NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Georgian Philology, Bachelor's Programme
Kartvelian Linguistics, Master's Programme
History of Georgian Literature, Master's Programme
Georgian Philology, Doctoral Programme

LEPL Samtskhe-Javakheti State University

Evaluation Date(s)
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Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL Samtskhe-Javakheti State University
Identification Code of Institution	424066977
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme	Bachelor's Programme of Georgian Philology	Master's Program of Philology in Kartvelian Linguistics	Master's Program in History of Georgian Literature	Doctoral Program of Georgian Philology
Level of higher education	Bachelor's Studies	Master's Studies	Master's Studies	Doctoral Studies
Qualification to be awarded	Bachelor of Arts in Georgian Philology	Master of Philology in Kartvelian Linguistics	Master in History of Georgian Literature	Doctor of Georgian Philology
Name and code of the detailed field	0232.1.1 Georgian Philology	0232.2.2 Georgian (Kartvelian) Lingvistics	0232.2.4 Georgian Literature/History of Georgian Literature	0232.1.1 Georgian philology
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	-	-	-	-
Language of instruction	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240	120	120	40
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited (13.9.2012)	Accredited (13.9.2012)	Accredited (13.9.2012)	Conditionally accredited (2.12.2020)

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

II. Accreditation Report Executive Summary

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

The cluster consists of the following programs: Bachelor's Programme of Georgian Philology, Master's Program of Philology in Kartvelian Linguistics, Master's Program in History of Georgian Literature, Doctoral Program of Georgian Philology. These programs all belong to the field of philology and are closely related in content. They build on each other in parts and are also formally well interconnected. This also applies with regard to resources and teaching staff. By linking the programs into a cluster, a significant additional benefit is created. What is significant is the regional specificity, which plays an important role for this cluster as well as for the individual programs. In this respect, the formation of the cluster reflects content-related, formal and regional aspects.

- **Overview of the Accreditation Site Visit**

During the accreditation site visit the expert panel members got a vivid image of the infrastructure and the facilities of the cluster. They had the opportunity to talk to several relevant persons of the cluster, esp. also to students. In general, the site visit gave evidence for the appropriate quality of the HEI's equipment and infrastructure. The discussions held provided important information on almost all details of the cluster.

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

The expert panel members agree that most parts of the cluster are well in line with the standards and requirements. However, there are weaknesses in some sub-areas. Nevertheless, there is a solid foundation in all areas that provides a suitable basis for the programs belonging to the cluster. Beyond the standards as a formal side, the cluster has numerous strengths, which lie in particular in the regional specificity and anchoring of the programs. Addressing the weaknesses based on the recommendations made by the experts is realistic given the solid starting position.

- **Recommendations**

  General recommendations for the Cluster:

• Lists of compulsory literature in course syllabi should be concentrated on monographs and not on plenty of journal papers and conference abstracts.

• Course titles and content should be corrected in accordance with the National Qualifications Framework and Learning Field Classifier.

• It is recommended to guarantee remote access to all the academic databases that the library is subscribed to (e.g. via VPN), especially for the students living in the peripheral areas, it would be helpful to have remote access not only to Elsevier's databases (which are not specific for the programs in the cluster).

• It is recommended the library enhance the training in usage of the academic databases and incorporate academic staff in this process to further promote the resources within the students.

• It is recommended that the incomes of the budget are diversified in all four programs given in the cluster (for example with local or international research projects or by cooperation with partners from the national/regional private sector);

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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.

•	It is recommended that the expenditures related to students' activities are increased in all four-program given in the cluster (participation in local or international conferences; student's projects and etc.).

•	It is recommended the budget is planned in accordance with the incomes, in case of not having enough amount, justification should be given clearly to what extent the institution is planning to finance the programs and how long.

•	In order to improve the quality of the educational process, it is recommended that a meeting be held with the academic staff of each program on the effective use of assessment methods, with an emphasis on reflecting on the importance of the various assessment activities and discussing possible changes.

•	It is recommended that the results of the academic staff evaluation (positive/negative) are communicated to them individually in a written way, and this process is formalized.

•	It is recommended that the university questionnaires are not openly posted on the website. Alternatively, the questionnaire can be sent to the target group via e-mail and/or study information system.

•	It is recommended that the self-evaluation team of the cluster's programs proactively work to find similar programs from related fields as best practices and identify the similarities and differences so that these best practices can then be implemented in an adapted manner.

Recommendations Programme 1 The Bachelor program of Georgian philology:

•	In order to bring the Bachelor's Programme of Georgian Philology into compliance with the outcomes of the programme and the regulatory documents, the study of the main aspects of the theory should be reflected in the objectives of the Bachelor's Programme of Georgian Philology.

•	The measurability and verifiability of learning outcomes should be made clearer.

•	At the Bachelor's program of Georgian philology, in the block of Georgian literature, modern theories and approaches should be reflected in the syllabi of the training courses.

•	Multifaceted technical deficiencies should be corrected in training courses: mandatory and optional literature should be distinguished, the works indicated in the topics of study courses should be indicated in the list of literature. In the syllabi, indicate the relevant links to the educational literature.

•	It is recommended that the amount in the budget is increased for renewing informational resources in the library, both for books and academic databases, or any other services.

Recommendations Programme 2 Master's Programme of Philology in Kartvelian Linguistics:

•	The objectives should clearly specify that the programme is aimed at providing appropriate knowledge about the Kartvelian languages, specifically, Georgian, Megrelian-Laz, and Svan.

•	The programme should include a course of Georgian grammar alongside the already existing courses of grammars of the Megrelian-Laz and Svan languages.

•	The programme should disambiguate the relevant terminology concerning individual Kartvelian languages in compliance with the National Qualifications Framework and Learning Field Classifier (0232.2.2 Georgian the National Qualifications Framework and Learning Field Classifier (0232.2.2 Georgian (Kartvelian) Linguistics).

•	In the syllabi, recommended literature and materials need to be more focused on the core content of the courses.

•	The library and the academic staff should intensify their efforts to encourage the students to use all of the relevant informational resources, especially the modern digital resources.

• The expert panel recommends the program budget has the risk management plan in order to avoid any serious concern related to program's delivery.

Recommendations Programme 3 Master's Program in History of Georgian Literature:

• In order to bring the Master's Programme of History of Georgian Literature into compliance with the outcomes of the programme and the regulatory documents, the study of literary theories should be reflected in the objectives of the Master's Programme of History of Georgian Literature.

• It is recommended to define the statuses of mandatory and optional courses within individual study courses according to a certain system.

• It is recommended to separate the structures of Bachelor's and Master's programs in order to avoid duplication of study courses.

• In order to bring the Master's program of the history of Georgian literature into compliance with the highest field characteristics, the study course of literary theories should be introduced.

• To ensure the sustainability of the program, the number of academic staff should be increased, especially the affiliated staff.

• The library should promote the usage of the databases and other digital resources by the Master students. This should be done in cooperation with the academic staff.

• It is recommended that the university administration develops a vision regarding the program's financial sustainability and a concrete plan for implementation.

• The budget of the program should be designed at least in a way that all the expenditures are covered with the incomes, or if additional support is needed from the central budget the appropriate steps should be clearly stated.

Recommendations Programme 4 Doctoral Program of Georgian Philology:

• It is recommended to reflect the component of research internationalization and international accessibility in the results of the doctoral program of Georgian philology.

• Courses should be more focused, making the research orientation more evident in the syllabi as well.

• In order to popularize and internationalize the research, the doctoral candidate must publish at least one of three research papers in international refereed journals, or in materials of international scientific conferences, or in foreign refereed journals included in international scientific databases (EBSCO, SCOPUS, Web of Science, ERIH PLUS).

• It is recommended that the library, together with the academic staff designs and implements training modules for PhD students in using reference management systems; drafting conference papers; structuring a research paper etc. (i.e. best practices of academic writing).

• The expert panel recommends that the university designs the budget of the PhD program in a way to include the expenses related to scientific publications of the students (whenever it is needed).

● **Suggestions for the Programme Development**

General suggestions for the Cluster:

• Continue and strengthen the regional reference of the cluster to intensify the profile building and develop a unique position.

• Strengthen the clear distinctiveness of the specific program content of the cluster's programs by reducing overlap.

• Integrate more opportunities for internationalization.

• By focusing the syllabi, the distinctiveness of the programs can be significantly increased.

• The journal "Gulani" as a very good opportunity to publish current research results, e.g. from the doctoral students, should be indexed at Scopus, ERIHplus and/or Web of Science.

• Students from all study programs should be given the opportunity to be involved in national or international projects to train their knowledge, experience and skills.

• The consistent use of the Georgian standard language in the syllabi is recommended.

• For attracting students from abroad, it would be useful to implement measures for international student recruitment, e.g. taking part in international student information fairs or education fairs. In this context, the preconditions of the programs have to be communicated.

• Continue and intensify the good practice of providing and preparing suitable manuals, textbooks and materials for the students.

• By intensifying international cooperations and networking the students would have the opportunity to come in contact with new or different teaching methods, also to learn about new methodological perspectives and approaches.

• It would be good for the university to develop a long-term strategy to encourage and support students to participate in international projects. In this frame, information about international exchange programs should be improved.

• The integration of master's students and doctoral students in national and international projects could be increased, thereby strengthening the students' competencies and thus promoting their independence, which in turn would benefit supervision.

• Visits of students on international education fairs/student information fairs should be supported actively by the university.

• The academic staff and the heads of the cluster's programs should intensify their efforts to receive external funding for projects and international cooperation networks which will offer the opportunity to perform high quality research and publications and to enhance their qualification and experience.

• The increase of the output of research monographs (and not only journal papers) could be a good step to secure the academic prestige and level of the staff.

• The supervisors, especially the invited staff, should intensify their effort to improve the international experience and networking of the Master and doctoral students.

• It would be useful to offer academic staff more training for professional development.

• It is suggested to stimulate, motivate and finance more actively academic personnel to participate in international scientific projects and events.

• With the help of international networking access to resources (like databases, publications or computer tools) that are not available at the moment at the university could be provided for students (and academic staff, too).

• It is suggested to promote the active participation of the academic staff in the self-evaluation process, to achieve the program goals, and the effective implementation of the quality assurance mechanisms.

• It is suggested that the evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there are any advice and recommendations, they can be implemented.

Suggestions Programme 1 The Bachelor program of Georgian philology:

Suggestions Programme 2 Master's Programme of Philology in Kartvelian Linguistics:

• Measures to strengthen the internationalization of the program should be reflected also in the syllabi.

Suggestions Programme 3 Master's Program in History of Georgian Literature:

• Measures to strengthen the internationalization of the program should be reflected also in the syllabi.

Suggestions Programme 4 Doctoral Program of Georgian Philology:

• Through the integration of doctoral students in international projects, the requirements of internationalization in learning outcomes and the development of research skills can be increasingly met.

• The variety of study courses in the program is not substantiated. It is desirable to reduce the number of training courses and include a total of 4 elective courses in the direction of linguistics and literature in the program.

• Measures to strengthen the internationalization of the program should be reflected also in the syllabi.

• The information about international career prospects, networking and international funding of research projects could be intensified, For example, individual advising can encourage students to take advantage of international opportunities.

• The appropriate preparation of the doctoral students for their later employability should be continued and intensified.

• More attention should be given to the possibility of doctoral students having co-supervisors from outside the university, also with regard to the future career prospects of doctoral students.

- **Brief Overview of the Best Practices (if applicable)[3]**
- The University provides an excellent opportunity for students to give regular feedback to contribute to continuous improvement in performance: With the initiative of the rector, the university holds monthly meetings, "Rector's hour," where students can express their thoughts and ideas regarding the arrangement or improvement of the academic space and discuss it with the rector through direct communication. This idea is not only innovative and a good way to have short channel to detect possible weaknesses and problems, but also element of democracy at the university.

- The "Gulani" meetings and journal publications are an outstanding opportunity for academic exchange and for dissemination of current research in the field of the cluster.

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

The argumentative position of the HEI is fully shared.

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

According to the report "The Analysis of the Internal and External Evaluation of the Quality Assurance" of the LEPL Samtskhe-Javakheti State University all the relevant recommendations of the former accreditation process have been intensively reflected and most of them have been adequately implemented. Further, some other ideas of achievements have been discussed and implemented. Some examples are given below:

Programme 1 (Bachelor Program of Georgian Philology)

The recommendations of the university quality assurance department are considered regarding to the non-stop learning. The range of courses was substantially revised and improved.

Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)

The program has been updated and the final (current) version has been developed with the participation of affiliated and invited academic staff, students and other stakeholders. All relevant recommendations have been well implemented.

Programme 3 (Master's Program in History of Georgian Literature)

The curriculum was improved based on identified needs at the different stages of program implementation. In this context some relevant new courses have been integrated in the range of courses.

Programme 4 (Doctoral Program of Georgian Philology)

Due to the conditional accreditation of this program, there was a very large list of recommendations. These were systematically analyzed,   adapted to the specific needs and situation and completely implemented . This concerns, among other things, the courses offered, the syllabi, formal changes, analysis of the labor market, etc. In the meantime, substantial progress can be recognized.

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

Evaluation approaches for the accreditation experts:

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

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

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

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

[5] **Assessment approaches: <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.

5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

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

Cluster and individual evaluation

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

LEPL Samtskhe-Javakheti State University's Georgian Philology Cluster consists of four educational programmes: Bachelor's Programme of Georgian Philology, Master's Programme of Philology in Kartvelian Linguistics, Master's Programme of Philology in History of Georgian Literature, and Doctoral Program in Georgian Philology. The mentioned Bachelor's, Master's and doctoral programmes pertain to the detailed field of study fields 0232 (literature and linguistics) defined by the national classifier.

The cluster's programs are meaningfully interconnected and build on each other. In terms of objectives, they complement each other in accordance with the different levels of training. However, there is a need for minor optimization of the objectives.

The importance of the cluster for the region is well demonstrated. Further, the objectives of the cluster's programs reflect adequately the specifics and needs of the region and insofar, they play a relevant role in the development in the field and society connected to the region of the university. The implementation of the regional conditions is convincingly realized in the objectives. Nevertheless, especially in view of the important role of the university in the development of the region, there is still potential for strengthening regional activities.

Description and Analysis - Programme 1 (Bachelor Program of Georgian Philology)[6]

The objectives of the undergraduate educational programme of Georgian Philology of LEPL Samtskhe-Javakheti State University are clearly defined. The objectives of the programme are: based on up-to-date linguistic and literary studies, to provide students with knowledge of issues related to philological sciences based on a complex study of the Georgian language, its subsystems, and the history of Georgian literature; to develop the student's linguistic and

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[6] 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.

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).

literary analysis, critical understanding, commenting and interpretation skills, to promote the development of research, practical and creative skills; to form the transferable competences of a student along with the sectoral one, which will contribute to the appreciation of cultural-worldview diversity, the establishment of national and public ideals, the understanding of the importance of the Georgian language and literature, and will also create a prerequisite for continuing educational and research activities at the second, Master's level in the same field. The objectives of the programme correspond to the field characteristics of Georgian philology. The objectives of the programme reflect the acquisition of skills in the fields of philology, including linguistics and literary studies.

The purpose and necessity of teaching the main aspects of the theory of literature do not appear in the list of the objectives of the programme, which are covered in the field characteristics of Georgian philology and the outcomes of the Bachelor's programme.

Description and Analysis - Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)

Based on the various enclosed documents, the self-evaluation report (SER), the curriculum, and interviews taken during the site visit at Samtskhe-Javakheti State University, it is established that the objectives of the Master's Programme of Philology in Kartvelian Linguistics are well formulated rendering specificities of the field of study (Kartvelian Linguistics), peculiarities of the level of study and an educational programme. The set of knowledge, skills and competences are described as providing MA students with profound knowledge about current problems of Kartvelian linguistics, onomastics, Kartvelian languages and their dialects, their phonetic, morphological and syntactic structures, lexicology. As it is stated in the SER, the objectives of the programme specify "all the important directions of the Kartvelian linguistics, as the program has an ambition to contribute to the field development." However, this does not seem completely realistic owing to the structure and content of the programme: the selection of courses is rather biased, abounding in 'interdisciplinary' and politically motivated ones, specifically with respect to the confusion of the notions of language and dialect varieties. Especially, it is not clearly stated in the objectives of the programme that it is aimed at providing appropriate knowledge about the Kartvelian languages, specifically, Georgian, Megrelian-Laz, and Svan.

As for the skills, they are stated as the following: 1) development of critical thinking, in-depth analysis of a problem; 2) deep and profound knowledge of linguistic research methods; 3) create a scholarly work meeting present-day standards.

Similarly to the skills, the competences are well formulated with a focus on the development of scientific research. It has been stated that the knowledge, skills and competences in the objectives of the programme enable a student to continue their studies at the third level.

The programme objectives do comply with the mission of the LELP Samtskhe-Javakheti State University concentrating on its contribution to the development of society by means of education and research, ensuring high quality academic knowledge by means of researches applying the traditional and innovative method and considering the demands of the labour market, support to integration of the non-ethnic Georgian population into Georgian society, bringing up highly moral, democratic and human generations.

Based on the interviews during the site visit, the programme was updated and its final version was developed with the participation of affiliated and invited academic staff, students and other stakeholders.

The programme is available on the website of the Samtskhe-Javakheti State university; hence, it is public and available to all interested parties.

Description and Analysis - Programme 3 Master's Program in History of Georgian Literature

The objectives of the Master's educational program of the history of Georgian literature of LEPL Samtskhe-Javakheti State University are derived from the peculiarities of the field of the history of Georgian literature and are consistent with the field characteristics of Georgian philology. The objectives of the program are in line with the mission of the university and are focused on the curent labour market. The objectives of the Master's Program of Philology in History of Georgian Literature are formulated in four points. The first

and second points refer to the practical, theoretical and scientific issues of the history of Georgian literature, internationalization and the understanding of Georgian literature in the context of world literature. The third and fourth points are about skills, competences and inculcation of values. The sectoral and transferable skills that the graduate should develop upon completion of the programme are considered. The programme objectives also outline the components of academic integrity through which its graduates contribute to community development. The objectives of the programme reflect the issues of the history of Georgian literature, Georgian literary heritage, literary criticism and literary relations. However, literary theory is insufficiently clearly included in the objectives.

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

The objectives of the doctoral educational programme of Georgian Philology of LEPL Samtskhe-Javakheti State University take into account and reflect the mission of the university. The immediate objective of the programme is to educate field specialists who will be able to create new scientific knowledge in Georgian philology in the form of a dissertation applying traditional and innovative methodology and interdisciplinary approaches; to become a competitive researcher who can, take into account the challenges in the field of Georgian philology, conduct practical activities and independent scientific research at scientific-research units, teaching in higher educational institutions and integrating into the international scientific area. The doctoral programme should develop the skills that a doctoral student will use successfully in scientific research. The outcomes of their research will contribute to the development of Georgian philology. The stipulated objectives of the Doctoral Programme of Georgian Philology are in line with the requirements of the labour market and the interests of society. The university indicates that the main employer of doctoral students is the university itself. The PhD programme is essentially research-oriented. The preparation of the dissertation follows a clearly structured pathway of six research steps, and each of them is plausibly related to the previous one. The objectives of the Doctoral Programme in Georgian Philology are clear and transparent; they are consistent with the mission of the university, the field of Georgian philology and the doctoral level.

Evidences/Indicators

○ Component evidences/indicators, including the relevant documents and interview results
○ **Self-evaluation Report**
○ **Curriculum of the programme**
○ **Course syllabi**
○ **Mission of the LELP Samtskhe-Javakheti State University**
(**https://sjuni.edu.ge/%e1%83%9b%e1%83%98%e1%83%a1%e1%83%98%e1%83%90-%e1%83%ae%e1%83%94%e1%83%93%e1%83%95%e1%83%90-%e1%83%a6%e1%83%98%e1%83%a0%e1%83%94%e1%83%91%e1%83%a3%e1%83%9a%e1%83%94%e1%83%91%e1%83%94%e1%83%91/**)
○ **Interviews taken during the site-visit**
○

General recommendations 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 The Bachelor program of Georgian philology

Recommendation(s):

In order to bring the Bachelor's Programme of Georgian Philology into compliance with the outcomes of the programme and the regulatory documents, the study of the main aspects of the theory should be reflected in the objectives of the Bachelor's Programme of Georgian Philology.

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendations

● The objectives should clearly specify that the programme is aimed at providing appropriate knowledge about the Kartvelian languages, specifically, Georgian, Megrelian-Laz, and Svan.

Suggestions

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

● In order to bring the Master's Programme of History of Georgian Literature into compliance with the outcomes of the programme and the regulatory documents, the study of literary theories should be reflected in the objectives of the Master's Programme of History of Georgian Literature.

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

Suggestion(s):

Evaluation [7]

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 (Bachelor's Programme of Georgian Philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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 learning outcomes of the four educational programmes included in the cluster Georgian Philology of LEPL Samtskhe-Javaklheti State University are only partially related to the programmes and the characteristics of the classifier, as well as the sectoral characteristics of higher education in Georgian Philology having been developed for the Bachelor's and Master's levels. the shortcomings are primarily about teaching of theory within the Bachelor's programme of Georgian Philology, with providing appropriate knowledge about the Kartvelian languages, specifically, Georgian, Megrelian-Laz, and Svan within the Master's programme in Kartvelian Linguistics, with ensuring teaching literary theories within the Master's programme in History of Georgian Literature. Generally, most of the learning outcomes of each programme included in the cluster comply with the qualifications and levels of education provided for in the programmes. the learning outcomes of the Bachelor's, Master's and doctoral programmes are described in accordance with the three components: "Knowledge and Understanding," "Ability," and "Responsibility and Autonomy."

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[7] Evaluation is performed for each programme separately.

Description and Analysis - Programme 1 (The Bachelor program of Georgian philology)

The learning outcomes of the Bachelor's Programme of Georgian Philology at LEPL Samtskhe-Javakheti State University are mainly measurable and achievable. But not in all cases the measurability and verifiability of learning outcomes is completely clearly outlined. The learning outcomes of the programme are grouped according to three components: "Knowledge and understanding", "Ability", "Responsibility and autonomy". The program is divided into two parts: Georgian Language and History of Georgian Literature. The learning outcomes of the programme within the framework of the Georgian language are as follows: discusses the main issues of linguistics, ways and methods of studying its research object, new directions of linguistics, origins and history of writing. Based on a broad knowledge of the grammar of the Georgian language, which includes a critical understanding of the basic regularities of phonetics, morphology, syntax, taking into account the grammar structure of Old Georgian, explains the main stages of the development of the Georgian literary language, conveys its history. Based on the knowledge of the basic issues of lexicology, lexicography, dialectology, a student conceives of lexical units of the language, discusses aspects of linguistic research, language subsystems, its variation, language change and its role in society, discusses main issues of Georgian linguistics with a sectoral approach, practically uses, explains and conveys the basic issues of phonetics, morphology and syntax of the Georgian language, Georgian lexicology, dialectology; a student makes a practical use of the structural components of the Georgian language. The learning outcomes of the program in the history of Georgian literature component are as follows: describes the periods and trends of the development of Georgian literature, discusses the monuments of Georgian literature, describes the processes of Georgian oral lore, considers Georgian literature in the context of relevant cultural-historical processes; based on the knowledge of the foundations and principles of literary studies, the main aspects of the theory of literature, explains the issues of artistic and structural specificity of the work. Connects the problems of Georgian literature with literary currents and the history of ancient literature, determines the place of Georgian literature in world literature. Reads and analyses a literary text, interprets it in relation to historical-political, social processes and associates it with current processes of world literature and different cultural styles. The learning outcomes of the Bachelor's Programme of Georgian Philology correspond to the characteristics of higher education of Georgian philology.

Description and Analysis - Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Based on the curriculum as well as the course syllabi, it can be stated that the learning outcomes of the Master's Programme of Philology in Kartvelian Linguistics are well formulated; however, their logical relation to the programme's objectives and the specificity of the field of study is problematic. This is primarily associated with the fact that there is no clear-cut statement that the programme is aimed at providing appropriate knowledge about the Kartvelian languages, specifically, Georgian, Megrelian-Laz, and Sva. Six outcomes have been identified in the programme; even in the listing of the learning outcomes, there are statements contradicting the classifier, such as, for instance, "Kartvelian language-dialect structure," "Analyzes thoroughly and conveys Kartvelian languages-dialects." However, some other parts of the list of learning outcomes is quite adequate, particularly discussion of "different aspects of the linguistic research thoroughly based on the deep and systemic knowledge of modern and historical South Georgia (Meskheti) onomastics." LEPL Samtskhe-Javakheti State University has extensively contributed to this domain. It should only be highly appreciated that the outcomes ascertain respect to "Georgian, as a

state language and minority languages, is tolerant towards the linguistic and cultural diversity." Responsibility and autonomy are also listed among the target basic skills. It is noteworthy that, as different from the Bachelor's programme in the cluster, the learning outcomes of the Master's programme are more focused on research skills and scholarly work.

The learning outcomes partly comply with the study field descriptors of the Framework of Qualifications and meet the requirements for professional employment of its graduates; their development has been a collaborative process involving all stakeholders (affiliated and invited academic staff, students, alumni, employers, etc.).

As the interviews demonstrated, individuals involved in the implementation of the programme ensure acquaintance of the learning outcomes to all the stakeholders.

Description and Analysis - Programme 3 Master's Program in History of Georgian Literature

The learning outcomes of the Master's Program of Philology in History of Georgian Literature of LEPL Samtskhe-Javakheti State University complies with the characteristics of higher education of Georgian philology. The learning outcomes are generally measurable and achievable. The learning outcomes of the program are grouped according to three components: "Knowledge and understanding", "Ability", "Responsibility and autonomy". The learning outcomes of the programme indicate that a graduate of the programme demonstrates profound and systematic knowledge of the artistic-representative means and principles of a literary work, their manifestations in ancient Georgian literature, in works written in the 19th and 20th centuries in the context of world literature; profoundly discusses issues of various fields of literary studies, allow a student to better specialize in the field of literature, demonstrates deep and systematic knowledge of the basic principles of Christian art, in particular, literature, characteristic features of medieval, 19th, 20th and present-day fiction, analyses the methodological foundations of their research in many ways, profoundly and systematically analyses the characteristics of literary eras (ancient, medieval, renaissance, baroque, classicism, romanticism, realism, modernism and postmodernism) and establishes similarities and differences between them based on a typological comparison, draws structural specificity of the artistic work, demonstrates systematic knowledge in the field of the development of Georgian and Western literary thought, systematically analyses the problems of the literature of the 19th and 20th centuries, its relationship with the principles of Christian writing. A student demonstrates essential understands the place of Georgian authors (Shota Rustaveli, Davit Guramishvili, Georgian romanticists, Ilia Chavchavadze, Akaki Tsereteli, Vazha-Pshavela, Galaktion Tabidze) in the context of Eastern-Western literatures, analyses the literary-aesthetic issues in their legacy and identifies current problems in the field of research knowledge. Besides, a student has developed field skills, ability to apply acquired knowledge in practice, etc. The learning outcomes of the Master's programme are realistic and based on the field of history of Georgian literature. As such they demonstrate well the directions on which the programme is oriented. They are clearly linked with the bachelor and doctoral programme for Georgian Philology, and they are fully in line with the requirements of the qualification level.

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

The study results of the Doctoral Program of Georgian Philology of LEPL Samtskhe-Javakheti State University reflect the competencies relevant to the field of Georgian philology at the doctoral programme. The Doctoral Program of Georgian Philology is divided into two parts: literary studies and Georgian linguistics. Accordingly, the learning outcomes reflect the expansion of knowledge based on the latest achievements of both fields and the possibility of using innovative approaches. Besides, the use of

traditional and innovative research methods, planning and implementation of scientific research, strengthening of sectoral and interdisciplinary research in Georgian philology and related fields, developing the ability to create new knowledge-oriented scientific and qualification work while maintaining academic integrity. The learning outcomes of the doctoral program also include publishing in international peer-reviewed publications, developing syllabi drafting skills, etc. The learning outcomes of the doctoral program do not reflect the internationalization of research and international accessibility.

Evidences/Indicators

○   **Course syllabi**
○   **Self-evaluation Report**
○   **Evaluation of the learning outcomes of the Master's Programme of Philology in Kartvelian Linguistics**
○   **Interviews taken during the 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: Please, write the developed suggestions 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 The Bachelor program of Georgian philology

Recommendation(s):

●   The measurability and verifiability of learning outcomes should be made clearer.

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

●   It is recommended to reflect the component of research internationalization and international accessibility in the results of the doctoral program of Georgian philology.

Suggestion(s):

●   Through the integration of doctoral students in international projects, the requirements of internationalization in learning outcomes and the development of research skills can be increasingly met.

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 (The Bachelor program of Georgian philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☐	☒	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

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 Georgian philology cluster is evaluated according to the quality assurance mechanisms of Samtskhe-Javakheti State University. The evaluation process of the learning outcomes is realized by direct and indirect evaluation methods, by checking relevant benchmarks and by student evaluation. The relevant data are clearly identified, collected and provided so that they are transparent and open accessible. The four programs integrated into the cluster have clearly defined mechanisms to evaluate and measure the learning outcomes. The concrete realization is convincing and fulfills the necessary standards (also on the international level).

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 Bachelor's Program of Georgian Philology[8]

The system of assessment of learning outcomes of the Bachelor's program of Georgian philology consists of adequate assessment forms and methods. The evaluation system takes into account the humanitarian field, in particular, the specifics of philology and Georgian philology program learning outcomes. Both direct and indirect assessments are used. In direct assessment, the following are used: exam assessment of training courses, assessment of Bachelor's thesis, etc. In indirect assessment: observation of the program head, survey of employers, survey of graduates and students. The final (summary) grade in the evaluation of the learning result of the program by the direct assessment method is the arithmetic mean of the percentages obtained in the educational component/s (study course/s, Bachelor's thesis) used for the assessment. The target marks of the program for each learning outcome at the current stage are determined by 70-90%. Indirect method of assessment of learning results includes: self-assessment by students, survey of graduates and employers and analysis of results. Program targets are defined for each learning outcome.

Description and Analysis - Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Both the curriculum and the course syllabi demonstrate that evaluation of the learning outcomes of the programme is carried out based on the "Quality Assurance Mechanisms of Samtskhe-Javakheti State University" (Article 7. Instruction for the Development of Educational Programmes and Compulsory Form of Programme Presentation; Article 15. Evaluation of the Learning Outcomes of the Programme).

Both direct (student papers, Master's theses, presentations, essays, portfolio, simulation, midterm and final exams, tests, student evaluation by the supervisor during field experience, etc) and indirect (student self-assessments, surveys of graduates and employers, and analyses of results) methods of evaluation are applied.

Analyses of the assessment of the learning outcomes of the programme are used for its further improvement, this implying innovation and development of the content and/or learning outcomes and/or the evaluation system and/or resources.

Description and Analysis - Programme 3 Master's Program in History of Georgian Literature

The assessment of the learning outcomes of the Master's Program in History of Georgian Literature is determined by the following criteria: requirements of the curent labour market; training of competitive specialists, revealing competitive knowledge of the history of Georgian literature, practical, theoretical and scientific study of Georgian literature, in-depth knowledge of the heritage of Georgian writers, knowledge

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[8] **In case of necessity**, describe, analyse and evaluate the 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.
In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

of the problems of literary relations, ability to continue to the next level of education, ability to create scientific research, etc.

The system of evaluation of the learning outcomes of the Master's program in the history of Georgian literature takes into account the field of history of literature, its features, includes relevant and adequate forms and methods of evaluation, and evaluates the extent to which students have achieved the learning outcomes of the educational program. Both direct and indirect assessments are used. In direct evaluation, the following are used: examination evaluation of training courses, evaluation of the research component, Master's thesis, participation in conferences, etc. Indirect assessment: observation of the program director, survey of employers, survey of academic staff, survey of graduates and students. The final (summary) grade in the evaluation of the learning result of the program by the direct assessment method is the arithmetic mean value of the percentages obtained in the educational component/s (study course/s, Master's thesis) used for the assessment. The target marks of the program for each learning outcome at the current stage are determined by at least 75% (up to 85% depending on the learning outcome). The indirect method of assessment of learning results includes: self-assessment by students, the survey of graduates and employers and analysis of results. The Master's program has target marks for each learning outcome.

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

For the Doctoral Programme of Georgian Philology, the university has developed a map of the correspondence between the objectives of the program and the learning outcomes. The learning outcomes are measured according to two main components: by creating a dissertation, which represents new scientific knowledge in Georgian philology, and by training a competitive researcher who is able to, taking into account the challenges in the field of Georgian philology, conduct independent, practical scientific research in scientific-research units, teaching in higher educational institutions and integrating in the international scientific area.

Both direct and indirect evaluation methods are used to evaluate the learning outcomes of the doctoral program. In the direct evaluation, the following are used: examination evaluation of training courses, including coursework, evaluation of the research component, dissertation work, participation in conferences, etc. In indirect assessment: observation of the program head, survey of employers, survey of academic staff, survey of graduates and students, assessment of scientific supervisor, etc.

The used evaluation mechanisms are fully in line with the needs of the programme taking in mind the clearly scientific and research orientation of the programme.

Evidences/Indicators

○ The curriculum of the programme
○ Course syllabi
○ Methodology of the educational program planning, elaboration and development
○ Evaluation mechanism of the learning outcomes
○ Analysis of the labor market and employers' requirements
○ Mechanisms of quality assurance (Regulating documents (13.1.1); Results of the students and academic personnel's surveys (13.1.4))
○ Forms/results of the students/graduates/employers/personnel survey and the information about their usage
○ Evaluation of the learning outcomes of the Master's Programme of Philology in Kartvelian Linguistics
○ Self-evaluation Report
○ Interviews taken during the site-visit

○

Programme 1 Bachelor's Program of Georgian Philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program of Philology in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

Suggestion(s):

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 (Bachelor's Programme of Georgian Philology)	☒	☐	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

➢ 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

The structure of the Georgian philology cluster complies with the regulations of article 7, educational program development instruction and the required form for program submission at the Samtskhe-Javakheti State University. The planning, elaboration and development of the educational program is realized as an interactive process, which integrates all relevant stakeholders. The process ensures adequate development of the educational program.

The structure and content of the programs connected in the cluster are basically plausible. The programs included in the cluster complement each other in a meaningful way. However, there are overlaps in parts, and in some cases, the boundaries are not sufficiently well defined. The international dimension is underrepresented.

Theoretical and practical contents are plausibly linked with each other and serve to prepare students well for future challenges and for the job market.

Description and Analysis - Programme 1 Bachelor's program of Georgian philology

LEPL Samtskhe-Javakheti State University's Georgian Philology Bachelor's program consists of 240 credits. The structure of the program is divided according to the student's choice and includes mandatory and optional courses of the main field of study, mandatory and optional courses of free credits (if no additional program is selected); Compulsory and elective courses of the main field of study, additional program and compulsory courses of free credits, which the student can choose within 60 credits. The Bachelor's program consists of two subfields: History of Georgian Literature and Kartvelian Linguistics. The program consists of an equal number of credits in both directions. The structure of the Bachelor's program of Georgian philology is in accordance with the awarded qualifications. The structure of the program develops gradually and logically. The structure of the program also includes a Master's thesis.

The structure of the program consists of: compulsory training courses of the free component - 39 credits, compulsory training courses of the main field of study: 125 credits, 54 credits in the direction of the Georgian language; History of Georgian Literature 54 credits, elective courses of the main field of study - 16 credits, additional program or elective courses of the free component. The structure of the program is drawn up using the methodology of planning, development and development of educational programs operating in HEI. The educational component included in the program is mainly arranged in a coherent and logical manner. The content and structure ensure that the learning outcomes of the program are achieved. The qualification to be awarded is in accordance with the content of the program and the learning outcomes.

Description and Analysis - Programme 2 Master's Programme of Philology in Kartvelian Linguistics

The structure and content of the Master's Programme of Philology in Kartvelian Linguistics have been developed in accordance with Article 4 (Methodology of Planning, Elaboration and Development of Higher Educational Programmes) of the "Quality Assurance Mechanisms" of LELP Samtskhe-Javakheti State University.

The volume of the programme corresponds to the respective level indicator of the National Qualification Framework and consists of 120 ECTS credits. The programme includes compulsory (major field of study, free credits) and optional educational courses (optional for major study field). Generally, the programme structure is coherent and logical; however, there are some inadequacies: the SER states, that "In order to make program content and structure more relevant with the qualification to be assigned "Master of Kartvelian Linguistics", program structure included additional educational compulsory courses, like "The Grammar of Svanetian language" and "Peculiarities of Megrelian and Lazian Grammar";" a course of Georgian grammar is missing in the curriculum. Hence, this is not in compliance with the National Qualifications Framework and Learning Field Classifier (0232.2.2 Georgian (Kartvelian) Linguistics). Notably, as it became clear as a result of the interviews taken during the site visit, not all of the affiliated staff were aware and content with the circumstance in point.

The involvement of Prof. Dr. Manana Tandashvili (University of Frankfurt/Main) in the implementation of the programme is by all means a strong aspect for its internationalization, albeit insufficient.

On the whole, its structure ensures the achievement of the learning outcomes of the programme, and the qualification to be awarded corresponds to them.

Description and Analysis - Programme 3 Master's Program in History of Georgian Literature

LEPL Samtskhe-Javakheti State University's Master's program in History of Georgian Literature consists of 120 credits. The structure of the program includes both mandatory and optional courses in the main field of study. The structure of the program is divided according to the following components: Mandatory course of free component 5 credits Compulsory study course of the main field of study is 55 credits Elective courses of the main field of study 30 credits Research component - Master's thesis 30 credits. The mandatory and optional status of individual subjects included in the program structure is not justified and/or clarified in some cases. For example, Western and Georgian literary modernism is a mandatory subject, while Georgian and Western romanticism is an optional subject. Also, it should be noted that the Master's program repeats the subjects of the Bachelor's program of Georgian philology in terms of content and structure. For example, the courses of "Georgian Tropology ("Sakhismetkveleba")" in the Bachelor's program and "The Tropological Aspects of Georgian Literature" in the Master's program, as well as Rustaveli and Rustvelology (from Bachelor's program) and "Shota Rustaveli in the Context of the Eastern

and Western Literature" (Master's program). Some topics coincide with and overlap each other in the following syllabi: History of 20th Century Georgian Literature 2 (Bachelor's) and Georgian Novel of the 20th Century (Master's). It is not always clear whether the contents are repeated or whether they differ in level. In particular, it is not conclusively clear in what way the courses complement each other or whether they reflect the same topics at different levels.

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

LEPL Samtskhe-Javakheti State University's doctoral program in Georgian Philology consists of academic and continuing education components. The qualification to be awarded for the doctoral program: Doctor of Georgian Philology/PhD in Georgian Philology, code - 0232 is in full compliance with the program content and learning outcomes. The program includes: educational and research components. The educational component is at least 40 credits. The training courses are structured as follows: Professor's assistantship 15 credits, training courses 15 credits, which are divided as follows: mandatory course: modern teaching methods 5 credits, optional training component 10 credits. Seminar 10 credits. A mandatory component of the doctoral program is a research paper - dissertation. The minimum duration of studies in the doctoral program is six semesters (3 years). The structure of the doctoral program includes many courses that doctoral students should choose according to their interests. It should also be noted that 12 study courses are offered within the framework of the optional study component, 10 credits, in the doctoral program.

Evidences/Indicators

o   Curriculum of the programme
o   Course syllabi
o   Methodology of the educational program planning, elaboration and development
o   Evaluation mechanism of the learning outcomes
o   Self-evaluation Report
o   National Qualifications Framework and Learning Field Classifier
o   Interviews taken during the 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 suggestion of the cluster:

●   Strengthen the clear distinctiveness of the specific program content of the cluster's programs by reducing overlap.
●   Integrate more opportunities for internationalization.

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

Programme 1 (Bachelor Program of Georgian Philology)

Recommendation(s):

Suggestion(s):

Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)

● **Recommendation(s):**
● The programme should include a course of Georgian grammar alongside the already existing courses of grammars of the Megrelian-Laz and Svan languages.
● The programme should disambiguate the relevant terminology concerning individual Kartvelian languages in compliance with the National Qualifications Framework and Learning Field Classifier (0232.2.2 Georgian the National Qualifications Framework and Learning Field Classifier (0232.2.2 Georgian (Kartvelian) Linguistics).

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

● It is recommended to define the statuses of mandatory and optional courses within individual study courses according to a certain system.
● It is recommended to separate the structures of Bachelor's and Master's programs in order to avoid duplication of study courses.

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

Suggestion(s):

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 (Bachelor's Programme of Georgian Philology)	☒	☐	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 Master's Program in History of Georgian Literature	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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 contents of the educational courses under the cluster of Georgian philology a   re reflected in the syllabi of the courses. As it is indicated in the SER, these syllabi have been developed in accordance with the general instructions and regulations applied in the university. The syllabi usually provide adequate information about the content, methods, objectives and structure of the courses. They also provide information about the learning outcomes and the credits assigned in each case. In addition, they contain information about the relevant literature.

During the evaluation, it became apparent that some improvements are now visible in the area of syllabi, and that most of them fit the requirement of the standards, but that some weaknesses can still be found. This concerns in particular, the lack of specificity of some syllabi or the inadequate assignment of relevant literature. Further, in some cases the course titles and content have to be corrected in accordance with the National Qualifications Framework and Learning Field Classifier. The Georgian standard language is not always used in the relevant documents. Finally, sometimes the distinctiveness of the programs is not sufficiently demonstrated.

Description and Analysis - Programme 1 Bachelor Program of Georgian Philology

The 240 credits of LEPL Samtskhe-Javakheti State University's Georgian Philology Bachelor's program are divided into components. Mandatory study courses of the free component - 39 credits, mandatory study courses of the main field of study: 125 credits, and mandatory study courses of the main study field are grouped in the direction of the Georgian language and the history of Georgian literature. 54 credits in Georgian language; History of Georgian Literature 54 credits, elective courses of the main field of study -

16 credits, additional program or elective courses of the free component. The mandatory training courses of the free component consist of a foreign language (English, German, Greek, Russian) block, as well as training courses: academic writing, introduction to philology, informatics, history of Georgia. Compulsory courses of the main field of study include 125 credits, including: Introduction to Georgian Studies, A practical course in the use of a linguistic corpus Bachelor thesis Also, mandatory courses within the framework of 54 credits in the direction of the history of the Georgian language or Georgian literature are defined.

The course of Academic Writing is from the block of Mandatory Educational courses of the free component. This course provides students with academic writing skills; however, the syllabus consists of information regarding verbal questioning assessment criteria, which was confirmed by the students during the interview. As the objectives and outcomes of the course are mainly related to writing skills, activities developing writing skills should be applied. The University was also a member of the International project "Integrity", and the outcomes of the project should be visible in the syllabus: using moodle and the plagiarism prevention program Turnitin (which is implemented in the University).

The content of the mandatory courses in the Georgian language block does not fully reflect the highest field characteristics of Georgian philology. Individual course syllabi are biased, neglecting the National Qualifications Framework and Learning Field Classifier. Most of them refer to individual Kartvelian languages not as languages but rather as "Kartvelian sub-systems." Based on the interviews taken during the site-visit, some of the lecturers explain it as their standpoint. There are courses which include topics which hardly correspond to their realm. As for the course materials, the overwhelming majority of the syllabi provide comprehensive lists of compulsory and additional literature, including dozens of items, journal papers, conference abstracts, and even journalism among them. In the interviews taken during the site visit, both those in charge of the programme and the lecturers explained it as their wish to provide students with an extensive choice of literature. Therefore, the aforementioned content-related inadequacies make hindrances to ensuring the achievement of the learning outcomes of the programme.

In one part of the subjects included in the block of the history of Georgian literature, the works published in the last century are indicated, which are ideologically, theoretically and methodically outdated today. Learning topics need to be renewed, and oriented to new problems.

In the part of study courses, foreign language books are indicated in the mandatory literature, although they are not prerequisites. In the part of study courses, the same literature can be found both in basic and optional status. In the main and additional literature part of the training courses, there is literature that is not specified in the content of the course. In the part of the study courses, the weekly topics refer to papers that are not specified in the core and elective literature. The electronic links to the papers mentioned in the Syllabus section are not relevant. In some syllabi there is no distinction between mandatory and auxiliary literature. In the Bachelor's program of Georgian philology, the subject and literature should be updated in the block of Georgian literature.

Description and Analysis - Programme 2 Master's Programme of Philology in Kartvelian Linguistics

The Master's Programme of Philology in Kartvelian Linguistics is well arranged structurally; of the overall 120 ECTS credits, 53 ECTS credits are allocated for compulsory courses and 52 ECTS credits for research and practice,   including a course in Linguistic Study Methods, Dialectological and Onomastic Field Practice (1 and 2), Course paper and Master's thesis); the rest of the credits (10 ECTS) are for optional ones. The distribution of hours is adequate.

As for the content of the programme, individual course syllabi are biased, neglecting the National Qualifications Framework and Learning Field Classifier (0232.2.2 Georgian (Kartvelian) Linguistics): most of them refer to individual Kartvelian languages not as languages but rather as "Kartvelian sub-systems." Based on the interviews taken during the site-visit, some of the lecturers explain it as their standpoint. There are courses which include topics which hardly correspond to their realm (for instance, Kartvelian Lexicology). As for the course materials, the overwhelming majority of the syllabi provide comprehensive lists of compulsory and additional literature, including dozens of items, journal papers, conference abstracts, and even journalism among them. In the interviews taken during the site visit, both those in charge of the programme and the lecturers explained it as their wish to provide students with an extensive choice of literature.

Therefore, the aforementioned content-related inadequacies make hindrances to ensuring the achievement of the learning outcomes of the programme.

The international dimension of the discipline is insufficiently reflected in the syllabi.

Description and Analysis - Programme 3 Master's Program in History of Georgian Literature

LEPL Samtskhe-Javakheti State University's Master's program in the History of Georgian Literature is 120 credits. The main courses consist of 55 credits. The program mainly reflects the highest field characteristic of Georgian philology; however, the program does not present a training course corresponding to the deep systematic knowledge of literary theories (3.2.1). Also, it is worth noting that some literature and topics should be reconsidered in some syllabi: for example, in the course of "Galaktionology" the topics should be done in accordance with chronology accepted in modern Galaktion studies. And the literature should be only scientific, as the memories mentioned in one of the topics are fictional (Niko Tsereteli memories which is fictional tale for teenagers published by Karchkhadze publishing). The international dimension of the discipline is insufficiently reflected in the syllabi.

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

LEPL Samtskhe-Javakheti State University's doctoral educational program in Georgian Philology consists of teaching and research components. The educational component amounts to 40 credits and includes a mandatory subject: modern teaching methods, professor's assistantship, doctoral seminar and non-professional training course with the volume of 10 credits, 12 training courses are offered, each with the volume of 5 or 6 credits. Study courses are divided into linguistics and literary studies. The variety of study courses in the program is not substantiated. It is desirable to reduce the number of training courses and include a total of 4 elective courses in the direction of linguistics and literature in the program. International aspects are insufficiently reflected in the syllabi.

Evidences/Indicators

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

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- ○ **Curriculum of the programme**
- ○ **Course syllabi**
- ○ Methodology of the educational program planning, elaboration and development
- ○ Evaluation mechanism of the learning outcomes
- ○ **Self-evaluation Report**
- ○ National Qualifications Framework and Learning Field Classifier
- ○ **Interviews taken during the 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)

- Lists of compulsory literature in course syllabi should be concentrated on monographs and not on plenty of journal papers and conference abstracts.
- Course titles and content should be corrected in accordance with the National Qualifications Framework and Learning Field Classifier

General suggestions of the cluster:

- By focusing the syllabi, the distinctiveness of the programs can be significantly increased.
- The consistent use of the Georgian standard language in the syllabi is recommended.

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

Programme 1 The Bachelor program of Georgian philology

Recommendation(s):

-
- At the Bachelor's program of Georgian philology, in the block of Georgian literature, modern theories and approaches should be reflected in the syllabi of the training courses.
- Multifaceted technical deficiencies should be corrected in training courses: mandatory and optional literature should be distinguished, the works indicated in the topics of study courses should be indicated in the list of literature. In the syllabi, indicate the relevant links to the educational literature.

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

-
- In the syllabi, recommended literature and materials need to be more focused on the core content of the courses.

Suggestion(s):

●   Measures to strengthen the internationalization of the program should be reflected also in the syllabi.

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

●   In order to bring the Master's program of the history of Georgian literature into compliance with the highest field characteristics, the study course of literary theories should be introduced.

Suggestion(s):

●   Measures to strengthen the internationalization of the program should be reflected also in the syllabi.

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

●   Courses should be more focused, making the research orientation more evident in the syllabi as well.

Suggestion(s):

●   The variety of study courses in the program is not substantiated. It is desirable to reduce the number of training courses and include a total of 4 elective courses in the direction of linguistics and literature in the program.
●   Measures to strengthen the internationalization of the program should be reflected also in the syllabi.
●

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 (Bachelor's Program of Georgian Philology)	☐	☐	☒	☐
Programme 2 (Master's Program of Philology in Kartvelian Linguistics)	☐	☐	☒	☐
Programme 3 (Master's Program in History of Georgian Literature)	☐	☒	☐	☐

Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

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 (Bachelor's Program of Georgian Philology)	☐	☒	☐	☐
Programme 2 (Master's Program of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

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

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

2.1 Programme Admission Preconditions

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

Cluster and individual evaluation

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

Since each program integrated in the cluster of the Georgian philology has respective requirements, there are different kinds of admission conditions. The requirements for a successful study are clearly defined and formulated based on the specific needs of the programs within the cluster. The requirements are appropriate and objective. As it was shown during the evaluation process and also indicated in the SER, the preconditions for the program admission are freely available, transparent and fair. Adequate consideration is given to both resident and non-resident student enrollment. However, the engagement on international level to attract students from abroad is insufficiently taken into account. It would be useful to implement measures for international student recruitment, e.g. taking part in international student information fairs or education fairs. In this context, the preconditions of the programs have to be communicated.

Description and Analysis - Programme 1 (Bachelor Program of Georgian Philology)

Prerequisites for admission to LEPL Samtskhe-Javakheti State University's Bachelor's program of Georgian Philology are in accordance with the current legislation, are transparent and fair.

Citizens of Georgia and foreign countries can study at the Bachelor's program of Georgian philology. The holder of a state document confirming complete general education or a person equivalent to it (citizen of Georgia) who has passed the unified national exams in the following subjects: foreign language, Georgian language and literature, history, and obtained the right to study in the Bachelor's program based on the ranking with the coefficients of the received points, has the right to study in the program. A necessary prerequisite for enrolling in the university is that after successfully passing the unified national exams, the entrant must undergo administrative registration at the university within the deadlines set by the institution. Applicants who are Armenian, Azeri-speaking, Abkhazian-speaking and Ossetian-speaking citizens of Georgia who successfully pass the Armenian and Azeri language skills test and the Abkhazian or Ossetian language at the unified national exams and successfully complete the Georgian language preparation program (60 credits) and obtain the relevant certificate have the right to enro   l in Bachelor's programs.

Enrollment of citizens of foreign countries in the program is carried out in accordance with the rules established by the legislation of Georgia. For foreign citizens, knowledge of the Georgian language at the B1+/B2 level is a necessary condition for studying, because the program is taught in the Georgian language. Citizens of foreign countries will present a certificate of proficiency in the Georgian language at an appropriate level, or will undergo an interview in the Georgian language (a video recording of the interview will be posted on the university's website). Citizens of foreign countries can get a certificate at Samtskhe-Javakheti State University life-long Education Center as part of the Georgian language-educational program for foreigners.

It can be stated that LELP Samtskhe-Javakheti State University has relevant, transparent, fair, public and accessible programme admission preconditions and procedures ensuring the engagement of individuals with relevant knowledge and skills in the Bachelor's program of Georgian Philology to achieve its learning outcomes.

Description and Analysis - Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Based on the self-evaluation report of LELP Samtskhe-Javakheti State University, the enclosed documents, and interviews taken during the site-visit, it has been established that the curriculum provides the clear-cut formulation of prerequisites for admission to the Master's Program of Philology in Kartvelian Linguistics. Alongside the common criteria, it specifies the fields degree holders of which are eligible to apply.

The curriculum provides a detailed, step-by-step description of the admission procedure, including special regulations for international students and for mobility. An internal entrance examination is arranged in accordance with the schedule of the Master's program admission procedure. Information about its date, time and location is announced on the University website; the Office of Educational Process Management is responsible for logistical support of the examination.

It can be stated that LELP Samtskhe-Javakheti State University has relevant, transparent, fair, public and accessible programme admission preconditions and procedures ensuring the engagement of individuals with relevant knowledge and skills in the Master's Programme of Georgian Philology in Kartvelian Linguistics to achieve its learning outcomes.

Description and Analysis - Programme 3 Master's Program in History of Georgian Literature

Based on the self-evaluation report of LELP Samtskhe-Javakheti State University, the enclosed documents, and interviews taken during the site-visit, it has been established that the curriculum provides the clear-cut

formulation of prerequisites for admission to the Master's Program in History of Georgian Literature Alongside the common criteria, it specifies the fields degree holders of which are eligible to apply.

The curriculum provides a detailed, step-by-step description of the admission procedure, including special regulations for international students and for mobility. An internal entrance examination is arranged in accordance with the schedule of the Master's program admission procedure. Information about its date, time and location is announced on the University website; the Office of Educational Process Management is responsible for logistical support of the examination.

It can be stated that LELP Samtskhe-Javakheti State University has relevant, transparent, fair, public and accessible programme admission preconditions and procedures ensuring the engagement of individuals with relevant knowledge and skills in the Master's Programme of Georgian Philology in Kartvelian Linguistics to achieve its learning outcomes.

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

Prerequisites for admission to LEPL Samtskhe-Javakheti State University's doctoral program in Georgian philology comply with the applicable legislation, are transparent and accessible. Prerequisites for admission to the doctoral program are field qualifications in the following areas:

0111 Education science (0114.1.1 education in Georgian language and literature and in primary education of the subject/subject group teacher);

0231 language acquisition;

0232 literature and linguisticss;

0239 Languages - unclassified (0239.1.1 Caucasology);

0288 Interdisciplinary, (0288.1.2 Digital Humanities, 0288.1.3 Cultural Heritage Studies)

0314 Sociology and cultural studies (0314.1.1 Sociology, 0314.1.4 Cultural studies, 0314.1.6 Ethnology; 0314.2.1 Social and cultural studies; 0314.2.2 Conflictology);

0388 Interdisciplinary (0388.2.3 Caucasian Studies; 0388.2.4 Eurasian and Caucasian Studies).

A doctoral candidate is required to know the English language at least level B2. A foreign language doctoral candidate who wants to study in Georgian language program required to know the Georgian language at least level B2. After submitting a document confirming knowledge of English/Georgian language at the B2 level or after successfully passing the exam, the doctoral application is reviewed, and an oral competitive exam is held in the speciality.

According to article 50 of the Law of Georgia "On Higher Education", the right to study at the doctoral level can be granted to a Master's degree graduate of a foreign university. A person who has a doctor's degree or an equivalent academic degree in a speciality different from the field of study specified in clause 2.2 of the regulations of the Doctorate and Dissertation Council of the Faculty of Education, Humanities and Social Sciences of the Samtskhe-Javakheti State University has the right to study at the doctorate.

A prerequisite for admission to the doctoral program is the submission of the doctoral candidate's research application, which represents the research concept of the future doctoral thesis. The research application

allows taking into account the student's interests as much as possible to assess the student's readiness to study in the program.

Evidences/Indicators

○   Curriculum of the programme
○   Course syllabi
○   Methodology of the educational program planning, elaboration and development
○   Evaluation mechanism of the learning outcomes
○   Self-evaluation Report
○   Interviews taken during the 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:

●   For attracting students from abroad, it would be useful to implement measures for international student recruitment, e.g. taking part in international student information fairs or education fairs. In this context, the preconditions of the programs have to be communicated.

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

Programme 1 Bachelor Program of Georgian Philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Program of Georgian Philology)	☒	☐	☐	☐
Programme 2 (Master's Program of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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 programs presented in LEPL Samtskhe-Javakheti State University's Georgian Philology cluster mainly contribute to the development of students' practical, scientific research and transfer skills. Essential components in Bachelor's, Master's and doctoral programs are the qualification thesis: Bachelor's, Master's, doctoral, as well as practice as a separate course/courses, practice related to theoretical courses, research and work using linguistic corpus using modern methods, interdisciplinary studies of corpus linguistics, etc. The inclusion of field studies as part of practical training is particularly commendable. Also, extracurricular activities are foreseen: participation in scientific conferences, etc. As example of best practices the journal "Gulani" can be identified. This journal provides a very good opportunity to publish current research results, e.g. from the doctoral students, so that it should be indexed at Scopus, ERIHplus and/or Web of Science. By the results of the interviews it can be stated that the project experiences of the students can be

improved, e.g. by involvement in national or international projects to train their knowledge, experience and skills.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

In the doctoral program of Georgian philology, the doctoral student is required to submit a dissertation along with the doctoral student should have published minimum three scientific publications in the field of research, including at least one article published or accepted for publishing as peer-reviewed/refereed (which is confirmed by the relevant international classifier or another international document) in an electronic and/or printed journal, or published abroad in the relevant field international scientific journal, or in the materials of the international conference published abroad (the so-called Proceedings). At the same time, the doctoral student is required. It is the internationalization of the dissertation evaluation process, which implies that the doctoral student must meet at least one of the following requirements:

a) the doctoral candidate has a foreign supervisor/co-supervisor;

b) The Dissertation Council of the faculty provides an international peer review of one article or a shortened version of the dissertation (30-45 pages) published/submitted for publication on the doctoral student's dissertation topic;

c) sending the abbreviated version (30-45 pages) of the thesis translated into a foreign language for feedback/evaluation to the leading foreign universities and scientific research centers, the list of which is established by the Dissertation Council;

d) participation in an international conference/symposium/congress. It is important that the internationalization of doctoral research should consider the international accessibility of the doctoral student's scientific work, as well as the field of Georgian philology, and inclusion in international scientific relations.

All of this is in accordance with the regulations of the Doctoral and Dissertation Council of the Faculty of Education, Humanities and Social Sciences in the direction of Georgian Philology of LEPL Samtskhe-Javakheti State University. It is necessary for the internationalization of doctoral research to be based on international scientific referencing and publication in peer-reviewed publications. So there can be seen a need for the doctoral students to publish at least one of three research papers in international refereed journals, or in materials of international scientific conferences, or in foreign refereed journals included in international scientific databases (EBSCO, SCOPUS, Web of Science, ERIH PLUS).

Evidences/Indicators

- Bachelor's educational program of Georgian Philology Pre-requisite for admission;
- Master's educational program in Kartvelian linguistics, Pre-requisite for admission;
- Master's educational program in the history of Georgian literature, Pre-requisite for admission;
- Doctoral program of Georgian Philology, Pre-requisite for admission; admission document
- The methodology of the educational program planning, elaboration and development;

- Academic/invited personnel qualification proving documents;
- The regulation of the Master's program, Doctoral program and dissertation board, regulating document of the dissertation board and activities.;
- The Regulation of the Doctoral Program of Georgian philology and dissertation board of the Samtskhe-Javakheti State University department of Education, Humanities and Social Sciences Georgia
- The admission of rule at the Doctoral program
- Enrolment rules at Doctoral program
- The procedures of enrollment to the doctoral program;
- The mechanisms of quality assurance;
- Regulating documents - The mechanisms of quality assurance;
- The methodology of the educational program planning, elaboration and development;
- The instruction of educational program development and required form for presenting a program
- Quality assurance mechanisms, Article 6. The methodology of the estimation of the students pool at LELP Samtskhe-Javakheti State University
- The mechanisms of internal quality; 13.4. The results of the students' and academic personnel survey;
- The mechanisms of external quality;
- The forms/results of the students/graduates/employers/personnel conducted by SJSU and the information about their usage;
- Evaluation of the learning outcomes;
- Samtskhe-Javakheti State University scientific library (on the place);
- https://sjuni.edu.ge/%e1%83%99%e1%83%9d%e1%83%9c%e1%83%a4%e1%83%94%e1%83%a0%e1%83%94%e1%83%9c%e1%83%aa%e1%83%98%e1%83%94%e1%83%91%e1%83%98-2/
- Self-assessment Annex Excel 1.

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:

- The journal "Gulani" as a very good opportunity to publish current research results, e.g. from the doctoral students, should be indexed at Scopus, ERIHplus and/or Web of Science.
- Students from all study programs should be given the opportunity to be involved in national or international projects to train their knowledge, experience and skills.

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

Programme 1 Bachelor's Program of Georgian Philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

● In order to popularize and internationalize the research, the doctoral candidate must publish at least one of three research papers in international refereed journals, or in materials of international scientific conferences, or in foreign refereed journals included in international scientific databases (EBSCO, SCOPUS, Web of Science, ERIH PLUS).
●

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (Bachelor's Program of Georgian Philology)	☒	☐	☐	☐
Programme 2 (Master's Program of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐

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| Programme 4 (Doctoral Program of Georgian Philology) | ☐ | ☒ | ☐ | ☐ |

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

Bachelor's, Master's and doctoral programs combined in the cluster of Georgian philology use on the student-oriented approach and method of study, which makes it possible to undertake responsibility on its own study by a student together with a professor, participate actively in the creation of their own knowledge and opportunities, be confident and creative. The study method of the programs of Georgian philology cluster gives possibility to students search and collect new information, compare old and new knowledge, make conclusions and think independently, to construct the knowledge, analyze and interpret facts, developments and concepts.

The university considers a variety of student roles: active student, research student, independent student, student team member, student researcher, etc. Accordingly, teaching methods are defined based on students' conditional roles and are student-centred. During defining the learning outcomes for the educational programs of the level of study of Georgian philology cluster, university human and material resources are considered. During the selection of teaching and learning methods, the problem-based and research-based approaches are intensifying from the Bachelor to doctoral level. During the selection of the methods, the individual needs and interests of a student are considered. Those interests and needs differ by the level, what is demonstrated in the intensity of methods. The methods may be different inside of one level and in such case alternative methods consider ensuring the involvement of a student having all kind of need and interests during the study process. Bachelor, Master and Doctoral programs gives the opportunity to a student to learn intensively. It is important that students have the possibility to develop an individual program based on the academic background. This is an opportunity and not an obligation. The university is involved in international projects, within the framework of which, in the programs included in the cluster, new training courses and modern electronic and technological teaching methodologies are introduced. This potential could be exploited even more.

Particularly noteworthy and commendable is the fact that suitable manuals, textbooks and materials are prepared for students. This approach should be continued and perpetuated. Further, the extensive consideration of the practical dimension in the study programs was clearly demonstrated during the evaluation process. This appropriate connection between theoretical and practical methods is particularly praiseworthy. The implementation of digital teaching methods (e.g. via Moodle) is on the international level and clearly fulfills the requirements of modern university education.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

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

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

General suggestions of the cluster:

●   Continue and intensify the good practice of providing and preparing suitable manuals, textbooks and materials for the students.
●   By intensifying international cooperations and networking the students would have the opportunity to come in contact with new or different teaching methods, also to learn about new methodological perspectives and approaches.

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

Programme 1 Bachelor's Program of Georgian Philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (The Bachelor program of Georgian philology)	☒	☐	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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

Within the framework of the accreditation programs, the students involved in the programs will be evaluated by the evaluation system approved by the Order N3 of the Minister of Education and Science of Georgia dated January 5, 2007, "About the method of calculating credits for higher educational programs."

Each study syllabus of the programs grouped in the cluster involves an assessment of the level of achievement of the student's learning result using midterm and final evaluations, the total of which gives the student a final evaluation of a maximum of 100 points. Student evaluation is carried out in a prescribed manner, written in advance in the syllabus of each course and available on the MOODLE platform. The syllabi detail the distribution of points, evaluation methods, and criteria, considering the specifics of the study course.

The survey forms are defined in the syllabi: presentation, argumentative essay, working group activity, discussion participation, and others. The minimum competence level, assessment criteria, minimum assessment points, and prerequisites are individual for each syllabus.

Credit is given to the student only in case of a positive assessment. In case of receiving a negative grade, the student is assigned an additional exam to improve the rate. In case of receiving a negative grade on the supplementary exam, the course is not considered closed, and the student is given a chance to take the study course next semester.

Based on the self-evaluation document of the program, as well as the conducted interviews, it can be seen that during the educational process, the student is allowed to discuss his achievements and ways of improving them with the academic staff. They also have the opportunity to appeal to the evaluation. (Article 17 of the Guide "Regulating Rules of the Educational Process" - Uniform Rules for Conducting Exams, Clause 12, sub-clauses 12.1-12.2, and clause 13 - decision regarding the contested examination results). Furthermore, the technical possibility to appeal the assessment is given to the student online, in the student database, and the university through a statement written in the dean's name.

Based on the presented documentation and conducted interviews, it is confirmed that the criteria for evaluating students are strict. At the beginning of the academic year, the course teacher introduces students to the teaching-learning and evaluation system and standards. For written papers (Bachelor's thesis, abstract), the citation standards of the form are defined - as the Chicago style.

Academic and research ethics, academic integrity, plagiarism prevention, detection, and response mechanisms are used in student evaluation. In addition, all written work is checked by the anti-plagiarism software: Turnitin. The use of Turnitin is especially important in Academic Writing course, as it was evident from interviews it is really applied, but it should be mentioned in the syllabus as well.

Based on the submitted documentation and interviews with the program implementers, it was also confirmed that the program leader and staff systematically analyzed the evaluation results to implement the necessary activities to improve the teaching process.

Evidences/Indicators

○   Self-evaluation Report
○   Regulating documents - The mechanisms of quality assurance
○   Interviews taken during the 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: 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 The Bachelor program of Georgian philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

Suggestion(s):

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 (The Bachelor program of Georgian philology)	☒	☐	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	**Complies with requirements**	**Substantially complies with requirements**	**Partially complies with requirements**	**Does not comply with requirements**
Programme 1 (The Bachelor program of Georgian philology)	☒	☐	☐	☐

Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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

Samtskhe-Javakheti State University has various services focused on student development. Students of the programs included in the cluster receive information about events planned by the university, about projects, and activities of interest to them.

The university uses the university website as the primary source of information. Also, the news is sent to students through the student portal - MOODLE. This is a modern, easy, quick and appropriate way to inform the students. In addition, courses, syllabi, and part of the study materials chosen by students are placed on the same platform.

Interviews with students, graduates, and academic and administrative units made it clear that all parts of the university are ready to provide appropriate counselling to students when needed. There are clear responsibilities for advising students. It was mentioned positively that there is always the possibility for feedback beyond the defined consultation hours. Students can receive additional consultations on important academic matters without hindrance. Further, students receive continuous feedback on how to improve their academic performance during class and afterwards.

With the initiative of the rector, the university holds monthly meetings, "Rector's hour," where students can express their thoughts and ideas regarding the arrangement or improvement of the academic space and discuss it with the rector through direct communication.

The university has a career service of promoting the employment of students. However, due to the strategic importance of the university, it would be helpful to make this service more effective. For example, based on the best models in the world, they can help students to work on personal resumes, connect with employers, help to develop various skills needed in the employment market.

Students are provided with basic information on exchange programs and international projects, and the university helps them to organize all the participation details in the competition, if necessary. However, interviews with students and graduates revealed that they are less willing to participate in exchange programs. As a good measure to improve the situation, visits of students on international education fairs/student information fairs should be supported actively by the university. Samtskhe-Javakheti State

University has all the conditions required to facilitate the mobilization of local students to international universities. The university has the necessary connections and MOUs, so they have the opportunity to help students get involved in projects. The university should develop a long-term strategy to encourage students to participate in international projects.

Based on the interviews and presented documentation, it was revealed that the university checks the quality of the educational process at the end of each semester through particular questionnaires. Surveys are anonymous and allow students to provide feedback on the course.

The university has mechanisms to appeal adverse evaluations. The university's library resources meet the appropriate standards for teaching at the undergraduate level. Students have easy access to all the study materials they need.

Students are informed about academic integrity. The university has developed a regulation on plagiarism prevention, detection, and response of the Samtskhe-Javakheti State University (SJSU) (Resolution N39 of October 1, 2021, of the Academic Council, Minutes N9.)

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

Doctoral students of Georgian philology have access to all the services listed above; however, taking into account the specifics of the doctoral level, it is possible to discuss the needs of postgraduate students.

During the visit, it was confirmed that the university has access to international scientific bases, which any student can use. Therefore, the university should plan special training/workshops where Ph.D. students can be helped to make greater use of the opportunity to access international scientific bases while working on their research. Information about international career prospects, international projects and funding could be improved, too.

The university has developed the regulations of the Doctorate and Dissertation Council (25.12.2013, Minutes No. 14, Resolution No. 6), where the issues related to the preparation and defense of the thesis are described in detail.

Evidences/Indicators

○ Self-assessment report;
○ Educational programs;
○ Syllabi of the study courses of the program;
○ Interviews during the visit;
○ University website;

General recommendations of the cluster:

General suggestions of the cluster:

● It would be good for the university to develop a long-term strategy to encourage and support students to participate in international projects. In this frame, information about international exchange programs should be improved.

● Visits of students on international education fairs/student information fairs should be supported actively by the university.

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

Programme 1 The Bachelor program of Georgian philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

Suggestion(s):

● The information about international career prospects, networking and international funding of research projects could be intensified, For example, individual advising can encourage students to take advantage of international opportunities.

Evaluation

Please, evaluate the compliance of the programmes with the component

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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 (The Bachelor program of Georgian philology)	☒	☐	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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

Samtskhe-Javakheti University has developed a doctoral regulation that regulates all the details of the preparation and defense of the doctoral thesis. The rule also describes the functions and duties of the scientific supervisor. (Statue of the Doctoral and Dissertation Council of the Faculty of Education, Humanities and Social Sciences in the direction of Georgian Philology of LEPL Samtskhe-Javakheti State University; Minutes of the meeting No. 14, 25.12.2013 Resolution No. 69)

The doctoral student's supervisor is appointed, considering the research topic's content. The scientific supervisor must have an experience in research in the field. The scientific supervisor of the doctoral student can be a professor of the faculty, an associate professor, as well as a visiting professor from another university, an associate professor, or a researcher with an academic degree of doctor. In addition, a co-supervisor (local or foreign) may be appointed along with the supervisor, whose qualification requirements are detailed in the doctoral regulations (Article 9.)

The scientific supervisor of the doctoral student undertakes to be involved in the research process of the doctoral research, to provide with regular consultation, helping in the selection of research design and methods, searching for literature or processing the searched literature, facilitating involvement in various academic events, to contribute to the completion of the doctoral thesis within the deadline established by law.

Before the dissertation defense, a preliminary thesis review is held at the faculty council meeting, which specialists in the relevant field attend. Finally, the work must be checked for plagiarism.

The university also has Master's regulations and instructions for preparing the Master's thesis. In addition, the documents describe the function and duties of the MA student's supervisor. The supervisor of the Master's thesis can be an academic staff member of the faculty or a visiting doctor (or a person with an equivalent academic degree) who has research in a scientific field related to the topic. If necessary, the student may have a co-supervisor (if the Master's issue includes two or more areas/subfields).

Interviews with students revealed that supervisors provide full support at all stages of research.

According to the policy developed by the university, the academic supervisor is authorized to supervise no more than five students with an active status during the academic year (including supervision of a total of 5 students with an active status at the Bachelor's, Master's, and doctoral levels).

Based on the personal files of the academic staff involved in the Master's and doctoral programs included in the cluster of Georgian philology, it can be seen that there are qualified specialists in the field staff the program; their qualifications and experience are completely appropriate for working with postgraduate students and Master's students. The integration of master's students and doctoral students in national and international projects could strengthen the students' competencies and thus promoting their independence, which in turn would benefit supervision.

Data related to the supervision of Master's/doctoral students Programme 2 (Master Programme History of Georgian Literature) Programme 3 (Master Program of Georgian Philology in Kartvelian Linguistics) Programme 4 (Doctoral Program)	
Number of Master's/doctoral theses supervisors	Programme 2 – 4 Programme 3 – 7
//Number of doctoral thesis supervisors	7
Number of Master's students	programme 3 - 38 Programme 2 - 24
//Number of doctoral students	5
Ratio - supervisors of Master's theses/Master's students	Programme 3 -7/38 Programme 2 - 4/28
Ratio - supervisors of doctoral theses/doctoral students	7/5

Evidences/Indicators

○ Statue of the Doctoral and Dissertation Council of the Faculty of Education, Humanities and Social Sciences in the direction of Georgian Philology of LEPL Samtskhe-Javakheti State University;
○ Instruction for Preparation of Master's project/thesis at Samtskhe Javakheti State University;
○ Self-assessment report;
○ Educational programs;
○ Syllabi of the study courses of the program;
○ Interviews taken during the 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:

● The integration of master's students and doctoral students in national and international projects could be increased, thereby strengthening the students' competencies and thus promoting their independence, which in turn would benefit supervision.

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

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

   Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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 (The Bachelor program of Georgian philology)	☒	☐	☐	☐

Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Program in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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

The educational component within the cluster is led by 17 academic staff, this is a relevant number for the whole cluster. However, the number of academic personnel in one of the programs, in particular the Master's program of Georgian Literature is not relevant (only 3 academic personnel and 2 invited staff) and it should be increased in compliance with the number of courses (24 courses). It will provide program sustainability.

Involved personnel are qualified, which is confirmed by their publications during the past 5 years. Each of them has a doctoral degree and relevant teaching experience. The heads of the program are involved in the implementation of the programs. They are excellently qualified and have an important track-record. During the evaluation process, it has been demonstrated that all of them have the necessary competences, skills and experience.

As well as academic and invited personnel participate in elaborating the programs. The workload scheme of academic personnel has been developed by the faculty, where the educational and research and other functions are defined based on the responsibilities.

Despite this good starting position, there is still room for improvement: The academic staff and the heads of the cluster's programs should intensify their efforts to receive external funding for projects and international cooperation networks which will offer the opportunity to perform high quality research and publications and to enhance their qualification and experience. Further, the output of research monographs (and not only journal papers) could be increased as a good step to secure the academic prestige and level of the staff.

Description and Analysis - Programme 1 The Bachelor's programme of Georgian Philology

The total number of personnel which is employed in the Bachelor's programme of Georgian Philology is 28. Among them: 17 affiliated academic staff: 3 professors, 12 associate professors, 2 assistant professors and 11 invited staff. The staff has many years' experiences of teaching and relevant competence for achieving the programme outcomes. Each of them has a Doctoral degree and scientific publications in the relevant field. The number of the academic and invited personnel complies with the number of the students.

The head of the educational program is Professor Merab Beridze, with excellent and prominent qualifications in teaching experience and research, the author of about 200 scientific articles, 20 years' experience being the editorial team member of the scientific journals.

The information received from documentation was confirmed at interviews with academic and invited staff at the University.

Programme 1 **The Bachelor's programme of Georgian Philology**

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	**17**	**17**	**17**	**17**
- Professor	3	3	3	3
- Associate Professor	12	12	12	12
- Assistant-Professor	2	2	2	2
- Assistant	-	-		-
Invited Staff	11	11	11	_
Scientific Staff	-			_

Evidences/Indicators

○ Curriculum
○ Human resources for implementation of the Master's programme
○ CVs of the affiliated and invited staff
○ Degree certificates of the affiliated and invited staff
○ Self-Evaluation Report
○ Interviews taken during the site visit.

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[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

Description and Analysis - Programme 2 Master's Program of Philology in Kartvelian Linguistics

The total number of academic staff is 14. Among them, 7 affiliated: 2 professors, 4 associate professors, 1 assistant professor, and 7 invited staff participate in the implementation of the Master's Degree Programme of Philology in Kartvelian Linguistics, all of them holding PhD degrees.

Based on their CVs and the interviews taken during the site-visit, it has become clear that all of the staff possess the competences necessary for achieving the learning outcomes.

The heads of the programme (Prof. Meran Beridze and Prof. Maka Beridze) are prominent linguists; it goes without saying that they possess the necessary knowledge and experience and the appropriate competences in the field of study.

Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)[1]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	**7**	**7**	**7**	**7**
- Professor	2	2	2	2
- Associate Professor	4	4	4	4
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	7	7	7	
Scientific Staff				_

Evidences/Indicators
o   Curriculum
o   Human resources for implementation of the Master's programme
o   CVs of the affiliated and invited staff
o   Degree certificates of the affiliated and invited staff
o   Self-Evaluation Report
o   Interviews taken during the site visit

Description and Analysis - Programme 3 The Master Program of Georgian Literature

The program involves 5 academic staff: 3 associate professors and 2 invited staff members. Each of them has a doctoral degree and experience in teaching in a relevant field. As well as publications and participating at conferences.

The head of the program is Nestan Sulava, the author of more than 150 scientific works with prominent experience in teaching and researching. However, the number of academic staff is not in compliance with the number of courses (24). Of 5 academic staff, 3 are affiliated, which makes the program sustainability under the question, especially when the head of the program is not affiliated as well. Only with an increase in staff is it possible to ensure the sustainability of the program and the coverage of all courses.

Programme 3 The Master Program of Georgian Literature

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[2]	Including the staff holding PhD degree in the sectoral direction[3]	Among them, the affiliated academic staff
Total number of academic staff	**3**	**3**	**3**	**3**
- Professor	-	-	-	
- Associate Professor	3	3	3	3
- Assistant-Professor				
- Assistant				
Invited Staff	2	2	2	-
Scientific Staff				_

Evidences/Indicators

o   Curriculum
o   Human resources for implementation of the Master's programme
o   CVs of the affiliated and invited staff
o   Degree certificates of the affiliated and invited staff
o   Self-Evaluation Report
o   Interviews taken during the site-visit

Description and Analysis - Programme 4 Doctoral program of Georgian Philology

The doctoral program of Georgian Philology involves 15 academic and invited personnel, including 10 academic staff, affiliated with Samtskhe-Javakheti State University. Academic and invited personnel have prominent experience in research, among them Manana Tandashvili is professor at Frankfurt University and the Kartvelologist of Romanian University dissertation board. Academic and invited personnel actively participate in symposiums, congresses, conferences and other types of events in different countries.The experience and competences of the academic staff is fully in line with the requirements of the program.

Programme 4 **Doctoral program of Georgian Philology**

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[11]	Including the staff holding PhD degree in the sectoral direction[12]	Among them, the affiliated academic staff
Total number of academic staff	**10**	**10**	**10**	**10**
- Professor	3	3	3	3
- Associate Professor	6	6	6	6
- Assistant-Professor	1	1	1	1
- Assistant	-	-		-
Invited Staff	5	5	5	_
Scientific Staff	-			_

General recommendations of the cluster:

●

General suggestions of the cluster:

● The academic staff and the heads of the cluster's programs should intensify their efforts to receive external funding for projects and international cooperation networks which will offer the opportunity to perform high quality research and publications and to enhance their qualification and experience.
● The increase of the output of research monographs (and not only journal papers) could be a good step to secure the academic prestige and level of the staff.

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

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

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

Programme 1 The Bachelor program of Georgian philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

● To ensure the sustainability of the program, the number of academic staff should be increased, especially the affiliated staff.

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

  Suggestion(s):

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 (The Bachelor program of Georgian philology)	☒	☐	☐	☐
Programme 2 (Master's Programme in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (The Master Program of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral program of Georgian Philology)	☒	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

LEPL   Samtskhe-Javakheti State University provides students of Master and Doctoral programs with qualified supervisors who have publications and research experience in relevant fields. The cluster of philology programs include co-supervisors, Georgian or foreign specialists with relevant qualification and affiliation. The university has an instruction for Master and doctoral project/paper production where the rights and responsibilities of a supervisor are formulated. According to the document, students shall be provided with scientific guidance during the writing of a scientific paper, as well as with support in the process of integration into local and international scientific networks. Including participation in local and international scientific activities, as well as providing counseling for the publishing of scientific articles in the reviewed journal.

The SER and the interviews during the evaluation process gave clear evidence that this supervision is effective and appropriate. Modern methods are adequately integrated in the supervision. However, the international dimension of supervision could be strengthened. The supervisors, especially. The invited staff should intensify their effort to improve the international experience and networking of the Master and doctoral students.

Description and Analysis - Programme 2 Master's Programme of Philology in Kartvelian Linguistics

LELP Samtskhe-Javakheti State University has issued the guidelines for writing a Master's thesis stipulating the rights and duties of a supervisor. According to the document, students shall be provided both with general scientific advice and support during writing a paper and with support in the process of integration into local and international scientific network, participation in local and international activities, with support in presenting outcomes, as well as with counseling for publishing of scientific papers in peer-reviewed journals.

The academics involved in the implementation of the programme, are highly qualified professionals in the field of study. It is noteworthy that Master's degree students can have a co-supervisor in case of need.

Programme 2 Master's Programme of Philology in Kartvelian Linguistics			
Number of supervisors of Master's/Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction[1]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**15**	**15**	**6**
- Professor	2	2	2
- Associate Professor	3	3	3
- Assistant-Professor	1	1	1
Invited Staff	9	9	_
Scientific Staff			_

Evidences/Indicators

- o Curriculum
- o Methodology of the educational program planning, elaboration and development
- o Human resources for implementation of the Master's programme
- o CVs of the affiliated and invited staff
- o Degree certificates of the affiliated and invited staff
- o Guidelines for writing a Master's thesis
- o Self-Evaluation Report
- o Interviews taken during the site-visit

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

Description and Analysis - Programme 3 Master's Programme of History of Georgian Literature

According to LELP Samtskhe-Javakheti State University, the duties and rights of the supervisor are established in detail. Students are provided with supervisors with relevant qualifications, with scientific publications in the field they are interested in, which is evident from documentation provided by the University and interviews held during accreditation visits. The topic of the Master's thesis and the student's supervisor is approved by the faculty board. If it is necessary students are provided with a co-supervisor as well.

Evidences/Indicators

- ○ Curriculum
- ○ Methodology of the educational program planning, elaboration and development
- ○ Human resources for implementation of the Master's programme
- ○ CVs of the affiliated and invited staff
- ○ Degree certificates of the affiliated and invited staff
- ○ Guidelines for writing a Master's thesis
- ○ Self-Evaluation Report
- ○ Interviews taken during the site-visit

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

Programme 4	Doctoral Program of Georgian Philology		
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**7**		
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Description and Analysis - Programme 4 Doctoral Program of Georgian Philology

A doctoral program student at the university shall be provided with a qualified supervisor according to the faculty dissertation board and Doctoral program regulations. University Professor or Associate Professor with an academic degree of doctor is a must with the specification of the field, the scientific research activity and published scientific works relevant to a student dissertation paper. Students can have co-supervisors, invited from others, including foreign academic institutions. A foreign supervisor/co-supervisor shall be the researcher or/and the person with an academic position with the doctoral academic degree of relevant field in any foreign educational/scientific/research institution. During the   the interviews it   has been convincingly demonstrated that   all requirements are fulfilled. Further, it was made clear that the supervisors share their expertise and experience with graduate students. With regard to the employability these appropriate preparation of the doctoral students should be continued and intensified. Especially by the possibility of doctoral students having co-supervisors from outside the university the future career prospects of doctoral students can be enhanced since (as it has been demonstrated during the interviews) they have relevant professional experience.

Evidences/Indicators

o   Curriculum
o   Methodology of the educational program planning, elaboration and development
o   Human resources for implementation of the Doctoral programme
o   CVs of the affiliated and invited staff
o   Degree certificates of the affiliated and invited staff

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

o   The regulation of the Doctoral Programme of Georgian Philology and Dissertation Board

o   Self-Evaluation Report

o   Interviews taken during the 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:

●   The supervisors, especially   the invited staff, should intensify their effort to improve the international   experience   and   networking   of   the   Master   and   doctoral   students.

●

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

Programme 2 Master's Programme of Philology in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

   Suggestion(s):

●   The appropriate preparation of the doctoral students for their later employability should be continued   and   intensified.

●   More attention should be given to the possibility of doctoral students having co-supervisors from outside the university, also with regard to the future career prospects of doctoral students.

Evaluation

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

Component 4.2 Qualification of supervisors of Master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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

LEPL Samtskhe-Javakheti State University constantly evaluates the results of the academic and invited personnel involved in the program. The scientific activities are compulsory component of their workload. A stable development of scientific and research activities of academic staff is provided by a workload scheme. In the workload chart, each scientific activity is assigned a corresponding hour. A compulsory requirement for academic personnel is one scientific paper in an impact-factor publication every two years.

The annual self-assessment report is defined as a tool for the evaluation of academic staff. To increase the university's involvement in international and local research events, the university takes care of financial support mechanisms for both personnel and students. Mechanisms of support and encouragement are written in the internal regulations of the university. The University has a competition regulation for university grant projects where the conditions of participation are formulated.

Academic personnel are provided with trainings of using Moodle, modern informational technologies (including Zoom and other channels), scientific metrics and databases, Increase of the visibility and accessibility of the scientific works of Georgia with support of FAO AGRISand Thesaurus AGROVOC, Student-oriented teaching methods. These training opportunities could be diversified and intensified in the future. Further the active support to participate in international scientific projects and events could strengthen the professional development of the staff.

If necessary, description and analysis according to the education programmes

Evidences/Indicators

o   The methodology of the educational program planning elaboration and development
o   The mechanisms of learning outcome evaluation
o   Academic/invited personnel qualification proving documents

○ Functions and responsibilites of program head and administrative personnel
○ The workload of an academic/invited personnel.

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:

● It would be useful to offer academic staff more training for professional development.
● It is suggested to stimulate, motivate and finance more actively academic personnel to participate in international scientific projects and events.
●

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

Programme 1 The Bachelor program of Georgian philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme in Kartvelian Linguistics

Recommendation(s):

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

   Suggestion(s):

Evaluation

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

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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 (The Bachelor program of Georgian philology)	☒	☐	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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

During the site visit, experts visited the facilities at the university. The programs in the given cluster are delivered in two buildings of the campus, one located in the city Akhaltsikhe and the second in Akhalkalaki. The classrooms have been recently renovated, including the computers. The university presented the technical equipment that was recently purchased under the Erasmus Plus "DITECH" project, namely the video and audio recording systems, as per their explanation, this equipment can be used by the students enrolled in these programs, as well as by the academic staff. The expert panel double-checked if the students were informed about this possibility, and during the interviews, they mentioned they have information, but have not used it so far due to the recent purchase.

The library reading halls are accessible for students in all three buildings of the university, including the two one where the programs are being delivered. The readings halls are divided into two parts for individual and group work. All of the literature indicated in the course syllabuses are accessible at the library, however the majority are in electronic format. The expert panel asked what the measures from the library were to guarantee the copy rights are not damaged. As per the institution's explanation, those electronic eBooks are accessible via university accounts only, moreover they try to scan not the full texts but the exact part from the textbooks.

The academic databases are accessible for students and academic staff via the library. Currently, the university is subscribed to almost 10 different databases, but only a few (Sage Publishing; Cambridge Journals; Scopus) are relevant for the students of these programs. Through international cooperation, access to relevant sources could be increased. As it was explained, the library is providing training in using databases, in addition to the meetings with students during the orientation week. Only half of the databases are accessible remotely, the majority are open from only the campus. The library staff is actively engaged with providing sufficient service to staff and students, the user guides and manuals are accessible via the university webpage. The expert panel double-checked the students' awareness about the databases and library services. The outcomes will be given below, under each program. Basically, the training activities are still expandable.

In addition to the library related tasks, the staff is in charge of providing training in using similarity detection software – Turnitin, to which the university has subscribed since 2019. As it was declared, in each semester the library hosts information even regarding the basic usage of the software, that is open for both students and staff.

The expert panel tried to identify what was the procedure of purchasing library resources and to what extend students were engaged in this. According to the procedures, academic staff are the people who initiate the process and after getting confirmation from the faculty administration the library purchases resources. In addition to this, there was an open book for students in the main reading hall, where they can mention the books, they wish to be accessible at the library. The expert panel asked for the recent publication the library purchased for the programs in this cluster. As it was declared, it happened 5 months before the site visit and presented the books accordingly.

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

The Bachelors program in Georgian Philology is being delivered in two different cities, therefore, two different buildings of the university. The classrooms are renovated, computer facilities are recently purchased and accessible for the students. The library reading halls are open in both buildings, however the first building has a centralized library with way much-printed resources compared to the reading hall in Akhalkalaki Building. As it was explained, the majority of the books are accessible on place but if there is a need, the university provides the printed resources from the central library (Using the university driver each day, who brings the academic staff from one city to another and wise versa).

The expert panel tried to find out whether the academic databases were accessible from the Akhalkalaki reading hall. As it turned out, those databases are accessible from the library, in addition to this, the technical director of the library delivers training for the students of this program in the Akhalkalaki campus each semester. During the site visit expert panel noted that the majority of the Personal Computers in this building has been purchased recently, while those at the library looked slightly old one. Thus, it is suggested that the computers in the library reading hall are renovated as well, or at least they can be changed into with the ones in the classroom, considering that students are spending much more time in the reading hall rather than in the classroom.

During the interviews with the students' the expert panel tried to find what was the awareness regarding the academic databases within the students and if they have ever used those resources. As was declared, they do have information about the possibility but have not used it so far. The expert panel suggests to proactively provide information regarding the benefits of usage academic databases, even if the majority of the resources for this program are accessible in the Georgian Language.

Description and Analysis - Programme 2 (Kartvelian Linguistics, Master)

Within the Master's Program in Kartvelian Languages students are implementing research projects that require special equipment (in order to record different dialects spoken by specific groups of people). The university presented the equipment – video cameras, a lighting system together with the computers equipped with software needed for data analyses. During the interviews with students, the expert panel tried to identify if they already had practice of participating in the research projects/expeditions. Students declare that they have been actively involved in this process, and together with the academic staff, they are collecting data.

The expert panel asked whether the students are familiar with and using the academic databases offered by the university. As they mention, although they attended the orientation meeting and they do have information, still they do not use the resource that much. The expert panel recommends that the library together with the academic staff involved in the program should promote the usage of the relevant informational resources.

Description and Analysis - Programme 3 (History of Georgian Literature, Master)

During the interviews with students and alumni, the expert panel tried to find out what were the services students were getting from the library. The majority of them mentioned that borrowing printed resources were the service they used most, and some mentioned that the library was actively providing e-resources during the pandemic. As for the academic databases, they do have information about the existence of such resources, however, they are not using that much. The expert panel believes further steps in promoting the usage of the databases should be taken by both the library and academic staff.

Description and Analysis - Programme 4 (Georgian Philology, PhD)

The university has created the Digital Humanity Center, which is planned to be opened by the end of this year. In addition to this there is a room for PhD students of this program equipped with computers, which also includes the software that might be needed for research projects. The university declares that material resources such as video cameras, lightening system, a car with a driver is also freely available for PhD students.

During the interweaves with academic and administrative staff, students and alumni, the expert panel asked a few questions regarding the informational resources that the university is providing access to. As was mentioned by the staff, the library provides information sessions and individual assistance for PhD students, however students and alumni mentioned that although they know about the such possibility but have not tried yet. Some of them mention different academic databases, but overall, it was seen that the library should enhance its activity in this regard.

The expert panel also asked if the PhD students could have support in using different reference management tools or how to get prepared for publications. With this regard the university mentions that there is a guide of reference management tool accessible in the university web page and the there is also a university publishing house, that prepares publications of the university staff and student for printing. However, students cannot recall any case of attending the training in usage of reference management tools, or in preparing an academic publication. The expert panel recommends that those services should be accessible for PhD students, as they are seen as meaningful support for them.

Evidences/Indicators

- The self-evaluation report
- The site visit at the university
- Interviews during the site-visit
- Agreement with the providers of the academic databases
- University webpage

General recommendations of the cluster:

- It is recommended to guarantee remote access to all the academic databases that the library is subscribed to (e.g. via VPN), especially for the students living in the peripheral areas, it would be helpful to have remote access not only to Elsevier's databases (which are not specific for the programs in the cluster).

● It is recommended the library enhance the training in usage of the academic databases and incorporate academic staff in this process to further promote the resources within the students.

General suggestions of the cluster:

● With the help of international networking access to resources (like databases, publications or computer tools) that are not available at the moment at the university could be provided for students (and academic staff, too).

Recommendations and Suggestions according to the programmes:

Programme 1 The Bachelor program of Georgian philology

Recommendation(s):

Suggestion(s):

Programme 2 Master's Programme in Kartvelian Linguistics

Recommendation(s):

● The library and the academic staff should intensify their efforts to encourage the students to use all of the relevant informational resources, especially the modern digitial resources.

Suggestion(s):

Programme 3 Master's Program in History of Georgian Literature

Recommendation(s):

● The library should promote the usage of the databases and other digital resources by the Master students. This should be done in cooperation with the academic staff.

Suggestion(s):

Programme 4 Doctoral Program of Georgian Philology

Recommendation(s):

● It is recommended that the library, together with the academic staff designs and implements training modules for PhD students in using reference management systems; drafting conference papers; structuring a research paper etc. (i.e. best practices of academic writing).

Suggestion(s):

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 (The Bachelor program of Georgian philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

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

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

Cluster and individual evaluation

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

The institution submitted the budget for the individual program given in the cluster. As it was seen the only income for the programs is study tuition fee that is based on the number of the students. In case of Bachelor's and Master's programs, the places are financed by the government of Georgia (every student enrolled in the program will get a scholarship for the study fees from the government). The PhD program is self-financed, and students are paying for themselves.

According to the presented budget documents, it covers the salaries for the academic staff, also some amount is dedicated to staff professional development, conference and publication fees. As it is seen, all programs except for Bachelor's one spends more than it has incomes. The expert panel tried to find out what was the reason for this and what is the institution's policy related to this issue. As it was declared, although the university administration understands the three programs are not profitable in the budget, these programs are seen as a priority field for the university and for the region. For this reason, they are financing those programs from the central university budget. The experts recommend that the budget is planned in accordance with the incomes.

All of the three programs state certain amount dedicated to the activities that are related to student's participation in conferences or/and research field visits. The expert panel noted that the amount in each program is considerably smaller rather than different fields in the budget. It is recommended the institution

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increase the amount dedicated to students' activities in the annual budget of the programs given in the cluster.

The expert panel asked whether the institution had a financial risk management plan for the programs given in the cluster (if next year lower number of the students will apply for the programs) as it was explained in this case, the central administration will transfer the amount from the different budget field. Although the argumentation is close to the solution, the expert panel recommends that the university diversify the incomes on the given programs with local or international research projects.

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

The students enrolled in this program are fully financed by the Government of Georgia. The number of students has increased in the last four years. As stated during the interviews, this program is one of the most popular among the people living in this region. The budget of the program describes the incomes and expenditures, the majority of which goes to the salary of the academic staff. In addition to this, the program is budgeted with financial benefits for academic staff, such as conference fees, bonuses, trainings and etc. The expert panel noted that only less then 0.5% of the total budget is devoted to library resources. Therefore, it is recommended that the amount should be in accordance with the demand for renewing informational resources in the library, both for books and academic databases, or any other services.

Description and Analysis - Programme 2 (Kartvelian Linguistics, Master)
According to the budget of the Kartvelian Linguistics program all of the ten students are financed by the Government of Georgia. The only income in the program is the tuition fees, in this case, the annual expenditures is almost twice as high as the incomes. Although the university administration states that they are financing the program from the central budget, it is not fully clear what would be the scenario if the central budget would not have possibility for that. The expert panel recommends the program budget has the risk management plan in order to avoid any serios concern related to program's delivery.

Description and Analysis - Programme 3 (History of Georgian Literature, Master)
The students on the given Master's program are also financed by the Government order. Currently, there are 16 students enrolled on the program. In this case, the absolute amount of the income is the study fees gained from the enrolled students. As we see from the program budget, the expenditures are a bit more than the incomes. In the expenditure, the biggest amount is spent on salaries while a very small amount is dedicated to other expenses. The expert panel noted that financially the program is not profitable, which is usual for the programs in this field, but at the same time, the university administration did not clearly present their vision regarding the program's financial sustainability. However, such a vision is urgently needed. In this case, as well, the program is financial from the central university budget to cover all the expenses, but it is not clear what measures are being implemented to avoid any financial crisis regarding the program budget. The expert panel recommends that the budget of the program should be designed at

least in a way that all the expenditures are covered with the incomes, or if additional support is needed from the central budget the appropriate steps should be clearly stated.

Description and Analysis - Programme 4 (Georgian Philology, PhD)

For the PhD program the university made the decision to have a minimal tuition fee that students have to pay by themselves. According to the budget institution submitted the programs incomes are way too low compared to the expenditures. During the interview's university administration mentioned that this program is almost fully financed within the central budget due to its low incomes, as this seems to be a priority for the university. The budget is designed in a way to include some amount for professional development activities for academic staff, a very small amount is devoted to library resources and student's engagement into the research activities. The expert panel recommends that the university designs the budget of the PhD program in a way to include the expenses related to scientific publications of the students (whenever it will be needed).

Evidences/Indicators

- Self-evaluation report
- Programs Budget for 2022
- Outcomes of the interviews
- University webpage

Evidences/Indicators

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

General recommendations of the cluster:

● It is recommended that the incomes of the budget are diversified in all four programs given in the cluster (for example with local or international research projects or by cooperation with partners from the national/regional private sector);
● It is recommended that the expenditures related to student's activities are increased in all four-program given in the cluster (participation in local or international conferences; student's projects and etc.).
● It is recommended the budget is planned in accordance with the incomes, in case of not having enough amount, justification should be given clearly to what extent the institution is planning to finance the programs and how long.

General suggestions of the cluster:

●
●

Recommendations and Suggestions according to the programmes:

Programme 1 (Georgian Philology, Bachalor)

Recommendation(s):

●   It is recommended that the amount in the budget is increased for renewing informational resources in the library, both for books and academic databases, or any other services.

Programme 2 (Kartvelian Linguistics, Master)

Recommendation(s):

●   The expert panel recommends the program budget has the risk management plan in order to avoid any serios concern related to program's delivery.

Programme 3 /Master's Program in History of Georgian Literature)

Recommendation(s):

●   It is recommended that the university administration develops a vision regarding the program's financial sustainability and a concrete plan for implementatioin.
●   The budget of the program should be designed at least in a way that all the expenditures are covered with the incomes, or if additional support is needed from the central budget the appropriate steps should be clearly stated.

Programme 4 (Georgian Philology, PhD)

Recommendation(s):

●   The expert panel recommends that the university designs the budget of the PhD program in a way to include the expenses related to scientific publications of the students (whenever it   is needed).
●

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 (The Bachelor program of Georgian philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☐	☒	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☐	☐	☒	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☐	☒	☐

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 (The Bachelor program of Georgian philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

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

According to the submitted documentation, it was determined that the standard approaches of internal quality assurance are used in the case of the educational programs given in this cluster. In particular, the mentioned process works like - "Plan, Implement, Evaluate, Develop" cycle. This process includes both staff evaluations and analysis of student survey forms. Based on the results obtained, the quality assurance office submits recommendations to the heads of the programs and the governing body of the university, based on which interventions are planned if necessary.

The Programs Self-Evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert panel had the opportunity to meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies. However, it should be noted that the activity of the administrative staff in this process is more noticeable than that of the academic staff. After the interviews, the expert panel got the impression that the academic staff is more focused on the preparation of the syllabus of the courses and less on the achievement of program-wide goals and outcomes. It is suggested to promote the active participation of

the academic staff in the self-evaluation process, in order to achieve the program goals, and the quality assurance mechanisms to work effectively.

The expert team tried to find out the reason for the tendency for the assessment methods in several courses to be identical, or at the course level, in many cases using one type of assessment activity. Based on the interviews with academic and invited staff, they regularly attend meetings and review course syllabi but could not recall a meeting/training that directly addressed assessment tools and topics related to it. The expert panel addressed the same question to the representatives of the quality assurance team of the university, as per their explanation, they do not violate the principle of academic freedom and do not restrict the staff to use the assessment tools they consider appropriate and necessary. The expert team values the principles of academic freedom, however, it's worth mentioning that to improve the quality of the educational programs given in the cluster, it is necessary to conduct training with the academic staff and discuss the effective use of assessment tools, with highlighting the importance of using different methods of assessment.

The expert team asked a few questions to find out how the outcomes of the academic staff evaluation are communicated to them. As it turned out during the interviews, if the assessment is positive, the academic staff does not receive information about it. If the areas for improvement are identified during the evaluation, this information will be communicated verbally directly from the head of the program to the specific academic staff. The expert team recommends informing the academic staff (via written feedback) about their evaluation outcomes (in both positive and negative cases) and formalizing this process. This will have a positive impact on the motivation of the staff and improve the quality of the programs.

Evidences/Indicators
- Self-evaluation report
- The mechanisms of Internal Quality Assurance
- The methodology of Planning and Implementing the Education Program
- The mechanism for evaluation the learning outcomes
- The survey forms created by the quality assurance team
- The outcomes of the interviews
- University webpage

General recommendations of the cluster:

- In order to improve the quality of the educational process, it is recommended that a meeting be held with the academic staff of each program on the effective use of assessment methods, with an emphasis on reflecting on the importance of the various assessment activities and discussing possible changes.
- It is recommended that the results of the academic staff evaluation (positive/negative) are communicated to them individually in a written way, and this process is formalized.

General suggestions of the cluster:

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 (The Bachelor program of Georgian philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

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

According to the submitted documentation, the university is working in two major dimensions when it comes to external quality evaluation of the programs given in the cluster. The first dimension is working on the recommendation the programs are given during the accreditation and/or university authorization process and second dimension is the external reviewers (both local and international partners) included in the assessment process. To effectively use the mentioned model of external evaluation, it is suggested that the evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there is any advice and recommendations, they can be implemented.

Programme 1 (Georgian Philology, Bachelor)

The Bachelor's program in Georgian Philology was accredited in 2012, to fulfill the recommendations given during the accreditation visit, some changes were introduced. 60 ECTS credits of the program were devoted to the elective module, mainly the courses from different programs (including foreign languages

and history). Some changes were made to the list of the mandatory courses. The program's aims and objectives were transformed in a way to be harmonized with the National Qualification Framework. In addition to this, this program used the collegial external reviewer (Giresun University) to assess the overall quality. As per the document presented, the external reviewer mainly positively assesses the program, only recommending the number of elective courses have to be increased, with focus on different foreign languages. In addition to this, the program was sent to Georgian colleagues for further assessment (Caucasus University; Shota Rustaveli Batumi State University). In both cases, the feedback is positive, with only one suggestion to strengthen the international relations with regard to the program. According to the university self-evaluation document internationalization is seen as a main challenge and the institution plans to implement several activities about this.

Programme 2 (Kartvelian Linguistics, Master)

In case of Master's Program in Kartvelian Linguistics the following changes were implemented according to the recommendation the program got during the last accreditation process: the list of the mandatory courses was modified; the elective subjects were added; the courses with a focus on scientific writing were designed; the rule of the students' acceptance in the program was modified in a way that previous educational field was considered. In addition to this, the syllabus of the courses was modified to meet the criteria given by the National Center of Quality Assessment. Although the program was sent for external quality assessment to a reviewer, this was included in the cluster assessment and no specific comment/feedback was given to this program. The overall assessment is positive from both international and local reviewers (University of Giresun, Turkiye; Caucasus and Batumi Universities).

Programme 3 (History of Georgian Literature, Master)

The expert panel noted that after the accreditation of the Master's program in the History of Georgian Literature, some recommendations were considered. Namely, the number of elective courses were added, the mandatory course content was modified. Although the program was sent for external quality assessment to a reviewer, this was included in the cluster assessment and no specific comment/feedback was given to this program. The overall assessment is positive from both international and local reviewers (University of Giresun, Turkiye; Caucasus and Batumi Universities).

Programme 4 (Georgian Philology, PhD)

The PhD program in Georgian Philology fulfilled all the recommendations that were given in the accreditation process. The curriculum of the program was modified in a way some courses were taken off, some measures related to the PhD thesis preparation and defense were added (Academic Style; submitting requirements). The employer's research was conducted to identify the regional priorities. The training sessions for academic staff and students were designed for the usage of scientific databases, in selection of academic journals. In addition to this the program was sent to an external reviewer to the University of Calgary (Canada). The reviewer had a slight comment regarding the "Professor's Assistance" task in the

program, but that was the only remark. All the Georgian external reviewers assessed the program given into the cluster, the overall feedback is positive and there are not significant recommendations given.

Evidences/Indicators

- The Self-evaluation reports
- The mechanisms of external Quality Assurance
- The reports submitted by the external experts from local and international universities
- The previous accreditation reports of the four programs given in the cluster
- Interview outcomes
- University webpage

General recommendations of the cluster:

General suggestions of the cluster:

- It is suggested that the evaluation is carried out at predetermined intervals and not only before the submission of the program's accreditation package, so that if there is any advice and recommendations, they can be implemented.

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

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 (The Bachelor program of Georgian philology)	☒	☐	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☒	☐	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☒	☐	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☒	☐	☐	☐

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

According to the submitted documentation, the monitoring and periodic evaluation of the programs given in the cluster are carried out in accordance with the rules and procedures at the university. Namely, academic and administrative staff, as well as students, graduates and employers are involved in this process. Based on meetings with them, the needs are identified, which are discussed in the program self-evaluation group, then at the faculty council, and if changes are needed, they are submitted to the academic council for approval.

The expert panel was interested in how all interested parties are involved in the above-mentioned process. As a result of the interviews, it was identified that students and graduates mostly fill out questionnaires posted on the university's website. The content of the questionnaire covers specific study courses, as well as university services. The expert panel had doubts in how the university determined that the questionnaire was filled directly by the target group and not by someone who is not the target audience. Considering the questionnaires are anonymous, the university lacks the opportunity to protect itself from the participation of unauthorized people, therefore it is recommended to send the mentioned questionnaires to the target groups by email, as well as to place them in the study information system and not to distribute them openly on the website.

During the interview, the employers note that programs given in this cluster mostly cover the regional needs. They state that the heads of programs often contact and try to determine their needs through personal interviews. Most of the alumni of the programs are employed at the public schools; local Museum and some NGOs.

The Masters and PhD students are assessing their supervisors in addition to the forms they are filling in. As the university administration staff mentions, the outcomes of the assessment are used to further improve the programs given in the cluster.

The university has implemented the principle of collegial evaluation (peer-assessments) the quality assurance office of the faculty and the Head of the Program at the beginning of each semester establishes a list of academic staff whose lectures should be attended.

The expert panel asked whether the program was compared to an international or local analog. As the Georgian Language Philology is given in the cluster, it was objectively reason for the institution not to be able to find the same program outside of the country. But the activities were not done locally, none of the local programs is mentioned to be compared to the programs given in the cluster. The expert panel recommends the self-evaluation team of the programs given in the cluster work proactively to find similar to program from related field as a best practice and identify the similarities and differences.

Evidences/Indicators

- Self-evaluation report
- The mechanisms of Internal Quality Assurance
- The methodology of Planning and Implementing the Education Program

- The mechanism for evaluation the learning outcomes
- The survey forms created by the quality assurance team
- The outcomes of the interviews
- University webpage

General recommendations of the cluster:

- It is recommended that the university questionnaires are not openly posted on the website. Alternatively, the questionnaire can be sent to the target group via e-mail and/or study information system.
- It is recommended that the self-evaluation team of the cluster's programs proactively work to find similar programs from related fields as best practices and identify the similarities and differences so that these best practices can then be implemented in an adapted manner.

General suggestions of the cluster:

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 (The Bachelor program of Georgian philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

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 (The Bachelor program of Georgian philology)	☐	☒	☐	☐
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	☐	☒	☐	☐
Programme 3 (Master's Programme in History of Georgian Literature)	☐	☒	☐	☐
Programme 4 (Doctoral Program of Georgian Philology)	☐	☒	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

LEPL Samtskhe-Javakheti State University

Name of Higher Educational Programmes, Levels:

1. Georgian Philology, Bachelor's Programme
2. Kartvelian Linguistics, Master's Programme
3. History of Georgian Literature, Master's Programme
4. Georgian Philology, Doctoral Programme

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (The Bachelor program of Georgian philology)	Substantially compliance with requirements	Compliance with requirements	Compliance with requirements	Substantially compliance with requirements	Substantially compliance with requirements
Programme 2 (Master's Programme of Philology in Kartvelian Linguistics)	Substantially compliance with requirements	Compliance with requirements	Compliance with requirements	Substantially compliance with requirements	Substantially compliance with requirements
Programme 3 (Master's Programme in History of Georgian Literature)	Substantially compliance with requirements	Compliance with requirements	Compliance with requirements	Substantially compliance with requirements	Substantially compliance with requirements
Programme 4 (Doctoral Program of Georgian Philology)	Substantially compliance with requirements	Compliance with requirements	Compliance with requirements	Substantially compliance with requirements	Substantially compliance with requirements

Signatures

Chair of Accreditation Experts Panel

Georg Schuppener

Of the member(s) of the Accreditation Experts Panel

Zaal Kikvidze

Nino Popiashvili

Tamar Chokoraia

Giga Khositashvili

Teona Kupradze