



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

History of Georgia, PhD, 8<sup>th</sup> Level

LEPL Gori State University

Evaluation Date(s): 14 February 2023

Report Submission Date: 2 May 2023

Tbilisi

## Contents

I. Information on the education programme .....	4
II. Accreditation Report Executive Summary.....	5
III. Compliance of the Programme with Accreditation Standards .....	8
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme .....	8
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering .....	16
3. Student Achievements, Individual Work with Them.....	22
4. Providing Teaching Resources .....	25
5. Teaching Quality Enhancement Opportunities.....	35

### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	Gori State University
Identification Code of Institution	218076542
Type of the Institution	University

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organisation, Country)	Christy Constantakopoulou, Birkbeck College, UK
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Merab Chumburidze, Akaki Tsereteli State University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Nikoloz Tushabramishvili, Ilia State University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Ilia Botvadze, International Black Sea University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Nino Sanadiradze, Tbilisi Museum Union, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Giorgi Pareshishvili, Caucasus International University, Georgia

---

<sup>1</sup> In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

## I. Information on the education programme

Name of Higher Education Programme (in Georgian)	საქართველოს ისტორია
Name of Higher Education Programme (in English)	History of Georgia
Level of Higher Education	8
Qualification to be Awarded <sup>2</sup>	PhD
Name and Code of the Detailed Field	History and Archaeology, 0222
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	
Language of Instruction	Georgian
Number of ECTS credits	45
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	

<sup>2</sup> In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ▪ General Information on Education Programme<sup>4</sup>

The Doctoral Educational Programme in History of Georgia for Gori State is a new educational programme. It was created in accordance with the current regulation at the university “Methodology of Planning, Elaboration and Development of Educational Programmes”. The initiative group created by the Decree N16 of the Dean of the Faculty of Humanities August 11th, 2021.

The language of instruction in the Doctoral Educational Programme History of Georgia is Georgian. The awarded qualification is Doctor of History. The Educational Programme consists of study and research components.

The study component of the Programme consists of compulsory and optional courses and includes 45 ECTS credits. The compulsory and optional study components, which take into account the characteristics and interests of a doctoral student's research topic and in agreement with the scientific supervisor and the head of the Doctoral Programme, together constitute the individual study plan of the doctoral student.

### ▪ Overview of the Accreditation Site Visit

The expert panel visited the University on Tuesday the 14<sup>th</sup> of February, 2023. The chair of the panel, as well as some members of the Employers, joined virtually.

The accreditation site visit consisted of meetings with the Rector, Vice-Rectors and Head of Administration, Deans, the Self-evaluation team, the Heads of Programme, members of the Academic staff, other members of staff external to the University, MA students, Employers and external to the programme stake-holders, and finally Representatives of the Quality Assurance Office.

The site visit ended with a brief presentation by the Expert panel on the key findings of the accreditation process.

### • Brief Overview of Education Programme Compliance with the Standards

We find that the Programme complies with the standard requirements.

### ▪ Recommendations

None

### ▪ Suggestions for Programme Development

- We suggest the inclusion of programme objectives and learning outcomes, as well as information about the structure of the programme on the university website, when the programme launches.

---

<sup>4</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- We suggest that the programme directors consider the delivery of more flexible teaching schedules for the elective modules offered to the students (such as evening hours for those who work, or online delivery of some of the content)
  - We suggest that the programme directors consider the expansion of elective subjects to more subjects, relevant to the programme content
  - We suggest that the programme directors consider incorporating elements of field archaeology, esp. in the occupied areas, in the programme of studies
  - We suggest that the programme directors consider highlighting in the programme structure students' opportunities to enhance their foreign language acquisition through the offer of classes in your Language Centre
  - We suggest that the programme directors consider changing the name of the optional module '20<sup>th</sup> century left-wing radical ideologies (Stalinism)' to a name that reflects more closely the content of the module.
  - We suggest that the academic staff consider updating the material for the optional courses to include scholarship published after 2012.
  - We suggest that the programme publishes the appeal procedures, complaints procedures and harassment procedures in the university website.
  - We suggest that the institution explores ways to monitor probable use of AI and ChatGPT in the production of student assessment, including the PhD thesis.
  - We suggest that the institution considers introducing a maximum page number as a limit for the submission of the PhD.
  - We suggest the inclusion of field practice as an additional research/training opportunity for students
  - We suggest that the Institution considers increasing the number of academic staff involved in the delivery of the programme.
  - It is desirable to strengthen the work in the direction of internationalization, in order to ensure the involvement of academic staff and students in collaborative international research activities.
  - We suggest that the Institution continues to work on enhancing the internet connections provided in the university and on enhancing the upload of teaching materials in the learning e-platforms, as was suggested in recommendations of the Final report on Gori State Teaching University Authorization.
  - We suggest that the Institution encourages and educates students to use the extensive scientific databases available to the University
- **Brief Overview of the Best Practices (if applicable)<sup>5</sup>**
    - The involvement of existing MA students in the international, regional, and local research projects alongside their supervisors
    - Strong international links in research
    - Close collaboration with external stakeholders in the development of the programme and in the training processes of existing students, as well as in the research activities of members of staff
    - The workings and collaboration between the quality assurance team and the programme development team.
  - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

---

<sup>5</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

The draft report has been sent to the University. In the argumentative position, the University did not provide any remarks or feedback, nor did they report any further issues. This report, therefore, constitutes our final report.

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

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

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. 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.

##### 1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and 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.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The goal of the doctoral educational programme in the history of Georgia is for the student to: 1) acquire knowledge based on the latest achievements in the field of Georgian history, which provides the opportunity for systematic and critical understanding of existing ideas, theories and concepts, generation of new knowledge or use of innovative methods. 2) to develop the ability to conduct scientific research, which will contribute to the development of the field of Georgian history, while observing the principles of academic honesty. 3) to develop the ability to independently make scientifically based decisions on solving problematic issues of history using the latest research methods. 4) to develop the ability to successfully communicate with colleagues and representatives of the general public regarding the creation and transfer of new knowledge. 5) to develop necessary skills and habits for teaching activities in a higher educational institution.

The goal of the doctoral programme is relevant to the level of teaching, public, accessible, realistic and achievable. It is clearly established what knowledge, skills and competences the doctoral educational programme in history will prepare for the graduates. The objectives takes into account the features of the field of study defined by the sectoral characteristic of history, as well as the requirements of the level VIII qualification descriptor of the National Qualifications Framework and the content of the detailed field "0222 History and Archeology" defined by Article III of the Classifier of Fields of Study. The programme provides the graduate with knowledge based on the latest achievements in the field of Georgian history and is mainly focused on the study of the region. The programme is developed in accordance with the requirements of the labor market and employers. The skills developed during studies will allow the graduate to be employed in: higher educational institutions, public service, private sector, international and non-governmental organizations, etc. Labor market research has been conducted within the region. The study shows the potential employment opportunities of history doctoral programme graduates in the public and private sectors, based on their transferable skills.

We particularly commend the close engagement of external evaluators (employers) in the process of the programme development.



### Evidences/Indicators

- Self-evaluation document
- Discussion and feedback provided by external employers (site visit)
- Sectoral benchmark of Higher education
- Mission statement of LEPL – Gori State University

### Recommendations:

None.

### Suggestions for the Programme Development

- Inclusion of programme objectives and learning outcomes, as well as information about the structure of the programme on the university website, when the programme launches

### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

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

### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The History doctoral program has 6 learning outcomes: Students in the programme shall be able to

1) review the latest scientific achievements of modern historical science, describe modern trends and features of historical studies, traditional and modern methods of teaching history.

2) analyze complex historical issues using systematic and critical approaches.

3) plan and implement research focused on the creation of new knowledge in the field of history using innovative research methods and adhering to the principles of academic integrity.

4) independently make correct and effective decisions for solving complex problems of history based on critical analysis of complex and contradictory ideas and data.

5) present and convey the results of scientific research and their connection with existing knowledge in a justified and clear manner, participate in thematic discussions held at the local and international level.

6) By participating in university education, they will be able to create educational and methodical materials necessary for pedagogical activities in higher educational institutions.

The learning outcomes of the doctoral programme in history are clearly stated and describe the knowledge and skills that the student acquires during the course of study. The programme scope includes courses in local, regional, and transregional histories and provides the student with a broad background knowledge in a broad understanding of history, as well as the ability to perceive and understand within a diachronic framework. Learning outcomes are realistic, achievable, measurable and consistent with the program's purpose, history's sectoral characteristics, the specifics of the field of study and labor market requirements, the content of the detailed field defined by Article 3 of the field of study classifier (0222 History and Archaeology) and the qualification to be awarded - "Doctor of History" . The development of programme outcomes involves the involvement of participants and stakeholders, who ensure that learning outcomes are communicated to the interested community. The learning outcomes are relevant to the requirements of the professional employment fields. The programme outcomes are measurable and achievable.

The learning outcomes are on the whole compatible with the learning outcomes as these are outlined in the Sectoral benchmark and in our experience as accreditation committee in other Higher education institutions in Europe.

The emphasis on the history of Georgia is based on the available expertise in the university and the strong research culture of the faculty in that area.

#### **Evidences/Indicators**

- Self evaluation report
- Site visit – interviews with panel members
- Map of program goals and learning outcomes
- Program curriculum map

#### **Recommendations:**

None.

#### **Suggestions for Programme Development**

None.

#### **Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle 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.

### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The process of evaluating the learning outcomes of the study and scientific-research components of the Doctoral Educational Programme in History of Georgia is implemented by the Programme evaluation group, which is established by the Decree of the Dean of the Faculty of Humanities and which includes a member of the quality assurance service of the Faculty, Programme Heads, representatives of the administrative and support staff of the Faculty. The representatives of academic staff and invited faculty, students, graduates and employers are also involved in the implementation of the Programme. The evaluation plan of the learning outcomes of the Programme are developed by the evaluation group and approved by the Dean of the faculty, in consultation with external stakeholders.

The evaluation process results in an evaluation report, which must meet the requirements defined by the evaluation mechanism. This will be submitted to the Dean of the Faculty, the Quality Assurance Department and the Study Process Management Service for appropriate response. The evaluation of the learning outcomes of the Programme is carried out consistently and transparently, the evaluation report is available to all interested parties. The evaluation of the learning outcomes of the Programme is carried out periodically - as soon as the evaluation of all the results of the Programme is completed for the selected target group of students, a new target group of students is determined, and a new cycle of evaluation of the learning outcomes of the Programme begins.

We find, therefore that the evaluation mechanism of the programme learning outcomes was well supported by the existing structures within the Quality assurance framework of the Quality assurance team of the University. There was clear delineation of duties within the committees, and there was commitment to constant and rigorous evaluation of processes.

We commend the inclusion of external stakeholders and of existing students (MA) in the evaluation process.

### Evidences/Indicators

- Self Evaluation Report
- Site visit – interviews with panel members

**Recommendations:**

None.

**Suggestions for the Programme Development**

None.

**Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.4. Structure and Content of Education Programme**

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

**Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The doctoral educational programme in history is built according to the rules established by the Georgian legislation and in accordance with the European Credit Transfer System (ECTS). It is focused on the student experience and is based on the student's academic workload, which is necessary to achieve the goals of the educational program. The standard duration of study in the program is 3 years. To obtain the academic degree of Doctor, the student must accumulate at least 45 ECTS credits. The program consists of educational and research components. The educational component of the program includes 45 ECTS credits and consists of mandatory (30 ECTS credits) and optional (15 ECTS credits) training courses, which the doctoral student, taking into account the peculiarities and interests of the research topic, reflects in an individual study plan in agreement with the scientific director and the head of the doctoral program. The research component involves the completion of a dissertation according to an individual plan. The doctoral student completes the thesis in accordance with the individual plan agreed with the scientific supervisor and the head of the program. The dissertation is considered completed if the research goal is achieved and the paper reflects the substantiated results of the scientific research carried out independently by the doctoral student. The prerequisites for admission to the defense of the doctoral thesis include the results of periodical developmental assessments of the doctoral student and the publication of at least three publications (at least one in a peer-reviewed international journal) or conference materials indexed by Scopus, Web of Science or

ERIH PLUS bases). It is possible for a doctoral student to be a co-author of a joint monograph indexed in the same databases, which reflects the results of research relevant to the topic of the dissertation).

The structure of the doctoral program is drawn up in accordance with the rules established by Georgian legislation and in accordance with ECTS - the European system of transfer and accumulation of credits. using the methodology of planning, development and development of educational programs operating in Gori State University and with the involvement of all interested parties. The content, volume and complexity of the program correspond to the level of education. The content, structure and resources of the program ensure the individuality of the program, the achievement of learning outcomes and are consistent with the qualification awarded - Doctor of History. The structure of the program is consistent and each of its components is arranged in a logical sequence, and the prerequisites for admission to each subsequent component are adequate. The educational component contributes to the formation of the scientific-research skills of the doctoral student, deepening of theoretical knowledge in the field of research and preparation for pedagogical activities. The research component in the form of a dissertation provides an in-depth study of an actual scientific problem and the creation of new knowledge in the field through the formulation of original conclusions. The doctoral program mainly reflects the modern achievements of the field.

During the interview process of our site visit with current MA students, student feedback included the comment that students would like to see the delivery of the taught elements of the programme (both compulsory and elective) in a flexible manner, i.e. with a component of online/distant learning, or taught in the evenings so that students who work during the daytime are able to attend. We recommend that the programme directors consider this student demand and implement it, if feasible, in the programme of studies.

We also suggest that the University considers enhancing the current provision of language offer to the students in the programme. While a certain level of English is a prerequisite for admission to the programme, there is no formal arrangement for students to pick up other foreign languages or consolidate on their knowledge of English. We, therefore, suggest that the programme makes use of the offer of courses in the University's own Language Centre as a suitable training offer for the PhD students.

We also suggest that the programme directors consider enhancing their offer of modules in the field of Archaeology.

We commend the active participation of students in the creation of a rigorous research culture, such as the organization and participation of students in the international research symposium. We also commend on the active research culture, indicated by the publication of a widely respected research journal in the field of History.

#### **Evidences/Indicators**

- Self evaluation report
- Instructions for planning, developing, developing and canceling educational programmes at the Gori State Educational University (Resolution N6-49 of October 26, 2021 of the Academic Council of the Gori State Educational University)
- Site Visit
- University website

**Recommendations:**

None.

**Suggestions for the programme development**

- Consider the delivery of more flexible teaching schedules for the elective modules offered to the students (such as evening hours for those who work, or online delivery of some of the content)
- Consider the expansion of elective subjects to more subjects, relevant to the programme content
- Consider incorporating elements of field archaeology, esp. in the occupied areas, in the programme of studies
- Consider highlighting in the programme structure students' opportunities to enhance their foreign language acquisition through the offer of classes in your Language Centre

**Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.

**Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

According to the self-evaluation report, the achievement of the learning outcomes of the educational program is ensured by the learning outcomes of the mandatory training courses of the main specialty presented in the history doctoral programme. The content of each training course corresponds to the learning outcomes of this training course, which in turn correlates with the corresponding level of higher education. The number of credits, contact and independent hours of each study course corresponds to the content of this course and the learning outcome. Mandatory literature and other study materials reflect the latest developments in the field and serve as a basis for learning outcomes. Purchase of new educational/scientific literature and updating of syllabi are ongoing. According to the self-evaluation report, the mandatory literature specified in the syllabi is placed in the university library. The university operates an online-catalogue (OPAC) service of the integrated library system, the doctoral students and staff of the programme are provided with access to international electronic

library databases: Cambridge University Press, SAGE Premier, e-Duke Journals Scholarly Collection, Openedition Journals, Scopus.

The basic and optional training courses of the educational component provided in the structure of the programme in the amount of 45 credits fully ensure the learning outcomes of the programme. The development of research skills is served by two training courses: modern methods of historical research and science management (5 credits) and a doctoral seminar (10 credits), the goal of which is for the doctoral student to study modern methods of research in historical science and to implement the practical application of knowledge in scientific-research activities. Preparation for working in a higher educational institution is done through two study courses: Theories of Teaching and Learning in Higher Education (5 credits) and Assistant Professorship (10 credits). Their goal is for the doctoral student to study theories of learning and development and be able to apply them in practice. Modern literature, both Georgian and foreign, is used in them, although among them there are textbooks and other educational materials published before 2012. 11 optional training courses provide the theoretical knowledge of doctoral students in the research direction. It is especially noteworthy that some of them, for example, "Georgia's Occupied Territories (Inner Kartli), History and Modernity" and "Georgia-Russia Relations in the Post-Soviet Period", which reflect the problematic and topical issues of the new and recent history of Georgia and the Kartli region.

During the interview process with the self-evaluation group of the programme and the academic staff, it was found that the doctoral programme is mainly focused on the study and research of the new and recent history of Georgia. This is what most of the optional subjects are for. But there are courses in the programme that go beyond this chronological framework and aim to study the history of an earlier period chronologically in the interests of doctoral students. For example: the ethnic history of the Georgian nation, the military history of Georgia (from ancient times to the 18th century), Catholic missionaries in Georgia, etc. It should be noted that the mandatory educational literature used in them was mostly published before 2012, therefore, it is desirable to update them.

We note here that the title of the training course "20th century left-wing radical ideologies (Stalinism)" needs to be clarified. The module seems to be mainly concerned with Stalinism and Marxism and its variants in Russia. Therefore, we suggest that the programme team considers adapting the name of the study course syllabus so that it reflects more closely the content of the module.

#### **Evidences/Indicators**

- Self evaluation report
- Site visit
- Syllabi of modules
- Programme curriculum map
- University website

#### **Recommendations:**

None.

#### **Suggestions for the programme development**

- Consider changing the name of the optional module '20<sup>th</sup> century left-wing radical ideologies (Stalinism)' to a name that reflects more closely the content of the module.
- Consider updating the material for the optional courses to include scholarship published after 2012.

## Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the Programme with the Standard

1. Educational objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

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

## Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Graduates with a Master in History/Archaeology or an equivalent academic degree, as well as Master in Humanities who are qualified based on the completion of the History/Archaeology Master's program are eligible to study at the doctoral educational program in the history of Georgia. In order to obtain the right to study in doctoral studies, it is necessary to:

- Present the thesis/concept of the research, which proves that the doctoral candidate possesses the necessary abilities/competencies for the successful completion of the doctoral educational program.
- Petition of the prospective scientific supervisor selected by the doctoral candidate from among the professors or associate professors of the relevant field/field/field of the university and the consent of the head of the doctoral educational program.



- Submission of documentation (CV) confirming the experience required for the successful completion of the doctoral educational program by the doctoral candidate.
- Knowledge of the English language at least B2 level, which must be confirmed by a university exam or a relevant certificate. Candidates for doctoral studies who have completed one of the academic educational programs (bachelor's, master's or doctoral) in English are exempted from the aforementioned obligations.
- For a foreign-language doctoral candidate, along with English, command of the Georgian language, which must be confirmed by a university exam or a certificate confirming the B2 level of the Georgian language (if any), or a document confirming the completion of a Georgian-language academic educational program (bachelor's, master's or doctoral).
- Passing an entrance exam (oral or written) in the history of Georgia.

A person can be enrolled in the doctoral educational program of the history of Georgia on a mobility basis, in accordance with the current legislation. In addition, a doctoral candidate wishing to enroll in the educational program on the basis of mobility must meet all the prerequisites for admission to the doctoral educational program of Georgian history. The right to study at an educational program can be granted to a graduate of a foreign university in accordance with the legislation of Georgia. Detailed information about the conditions and criteria for admission to the program is available on the university's website at [www.gu.edu.ge](http://www.gu.edu.ge). 5 students can be enrolled in the program.

The prerequisites for admission to the PhD program in history take into account the specificity of the field and ensure the inclusion in the program of people with the necessary knowledge, skills and competencies to overcome the program. Admission procedures to the program are rigorous, fair and affordable. The prerequisites are in accordance with the applicable legislation, are logically related to the level of education, the content of the program, the qualification to be awarded and the language of education. A student is admitted to the program through a competition conducted by a specially created commission. The fact that a graduate of a foreign university can study on the program contributes to the internationalization of the program, which also contributes to the inclusion of doctoral students in international educational programs and research. The number of admitted students is determined in accordance with the methods of planning the number of students operating in Gori State University. The doctoral program is in full compliance with the requirements of the standard in terms of prerequisites.

#### **Evidences/Indicators**

- Doctoral educational program;
- Regulations of the University Dissertation Council and Doctorate of the State University of SSP-Gori;
- Methodology and mechanism of planning the contingent of students of State University of Gori State University;
- University website.

#### **Recommendations:**

None.

## Suggestions for the programme development

None.

## Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

## Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the self-evaluation report, the components of the doctoral programme in the history of Georgia are oriented towards the development of practical, research and transfer skills of the doctoral student, which is implemented through the educational and scientific-research component of the program. "Modern methods of history research and management of science" and "Doctoral student's seminar" are aimed at the formation of research skills, while "Theories of teaching and learning in higher education" and "Professor's assistantship" develop practical skills necessary for the pedagogical activity of a doctoral student. / Project execution, which also involves the development of research and practical skills. A special contribution in this direction is made by the research component in the form of a doctoral dissertation, which aims to create new knowledge through the study of current problems/research and its presentation at local and international scientific conferences and the publication of at least three scientific papers, including peer-reviewed international journals (or in conference proceedings), indexed in Scopus, Web of Science or ERIH PLUS databases. Performance of the mentioned activities ensures the development of practical, scientific-research and other transferable skills. The university promotes the involvement of students in various research projects and scientific conferences. The university provides participation of students in inter-university and international student conferences. The university operates a support mechanism for student initiatives/projects, which is defined by the "Procedure for submission and financing of student initiatives and projects at the SSP-Gori State University", by which the financing of educational and scientific initiatives/projects of students is carried out.

The doctoral programme provides the development of students' practical, research and transferable skills. The educational and practical component of the program corresponds to the teaching level. While participating in various practical and scientific-research projects, the student is guided by a qualified person in the field. Interviews with graduate students and graduates revealed that they often participated in archaeological excavations and research projects at various sites in the region. Agreements/memorandums signed with employers largely contribute to the achievement of the learning outcomes envisaged by the programs. The educational components of the doctoral program provide for the development of the competencies necessary for writing a doctoral thesis and the development of level-appropriate research skills.

### Evidence/indicators

1. Doctoral educational program of history of Georgia;
2. Regulations of the University Dissertation Council and Doctorate of the State University of SSP-Gori;
3. Rules of submission and financing of student initiatives and projects at the State University of SSP-Gori.

### Recommendations:

None.

### Suggestions for the programme development

None.

### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Each component of the educational programme uses teaching/learning methods and activities that lead to the effective achievement of the learning outcomes. The programme uses the following methods: lecture method, practical method, discussion, demonstration method, debate, case discussion and analysis, heuristic method, research method, problem-oriented learning, cooperative learning, induction, deduction analysis, and synthesis.

The teaching methods used in each component of the programme are reflected in the relevant syllabus/concept document. According to the self-evaluation report, the teaching-learning methods of each component of the educational program take into account the specificity of the doctoral level, correspond to the content of the component and the learning outcomes determined by the syllabus of this component, and ensure their achievement. The teaching-learning methods provided by the programme ensure the active involvement of students in the learning process and active interaction between the participants of this process.

In the doctoral programme, proven teaching-learning methods are used in the educational space, which take into account the specifics of the relevant level, course and field, and are focused on students and learning outcomes as much as possible. They ensure that the intended results are achieved. The organization of the educational process aims to use such methods that ensure the achievement of knowledge and skills corresponding to the academic degree of a doctor. Within the framework of educational programs, the teaching-learning methods of different courses/subjects, activities are defined taking into account the specifics of the teaching and research components, corresponding to the level of teaching and learning outcomes. Teaching-learning methods ensure the achievement of learning outcomes of the program, active involvement of students in the learning process with proper autonomy and responsibility. Teaching and learning methods take into account the active participation of the student in the learning process and are aimed at the development of sectoral and transferable skills by the student.

#### **Evidence/indicators**

1. Doctoral educational program;
2. The procedure for developing and submitting the student's individual educational program for approval at the Gori State University.
3. Self-evaluation report.

#### **Recommendations:**

None.

#### **Suggestions for the programme development**

None.

#### **Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **2.4. Student Evaluation**

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

#### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The students of Doctoral Educational Programme of the History of Georgia shall be evaluated in accordance with the established procedures that is described in the Regulating Procedure of the

Educational Process. Evaluation procedures are transparent, reliable and complies with the applicable legislation of Georgia (namely, Order No 3 of 5 January 2007 of the Minister of Education and Science of Georgia on Approval of Credit Calculation Procedures of Higher Educational Programmes).

The process of evaluation is outlined in the descriptive part of the programme, while the specific components and methods of evaluation consider the specifics of the programme component, correspond to the learning outcomes of this component, and are determined by the relevant syllabus or regulatory document.

In the interview process with the panels during our site visit, we found out that there is currently a minimum page number established for the PhD. We suggest that once the programme launches, a clear maximum page limit is included in the guidelines for students and implemented in the degree programme. This should be communicated clearly to students and be in line with PhD limits in other Universities in the field of History in Georgia and abroad.

The evaluation of students makes good use of existing plagiarism detection software such as Turnitin. Considering the recent development of AI and ChatGPT, we would encourage the institution to explore ways through which possible use of ChatGPT by students in the production of assessments in the programme, including final assessment of the PhD thesis is monitored and checked.

We suggest that the full guidelines about the dissertation thesis defence as well as guidelines about processes of appeal and complaints procedure become available in the institution website, once the programme is launched. Guidelines about processes in relation to harassment should also be widely available on the website and the programme information given to students.

#### **Evidences/Indicators**

Self evaluation report

Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Procedure for the regulation of Educational Process at LEPL - Gori State University;

The Statute of University Dissertation Council and the Statute of Doctoral Studies of LEPL - Gori State University;

Electronic system for learning process management;

Mechanisms of plagiarism detection, prevention and response to plagiarism cases at Gori State University.

University website.

#### **Recommendations:**

None.

#### **Suggestions for the programme development**

- We suggest that the programme publishes the appeal procedures, complaints procedures and harassment procedures in the university website.
- We suggest that the institution explores ways to monitor probable use of AI and ChatGPT in the production of student assessment, including the PhD thesis.

- Consider introducing a maximum page number as a limit for the submission of the PhD.

## Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of 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.

## Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Students appear to receive all the assistance and consultations necessary to plan the study process, carry out research work and preparing a doctoral thesis. Students have the opportunity to participate in organizing and organizing various conferences. It is noteworthy that the new program has significantly reduced the learning component and more attention is paid to the research component. Additionally, supplementary choices in the curriculum enabled the doctorate to make the study and research process more comfortable. However, it is also advisable to plan field practice as far as possible and give students the opportunity to participate.

The students are supported in their learning journey through material provided by the Student Career Development and Support Centre, the representatives of the University and the faculty. Information is published in the website and provided through formal (events) and informal avenues (meetings with faculty). The International Relations Office also provides information about participation in

international projects. The university also offers students their own personal web space, provided by the electronic system for learning process management, which serves as a hub for information about courses, credits, contact information etc. Foreign student also receive guidance and support through the International Relations Office.

#### Evidences/Indicators

- Self evaluation report
- Site visit
- Website
- Interview

#### Recommendations:

None.

#### Suggestions for Programme Development

- We suggest the inclusion of field practice as an additional research/training opportunity for students

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

It is noteworthy that each MA student has a qualified supervisor and, in addition, the MA student has the opportunity to choose co-head. It should also be emphasized that as a result of the active cooperation with the University with the employers, MA students are encouraged to undertake research work valuation in departments relevant for later employment or internships.

The University provides PhD students with a scientific supervisor with the academic degree of doctor, who is equipped with appropriate competencies and represents the academic (professor, associate professor) personnel of the University (except for the foreign supervisor). Depending on the specificity of a topic of a doctoral thesis, the PhD student may have a co-supervisor. The scientific supervisor/co-

supervisor shall have the research experience in the scientific field/qualification/area related to the dissertation thesis of a doctoral student and shall have at least one scientific paper published in a refereed journal defined by the University within past 5 years.

The appointment and replacement of the scientific supervisor/co-supervisor of the doctoral student is regulated by the the Statute of University Dissertation Council and the Statute of Doctoral Studies of LEPL - Gori State University. Rights and obligations of the scientific supervisor/co-supervisor of the doctoral student is defined under the above mentioned Statute and the agreement to be concluded between the PhD Student, their supervisor/co-supervisor and the University.

The University has developed a mechanism for evaluating the quality of the activity of the supervisor/co-supervisor of doctoral theses, which ensures the effective implementation and development of the supervision/co-supervision process.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

#### Evidences/Indicators

- Self-assessment
- interview with supervisors
- CVs of supervisors

#### Recommendations:

None.

#### Suggestions for the programme development

None.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Compliance with the programme standards

<b>3. Students Achievements, Individual Work with them</b>	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure 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 of appropriate competence.

### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The PhD program in History of Georgia is equipped with qualified academic and invited personnel. The university has a special methodology for defining academic, seminar and invited personnel number.

7 representatives of academic staff (5 professors, 2 associated professors) and 9 invited staff are engaged in the implementation of PhD program in History of Georgia. All members of the academic staff are either employed or affiliated with the LEPL Gori State University. The academic staff is holding the academic positions in accordance with existing legislation - based on the rules of competition.

The qualification of the programme implementing individuals is in compliance with qualification requirements, functions and existing legislation determined for the academic position. The qualifications of the academic personnel are certified by scientific works prepared by the staff for the past 5 years. The programme supervisor and co-supervisor have relevant knowledge and experience for executing the program. Their qualification is certified by education acquired, vast practical experience, and publications in internationally referenced and high-impact scientific journals. The program supervisor and co-supervisor participate in the program evaluation-development process, are engaged in programme implementation, student consultations, and different events planned within the scope of the program. Their functions are defined by university council and Doctorate statute, as well as based on LEPL Gori State University education program supervisor. The program students are

provided with relevant number of administrative and support personnel with required qualification and competence; apart from the education activities, academic personnel of the education program are engaged in student consultation and program development processes, also participate in different events planned within the framework of the program.

The PhD program in History of Georgia has 9 invited staff, whose high qualification and scientific works are certified by provided documentation. According to the provided self-assessment report, the number of the personnel participating in program implementation is in compliance with “LEPL Gori State University Education Program Academic and Invited Personnel Number Identification Methodology”, and is therefore sufficient for the number of students enrolled in the program. However, we consider that the ratio of academic personnel in relation with invited personnel (7/9) is not adequate to guarantee programme sustainability. We therefore suggest that the institution invests in enhancing the teaching staff in the programme, by appointing new members of staff either as academic personnel or as invited personnel.

Academic staff hold academic positions in accordance with the current legislation, according to the rules of competition. The qualifications of the persons implementing the programme are in accordance with University qualification requirements, functions and applicable legislation. The qualifications, teaching and research experience of the academic and guest staff involved in the programme are in full compliance with the goals of the programme. The professors and guest teachers involved in the PhD program in History have the necessary competence to produce learning outcomes in the field of History, an academic degree corresponding to the profile of the programme, teaching and research experience, which is confirmed by the scientific works they have completed and published in the last 5 years. The number of personnel involved in the implementation of the programme is in harmonization with the recommended methodology for planning the number of personnel implementing the Doctoral Program in History. The academic staff involved in the PhD program in the Georgian educational space are distinguished not only by their educational and scientific-research achievements, but also by their active public-political, expert and consulting activities, as evidenced by the results of the staff survey and their resumes and portfolios.

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

<sup>6</sup> Staff implementing the relevant components of the main field of study

<sup>7</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

## Evidences/Indicators

- PhD program in History;
- Program self-assessment report;
- Regulations of the University Dissertation Council and Doctoral Studies of Gori State University;
- Program Formative Assessment Document;
- Interviews with academic and invited staff;
- Interviews with representatives of the Quality Assurance Service;
- Interviews with students and employers;
- Resolution of the Academic Council - 6-49;
- Results of the survey and evaluation of staff performance and satisfaction by the Gori University.
- Resumes and portfolios.

## Recommendations:

None.

## Suggestions for Programme Development

- We suggest that the Institution considers increasing the number of academic staff involved in the delivery of the programme.

## Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

## Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Supervisor and co-supervisors in the PhD programme have knowledge and experience required for program development, their qualification is certified by the documentation provided by them. Their functions are defined by the University council, and doctorate statute, as well as by the document on LEPL Gori State University Education Program Supervisor. The programme supervisors are appointed in compliance with the transparent competition procedures. The competition for the academic position is public and is available to any interested candidate. The requirements for the supervisor/co-supervisor of the doctoral student are reflected in LEPL Gori State University council and doctoral statute. These requirements are transparent, are in compliance with doctoral stage requirements, and correspond with program specifics and best international practices. In particular, the scientific supervisor/co-supervisor must have research experience in the scientific field/field related to the doctoral candidate's dissertation topic and at least 1 scientific paper published in a refereed or peer-reviewed journal defined by the university within the last 5 years. 5 representatives (all five affiliated with the Gori State University) are involved in implementation of PhD program in History of Georgia, and are equipped with the advanced knowledge on the history of Georgia, actively participate in scientific research and have published scientific works in the field of history of Georgia.

The doctoral student may have a co-supervisor. The decision on appointment of the co-supervisor is made by the dissertation council, based on the submission of the supervisor, and mediation of the program supervisor. As noted above, he/she shall comply with dissertation council and doctoral statute requirements, and have scientific-research experience in the field of doctoral studies.

<b>Number of supervisors of Master's/Doctoral theses</b>	<b>Thesis supervisors</b>	<b>Including the supervisors holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated staff</b>
Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			—
Scientific Staff			—

#### **Evidences/Indicators**

- PhD program in History;
- Program self-assessment report;
- Resumes and portfolios (CV);
- Interviews with academic and invited staff
- Regulations of the University Dissertation Council and Doctoral Studies of Gori State University;

- Documentation of staff implementing of the PhD program, list of papers and copies of relevant qualification documents.
- Regulation on the head of the educational program of the Gori State University.

#### Recommendations:

None.

#### Suggestions for the programme development

None.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

According to the self-assessment documentation, the university ensures promotion and support of the scientific research of the personnel, continuous development of the research activities, and integration of research in learning process. The activity of the university's academic staff includes the performance of scientific research as a mandatory component. In accordance with the academic personnel annual assessment rule, in order to positively assess personnel activity, the staff shall be engaged in scientific-research activities. The research aspect of the annual academic load is determined by the relevant document approved by the decision of the representative council and may amount in 40% of the overall load. Accordingly, representatives of university personnel participate in local and international research, projects, and conferences, conduct fundamental and applied studies, which contribute to scientific, social, economic, cultural, and other development on regional, national, and international level. Study results are reflected in local and internationally referred journals, including company Clarivate Analytics database (web of science), Elsevier database (ScienceDirect, Scopus), indexed

journals, and other similar popular journals. During the past five years, 54 publications of 24 representatives of the university have been included in these databases.

Program supervisors and other individuals participate in local and international scientific and grant projects. The ongoing projects are as follows:

- Scientific project “Historic Representation of Shida Kartli Occupied Territory, Little Liakhvi” financed by Shota Rustaveli National Scientific Foundation (Grant N OTG -I -21-593);
- Scientific project “Historic Representation of Shida Kartli Occupied Territory (Ksani Valley)” financed by Shota Rustaveli National Scientific Foundation (Grant N OTG-I-22-254);
- Scientific project “Historic Representation of Shida Kartli Occupied Territory, Didi Liakhvi” financed by Shota Rustaveli National Scientific Foundation (Grant N OTG -I -19-747).

According to the program self-assessment report, the education facility and program leadership regularly work on professional development of the staff. Accordingly, academic, scientific and invited personnel and alumni participate in periodic training and professional development events, research, and scientific activities.

The program leadership and academic personnel participate in scientific programs and international conferences organized by other countries, what is confirmed based on the documentation and portfolios provided.

Education institution has also provided academic, scientific, and invited personnel evaluation, what includes their education and research activity evaluation. It would be beneficial for the institution to provide evaluation measures with relevant analysis.

During the interviews of the academic and invited staff of the presented program, the results of the survey clearly indicate that it is appropriate for the institution to identify the needs of the academic and invited staff involved in the program in terms of professional development and implement appropriate measures.

Along with the university personnel, students also participate in scientific-research activities, and their research outcomes are reflected in different scientific conference materials or proceedings. In order to support scientific-research activities of the university personnel and students, and to ensure their professional development, variety of events are organized - university and international scientific conferences, seminars, trainings are organized on annual basis, publication of personnel scientific projects, monographs, and textbooks are financed, their participation in scientific work publication and scientific events is financially supported, the newest scientific literature and periodic publications are available at the university. The international peer-reviewed scientific electronic journal "History, Archeology, Ethnology" operates in the university. Editorial activity of the journal is guided by editorial and publication councils and members of such councils are highly qualified Georgian and foreign researchers. The journal is indexed in international database and international internet library such as CEEOL (Central and Eastern European Online Library), ERIH PLUS, Sherpa Romeo, EZB, ZDB, RESEARCHBIB, EUROPUB. International Scientific Indexing (ISI) has awarded the journal

with first impact factor in 2020 — 0,723. In the future, it is planned to integrate the journal in other international databases (WoS, SCOPUS, EBSCO, DOAJ, SJR (Shimago Journal & Country Rank)). An international scientific peer-reviewed electronic journal "Philological Studies" indexed in the International Scientific Indexing (ISI) database, which in 2021 was awarded the first impact factor (Impact Factor) — 0.591 also operates at the university.

#### Evidences/Indicators

- Self-evaluation report;
- Personal data (CV) of academic staff and teachers invited under the contract;
- Interview results.
- Program syllabi;
- The procedure for presenting and financing the initiatives and projects of staff and students at the Gori State University (Resolution of the Academic Council of the Gori State University of November 09, 2017 N09-46);
- Unified rules for hiring academic staff, teachers and invited specialists with appropriate qualifications to participate in the educational and/or scientific-research process and/or lead this process without holding an academic or teaching position, the amount and conditions of remuneration" .

#### Recommendations:

None.

#### Suggestions for the programme development

- It is desirable to strengthen the work in the direction of internationalization, in order to ensure the involvement of academic staff and students in collaborative international research activities.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and

### **Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard**

The educational programme of Gory State University and their material-technical base serve to implement the goals defined by the university's charter and correspond to the goals and results of the educational programme. The existence of the necessary material and technical base for the implementation of the programme is one of the indicators of the internal evaluation of the educational programme, one of the factors determining the approval and functioning of the programme. University infrastructure and material-technical resources available to students without restrictions are the Self-Evaluation Report of Higher Education Programme used to achieve the learning outcomes provided for by the History doctoral programme. The students of the programme use the common university library, as well as the faculty library, which contains professional literature, as well as mandatory literature and relevant readers specified in the programme syllabi. University students have access to the latest scientific literature and publications in the library. Library reading halls and rooms are equipped with required inventory, computer equipment (computers, printers, copiers, scanners), and internet. The rules for using the library are defined by university library statute. The library book fund consists of 440 360 books, including 5000 books in English. International electronic library databases such as Cambridge University Press, SAGE Premier, e-Duke Journals Scholarly Collection, OpenEdition Journals, Scopus are available for the program students and personnel. Online public access catalogue (OPAC) is available on the university website, which enables readers to search for the books stored at the library in printed and electronic format (what is especially important when using the library remotely). Any interested individual can participate in training on catalogue functions. University building is equipped with a reading hall, foreign language center (Italian, English, and French), auditoriums with required equipment, academic and administrative personnel offices, history office for individual meetings with the students, computer resource center, laboratory, and others.

By using online public access catalogue (OPAC) available on the University website users can search for required materials available at the university in printed and electronic format (what is particularly important for remote use).

During the interview process, we enquired about the recommendation in the Final report on Gori state Teaching University Authorization, which highlighted the need to provide free and accessible internet connections of good quality, as well as strengthening the learning e-platforms with teaching materials. We were pleased to hear that the Institution has done some progress in this respect and we suggest that the institution continues to work in that direction.

We also suggest that the Institution encourages and educates students to use the extensive scientific databases available to the University. This could be achieved by including training on these databases as part of the teaching elements of the programme.

### **Evidences/Indicators**



- Website of Gori State University -<https://gu.edu.ge/ge/library>;
- Program self-assessment report;
- Documentation of confirmation ownership of infrastructure, technical equipment and book fund;
- Documentation confirming involvement in the international electronic library network;
- Resolution N09-65 of December 20, 2018 of the Academic Council on the approval of mechanisms for the development and renewal of library resources and services of the Gori State University;
- Interviews;
- Site visit.

#### Recommendations:

None.

#### Suggestions for the programme development

- We suggest that the Institution continues to work on enhancing the internet connections provided in the university and on enhancing the upload of teaching materials in the learning e-platforms, as was suggested in recommendations of the Final report on Gori State Teaching University Authorization.
- We suggest that the Institution encourages and educates students to use the extensive scientific databases available to the University.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The University presented a programme budget, detailed calculations about its students and different types of expenses. The key Source of programme financing combines students fee and faculty main budget, which will cover all types of costs. As the rector of the HEI presented during the interview, this doctoral programme meets their strategic development goal and in case of any fluctuations in revenue they are ready to finance it from university's central budget. So, the programme has two types of main financial resources: the students' fees and Gori State university's program/faculty/central

budget. Projections are made in case of 5 new students each year and the price of the program will be 2 250 Gel. Program budget states the support from the HEI; the allocation of financial resources for the programme from the higher education institution's budget is financially feasible.

The university provides information on educational program financial support sources, both permanent and one-off. The staff of the doctoral programme actively participates in various grant competitions. One of its priorities is to find additional sources of funding, in the form of grants or other funded projects, which are an important source of purchasing inventory needed for research. The contribution of grant funding to finance visits to international conferences is also significant. Grant funding is also an important additional source of remuneration and incentives for students and program staff; Which in turn contributes to the financial sustainability of the program

#### Evidences/Indicators

- Programme budget;
- Faculty Budget;
- Self evaluation report
- Site visit

#### Recommendations:

None.

#### Suggestions for the programme development

None.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standard

<b>4. Providing Teaching Resources</b>	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The issues related to the internal quality assurance at LEPL Gori State University are coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University Faculties on the basis of the regulations of the University Quality Assurance System. According to the mentioned document, the Internal Quality Assurance Service of Gori State University carries out the evaluation of the quality of the program within the framework of the doctoral program.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) program development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the program.

The Quality Assurance Service and the faculties at Gori State University are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as - satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented program was carried out. In order to fully achieve the learning outcomes provided by the program, program managers and academic staff were consulted and given specific recommendations that were taken into account during the program development process. A self-assessment report and interviews with a panel of experts show that the University conducts a doctoral program's evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for program development, and implements them in the program.

The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked on not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them.

Various events and trainings are conducted by the Quality Assurance Service to develop the curriculum and improve the teaching process at the University. The Quality Assurance Service presented surveys and survey analyzes of activities / trainings conducted to improve the existing programs at the University.

#### Evidences/Indicators

- Quality Assurance System at LEPL Gori State University;
- Quality Assurance Mechanisms and Procedures;
- Doctoral program in History of Georgia;
- Market research;
- Program self-assessment report;
- Analysis of survey results of academic and invited staff;
- Interviews with academic and invited staff;
- Interviews with representatives of the Quality Assurance Department;

#### Recommendations:

None.

#### Suggestions for the programme development

None.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 5.2 External Quality Evaluation

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

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

LEPL Gori State University uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programs. Based on the recommendations and advice received from other educational programs, the University provides development and refinement of the doctoral program in History of Georgia.

The external evaluation of the program is carried out by employers and independent experts, including with the involvement of international expert-external evaluator in the development of program learning outcomes and program content, structure.

The program also went through an internal "Collegial" assessment, which was a simulation of the accreditation process. The recommendations made as a result of the evaluation were taken into consideration in the modification of the programme.

#### Evidences/Indicators

- Doctoral program in History of Georgia;
- Self-evaluation report;
- Interviews with academic and invited staff;
- Interviews with representatives of the Quality Assurance Service;
- Interviews with students and employers

#### Recommendations:

None.

#### Suggestions for the programme development

None.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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.

#### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

LEPL Gori State University Quality Assurance Service has developed mechanisms for monitoring, evaluating and improving educational programs. The evaluation of the implementation of the educational program is mainly done by surveying students, graduates, employers, academic and invited staff and monitoring the learning process. At the end of each semester, the Quality Assurance Service evaluates courses and lecturers through questionnaires based on student surveys (surveys are available through the students' electronic database). Student satisfaction with the course is analyzed and obtained results are processed for further refinement of the program.

The involvement of stakeholders in the process of developing the doctoral program in History of Georgia is confirmed, the institution submits protocols of meetings with the staff elaborating the program, employers assessment of the educational program, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during the interviews. Specific cases of consideration of the recommendations made by them by the program manager are named.

According to the program quality assurance mechanisms, the quality assurance representatives attend lectures /practical trainings for monitoring, analyze the students' academic performance and develop relevant recommendations for the improvement of the educational program or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. At this stage, as the program is new, does not use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching; however, the University employs such practice on existing study programs and the academic and invited staff of the program noted their willingness to be involved in the process.

The Quality Assurance Service monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. Segregated data according to faculties are reviewed by the faculty council. The evaluation results are used by the University administration to improve educational Programs and the academic process. As the presented program is new and is undergoing the accreditation process for the first time, the mentioned mechanism has not been activated yet and its implementation is planned in the future.

One of the quality assurance mechanisms for the Gori State University is the systematic assessment of the quality of professional development of the academic and invited staff of the University, which is reflected in the submission of annual or quarterly reports by them. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. This activity is confirmed by interviews with stakeholders and part of the resumes of academic staff, as well as regular evaluation reports of academic, research activities submitted by the institution.

In the process of program self-evaluation, the program was benchmarked against similar programs available at foreign universities, which is confirmed by relevant interviews and the results of the analysis are also documented.

By using the complex indicators of monitoring and program results, the evaluation of the effectiveness of the program is carried out and, if necessary, the modification and improvement of the program.

#### **Evidences/Indicators**

- Doctoral program in History of Georgia;
- Program self-evaluation report;
- Learning Outcomes Evaluation Document;
- Reports of academic staff scientific-research activities;
- Interviews with academic and invited staff;
- Interviews with representatives of the Quality Assurance Service;
- Interviews with students and employers.

#### **Recommendations:**

None.

#### Suggestions for the programme development

None.

#### Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: LEPL Gori State University

Name of Higher Education Programme, Level: History of Georgia, PhD, 8<sup>th</sup> Level

#### Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Full name, signature

Christy Constantakopoulou,



Accreditation Expert Panel Members

Full name, signature

Merab Chumburidze



Full name, signature

Nikoloz Tushabramishvili




Full name, signature

Ilia Botsvadze



Full name, signature

Nino Sanadiradze



Full name, signature

Giorgi Pareshishvili

