors have a PhD degree relevant to the qualification awarded by the educational programme.

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	☐	X	☐	☐
Programme 2 (Georgian literature, master's)	☐	X	☐	☐
Programme 3 (Linguistics, master's)	☐	X	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	X	☐	☐
Programme 5 (Philology,PhD)	☐	X	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Cluster and individual evaluation

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

The evaluation of the academic staff is a crucial part for Akaki Tsereteli State University . The University constantly evaluates the results of the academic personnel where the scientific activities are a compulsory component of their workload. To evaluate the academic staff, the evaluation of educational and scientific-methodical activities defined by the preliminary individual teaching load within the academic year is used. The University has elaborated a mutual attendance policy which means the process of observing the learning process through mutual participation. The academic staff workload is assessed through annual workload performance and a collegial assessment gained through mutual attendance.

As it was evident from the interviews the professional development of the academic staff is crucial for the University. University provides: business trips to training and scientific conferences, training held by quality assurance service, paid scientific-creative leave, foreign language courses and scientific

conference services. The quality assurance service conducts training on plagiarism issues, regarding quality culture, etc.

Evidences/Indicators

- Personal data (CV) of the academic staff implementing the educational programmes grouped in a cluster;
- Educational programme evaluation procedure EP-QA 1.2;
- Mutual attendance and auditorium performance evaluation policy. Appendix 4 EP-QA 1.2;
- Policy and procedures of human resources management of the Institute of Human Resources;
- Resolution No. 12(22/23), 29.09.2022 of the Academic Council of the Academy of Sciences and Arts on encouraging the publication of articles in highly rated scientific publications by the academic staff of the university;
- Interviews during the accreditation process.

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

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

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

Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐
Programme 2 (Georgian literature, master's)	X	☐	☐	☐

	Complies			
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	X	☐	☐	☐
Programme 5 (Philology, PhD)	X	☐	☐	☐

4.4. Material Resources

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

Cluster and individual evaluation

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

Based on the visit to the University and the library, it is evident that the programmes grouped in the cluster have necessary library and material resources, required to achieve goals and learning objectives. Library has a rich selection of books, including mandatory literature shown in syllabi and enough copies of other resources as well. The materials are accessible in digital versions.

Library personnel analyze the statistical data of students requesting specific books and order more copies if necessary or buy new books. Library building is well-equipped, reading spaces are provided for making students work-time relaxing. Library has rooms equipped with necessary technological resources (smartboards, computers, projectors) for group work and cabinets for individual work, which student-researchers can book for one week.

Besides the library building, reading spaces are organized in the building where main lectures are held for the programmes grouped in the cluster.

During student interviews, it became clear that the library is a convenient environment for them to study or work on different projects. Library staff are always ready to help students with any issues.

Students and staff have access to the modern research periodicals, international electronic library databases and other digital resources required for achieving learning objectives via their corporate emails.

They have full access to technical resources which are necessary during the lectures (projectors, smartboards, computers in the rooms). Library has French, German and English language centers, where students and staff can get additional information about programmes or workshops.

Description and Analysis - Programme 1 (Georgian language and literature, BA)

The BA students of Georgian language and literature noted that it was easy for them to access the books and materials outlined in the syllabus, as well as additional resources for their education, in both, physical and digital format.

Description and Analysis - Programme 2 (Georgian Literature, MA)

Georgian Literature students on Master's level noted that the library provided them with a rich selection of material needed for their postgraduate studies, including access to international journals.

Description and Analysis - Programme 3 (Linguistics, MA)

Linguistics students found the French, German and English language centers operating within the library most useful to them. These centers provide students with foreign-language materials, as well as information and assistance with exchange programmes.

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

Georgian Linguistics students also noted that the library provided them with the necessary material and working space needed for their postgraduate studies.

Description and Analysis - Programme 5 (Philology, PhD)

The library is subscribed to a large selection of international databases and scientific journals, that are easily accessible for research students. The library also offers individual working spaces that researchers can reserve and work from. The students also noted that they found the library staff to be helpful in providing them with assistance when searching for material.

Evidences/Indicators

- Interviews with representatives of institution's administration, academic and invited staff members;
- Interviews with students and alumni;
- Self-evaluation provided by the institution;
- Documents of purchasing international library database access, provided by the institution;
- Database usage report, provided by the institution (2022);
- Tour of material-technical inventory.

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

N/A

N/A

Programme 1 (Georgian language and literature, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartvelian) linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian language and literature, BA)	X	☐	☐	☐
Programme 2 (Georgian literature, MA)	X	☐	☐	☐
Programme 3 (Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) linguistics, MA)	X	☐	☐	☐
Programme 5 (Philology, PhD)	X	☐	☐	☐

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

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

Cluster and individual evaluation

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

Based on the university budget document, provided by the institution, it is evident that the university is financially secure, which assures the stability and sustainability of the educational programmes grouped in the cluster. The programme budgets are integrated into the university budget. Administration has calculated salaries of academic and support staff for the programmes, scientific and research expenses (including work-related travel expenses, conference fees, publishing of scientific studies, etc.), stipends, utility expenses, etc.

The institution provided individual budgets for the programmmes grouped in the cluster, where profit is visible (taking risk insurance into account).

Description and Analysis - Programme 1 (Georgian language and literature, BA)

The programme's budget allocation takes into account all costs incurred by the University for teaching and maintenance. It shows a surplus. Programme income and expenses are calculated for 1 group for the Georgian language and literature Bachelor's studies programme, where the optimum number of students is 20.

Description and Analysis - Programme 2 (Georgian literature, MA)

The programme's budget allocation takes into account all costs incurred by the University for teaching and maintenance and it shows a surplus. Programme income and expenses are calculated for the 1 group for Master's programme of Georgian Literature, where the optimum number of students is 12.

Description and Analysis - Programme 3 (Linguistics, MA)

The programme's budget allocation takes into account all costs incurred by the University for teaching and maintenance and it shows a surplus. Programme income and expenses are calculated for the 1 group for Master's programme of Linguistics, where the optimum number of students is 12.

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

The programme's budget allocation takes into account all costs incurred by the University for teaching and maintenance and it shows a surplus. Programme income and expenses are calculated for the 1 group for Master's programme of Georgian(Kartvelian) Linguistics, where the optimum number of students is 12.

Description and Analysis - Programme 5 (Philology, PhD)

The programme's budget allocation takes into account all costs incurred by the University for teaching, research and maintenance and it shows a surplus. Programme income and expenses are calculated for 1 group of the PhD level Philology studies for 5 students in the group.

Evidences/Indicators

- Central budget of the university;
- Programme budgets of the educational programmes in the cluster;
- Ordinance N175 of 28th of February, 2018 on approving the principle of financial maintenance of Akaki Tsereteli State University programs;
- Ordinance N82 of 21st of December of 2021 on approving the budget form for Akaki Tsereteli State University educational programme;
- Interviews with representatives of Institutions' administration, academic and invited personnel;
- Interviews with students, alumni, and employers;
- Self-evaluation provided by the institution.

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

N/A

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

N/A

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

Programme 1 (Georgian language and literature, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartvelian) linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian language and literature, BA)	X	☐	☐	☐
Programme 2 (Georgian literature, MA)	X	☐	☐	☐
Programme 3 (Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) linguistics, MA)	X	☐	☐	☐
Programme 5 (Philology, PhD)	X	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian language and literature, BA)	X	☐	☐	☐
Programme 2 (Georgian literature, MA)	X	☐	☐	☐
Programme 3 (Linguistics, MA)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) linguistics, MA)	X	☐	☐	☐
Programme 5 (Philology, PhD)	X	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

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

Cluster and individual evaluation

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

The quality assurance system of Akaki Tsereteli State University is guided by internal and external evaluation tools and uses a cyclical process based on the PDCA cycle, the principle of planning, implementing, evaluating and improving. The educational policy and regulatory documents developed in the university ensure the management of the mentioned cycle process.
The internal quality system at the university is based on three main policies:
I. Quality assurance policy of educational programs - EP-QA
II. Research development policy - RE-QA
III. Management efficiency improvement policy - ME-QA

Quality assurance policy of educational programs (EP-QA), in turn, serves to create and develop result-oriented programs, conduct a high-quality educational process, provide student services, develop students into specialists who have relevant knowledge, skills and basic competencies, requirements, further employability of students and facilitating successful adaptation to a changing environment.

This is implemented according to 3 main procedures, such as:
1. EP-QA 1.1 Educational program initiation, planning and approval procedure
2. EP-QA 1.2 educational program evaluation procedure
3. EP-QA 1.3 Development procedure of valid educational programs

Through the review of the materials and according to interviews, it was determined that the programs presented in the cluster were initiated in accordance with the written procedures.

At the very beginning the program working group was created and responsibilities were distributed among the group members. The group working on the program studied the content issues of the program, provision of resources, opinions of interested parties, results of surveys, trends in the labor and education market, etc.
It should be said that the labor market research document included the identification of the needs of employers in the employment market. The document was based on more quantitative research and was less focused on a unified summary of the results of the survey and the outline of the circumstances that the labor market currently demands in this direction. It is also desired to see in such a document, based on the labor market research, what areas for improvement were identified and what experiences were shared while working on the program and in what direction these considerations led to the need to make certain changes in the program.

After the interview with the heads of the program, it was noted that some changes were made in order to develop the program. First of all, the qualifications to be awarded for the educational programs grouped in the cluster were determined according to the updated "Study Fields Classifier".

Taking into account, the specifics of the subjects, teaching methods have become diverse. The learning outcomes of each course were refined, the evaluation system was diversified, and the evaluation criteria were written in detail. A change was made in the rating system. In particular, the specific share of the student activity component has increased. As noted in the interviews, it is planned to further increase this specific share of the student activity component.

As the evaluation of the programs by the expert group revealed, several programs in the cluster did not fully respond to the requirements of such important documents as Sectoral Benchmark of Higher Education in Georgian Philology, I and II Cycles of Higher Education Levels VI and VII. Due to the importance of this document, it must be carefully followed in all aspects.

In such cases, it is necessary that the quality assurance office gives clear recommendations to the head of the program, that the program should be in compliance with the Sectoral Benchmark. The quality assurance office must inform the responsible person at the Akaki Tsereteli State University , in case of non-compliance with these conditions, the fact of occurrence of the corresponding risk.

Program personnel should consider guidelines of the quality assurance office when making program-related decisions.

The collaboration of the quality assurance office with the heads of the program and various structural units determines the compliance of the programs with the Sectoral Benchmark.

The members of the self-evaluation group noted and the program implementers confirmed, they always have support from the quality assurance service.

The presented documents and interviews also confirmed that periodic training is conducted for the program implementers (in teaching-learning methods, in the preparation of the syllabus etc.).

By studying the submitted documents and interviews, it was determined that:

- Quality assurance and management of the program is carried out according to the regulations approved by the AKAKI TSERETELI STATE UNIVERSITY , which ensures the transparency of all processes. The periodicity of surveys and their analysis provides an opportunity to systematically observe and compare the results.
- The group working process of updating the program was clear and complex. The involvement of all the units during the entire process of its renewal was done, which is confirmed by the presented documents and the results of the interviews.
- Program implementation staff are provided with the constant support of the quality assurance service, including the necessary training.
- When updating and developing the program, it is regularly used the opinions of interested parties, their analyzes, areas for improvement are identified as a result of this analysis

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- "Quality Assurance Concept of Akaki Tsereteli State University "
- Quality assurance policy of educational programs - EP-QA
- Educational program initiation, planning and approval procedure (EP-QA 1.1)
- Analysis of students' academic performance
- Academic staff survey results
- Results of Alumni Surveys
- External evaluation of the program
- The report of the work performed by the Quality Assurance Office of the Faculty of Humanities in 2022, presented in the form of a presentation
- Self-Assessment Report
- Results of conducted interviews

General recommendations of the cluster:

It is necessary that the quality assurance office gives clear recommendations to the head of the program, that the program should be in compliance with the Sectoral Benchmark. The quality assurance office must show the responsible person, in case of non-compliance with these conditions, the fact of occurrence of the corresponding risk.

General suggestions of the cluster: N/A

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

Programme 1 (Georgian language and literature, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartvelian) linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	☐	X	☐	☐
Programme 2 (Georgian literature, master's)	☐	X	☐	☐
Programme 3 (Linguistics, master's)	☐	X	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	X	☐	☐
Programme 5 (Philology,PhD)	☐	X	☐	☐

5.2. External Quality Evaluation

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

Cluster and individual evaluation

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

Akaki Tsereteli State University uses external assessment tools for program accreditation in the process of preparing higher education programs.

The external mechanisms for evaluating the implementation of the educational program are based on the "Regulation on the Accreditation of Educational Programs of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

The university uses the results of the external evaluation to develop/improve the program. Quality assurance and management of the program is carried out according to the regulations approved by the AKAKI TSERETELI STATE UNIVERSITY , which ensures the transparency of all processes.

The submitted programs were evaluated by several external evaluators. Competent external evaluators from partner universities participated in the external collegial evaluation of the program. None of the external evaluators were representatives of the program to be evaluated, were not interested parties, ethical norms were respected during the evaluation, and each of them has relevant field competencies.

In the external peer reviews, the program was evaluated positively overall, but several detailed and important recommendations were made by one of the evaluators, which were not fully taken into account at this stage by the heads of the program. As they mentioned, the relevance of fully considering these recommendations will be more evident in the working process of the program implementation.

In this case, it is recommended for the quality assurance office to issue clearer recommendations regarding the improvement aspects identified by the external evaluator while working on the program, to show the group, which is working on the program, the necessity of implementing these changes and the risk of appropriate consequences if they are not foreseen.

During the re-accreditation of the program, it was not necessary to take into account the recommendations made by the Accreditation Council in 2011-2012, since most of them were already implemented in 2017.

It should also be mentioned that the program graduates and employers participating in the interview noted that the program fully meets the requirements and deserves a positive conclusion.

In addition, the employers also noted that the program meets the requirements of the field with its content and deserves a positive evaluation.

If necessary, description and analysis according to the education programmes

N/A

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- Educational programs grouped in a cluster
- External peer reviews
- Self-Assessment Report
- Results of conducted interviews

General recommendations of the cluster:

The quality assurance office should issue clearer recommendations regarding the improvement aspects identified by the external evaluator while working on the program, to show the group working on the program the necessity of implementing these changes and the risk of appropriate consequences if they are not foreseen.

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

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

N/A

Programme 1 (Georgian language and literature, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartvelian) linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	☐	X	☐	☐
Programme 2 (Georgian literature, master's)	☐	X	☐	☐
Programme 3 (Linguistics, master's)	☐	X	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	X	☐	☐
Programme 5 (Philology,PhD)	☐	X	☐	☐

5.3. Programme Monitoring and Periodic Review

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

Cluster and individual evaluation

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

The presented documentation and the interviews conducted during the visit revealed that the quality assurance system of Akaki Tsereteli State University is guided by the law "On Higher Education", authorization and accreditation provisions, other normative documents and standards.

Monitoring and evaluation process of the educational program is carried out according to the procedure of development of educational programs operating at the university, which is used for evaluation of educational programs, updating and development of existing programs.

The monitoring and evaluation process of the educational program is carried out using the following activities/measures:

a) Monitoring of the program, which is carried out by the quality assurance office of the university. Received comments and recommendations are periodically reflected in the educational program in the form of changes and additions.

b) Surveys of interested parties (student, lecturer, employer, graduate).

The reports presented by the Quality Assurance Office confirm that the surveys of the interested parties are permanent and the results of the surveys and the conclusions made based on the analysis are used for the development of the educational program.

It should be noted that it is desirable that the student questionnaires should be presented in a more informative way and students will have the opportunity to express their opinions more clearly and this can track the progress made based on the opinions expressed by the students.

c) The analysis of the process of lecture attendance, which is carried out by the quality assurance office, allows for the evaluation of the quality of teaching of various subjects, the identification of gaps and the development of appropriate recommendations, in case it is needed.

d) The analysis of students' academic performance is performed by the administration of the faculty, according to quantitative and qualitative indicators, which provides for the collection of the following data according to the educational programs, such as the number of exams conducted, the number of students admitted to the exams, rate of positive and negative grades received according to ECTS, determination of courses with high percentage of high grades (A and B) or low grades (E and D) and determination of reasons. The data is compared with the indicators of the previous semesters.

e) Analysis of graduate students' employment - the quality assurance office of the faculty, together with the head of the program, annually conducts a survey of alumni regarding their employment.

f) Based on the results of the survey of the persons who are involved in the program (academic, invited staff), the development analysis and the activities carried out by them were presented in the form of reports.

Different types of activities were carried out while working on the programs presented for accreditation:
● Labor market research was done by the Quality Assurance office
● The analysis of the students' academic performance was systematically carried out (the data of the fall semester of the pre-pandemic 2018-2019 academic year and the post-pandemic 2021-2022 academic year were taken for comparison)
● A survey of academic staff's job satisfaction and engagement was conducted

- Student surveys were conducted
- A survey of graduates was conducted and the areas of employment of graduates and satisfaction with the education received were studied

In addition to the existing mechanisms, a mechanism for evaluating the achievement of program results has been developed - setting a target benchmark for each program result and comparing the results with them. Comparison with the target marks will be done after the end of the whole program cycle, and the academic performance of the students will be subject to annual study and feedback, which is also important for achieving the final outcomes of the program.

According to the head of the program and the representatives of the quality assurance service, in order to share the best practices, similar programs of several local universities were studied.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

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

Evidences/Indicators

- "Quality Assurance Concept of Akaki Tsereteli State University "
- Educational program evaluation procedure EP-QA 1.2
- Development procedure of valid educational programs EP-QA 1.3
- Quality assurance policy of educational programs - EP-QA
- Labor and Education Market Research
- Analysis of students' academic performance
- Academic staff survey results
- Results of Alumni Surveys
- Self-Assessment Report
- Results of conducted interviews

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

General suggestions of the cluster:

Information from students' questionnaires should be presented in a more informative manner so that the public is aware of student opinion and can monitor the progress on the basis of the suggestions made by students

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

Programme 1 (Georgian language and literature, BA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 (Georgian literature, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3 (Linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4 (Georgian (Kartvelian) linguistics, MA)

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5 (Philology, PhD)

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Georgian Language and Literature, bachelor's)	X	☐	☐	☐

Programme 2 (Georgian literature, master's)	X	☐	☐	☐
Programme 3 (Linguistics, master's)	X	☐	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	X	☐	☐	☐
Programme 5 (Philology,PhD)	X	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Georgian Language and Literature, bachelor's)	☐	X	☐	☐
Programme 2 (Georgian literature, master's)	☐	X	☐	☐
Programme 3 (Linguistics, master's)	☐	X	☐	☐
Programme 4 (Georgian (Kartvelian) Linguistics, master's)	☐	X	☐	☐
Programme 5 (Philology,PhD)	☐	X	☐	☐

Attached documentation (if applicable): N/A

Name of the higher education institution: LEPL - Akaki Tsereteli State University

Name of Higher Educational Programmes, Levels:

Bachelor's educational program "Georgian language and literature"
Master's educational program "Georgian literature"
Master's educational program "Linguistics:
Master's Educational Program "Georgian (Kartvelian) Linguistics "
Doctoral educational program "Philology"

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Master'sing	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (Georgian Language and literature, bachelor's)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 2 (Georgian Literature, master's)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 3 (Linguistics, master's)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 4 (Georgian (Karvelian) linguistics, master's)	Partially complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 5 (Philology, doctoral)	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel
Nihada Delibegović Džanić, signature
Of the member(s) of the Accreditation Experts Panel
Tamar Chokoraia, signature

Nino Popiashivili, signature

Nino Pataraia, signature

Ana Kiasashivili, signature

Giorgi Beridze, signature