Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme
PhD Programme "History of Georgia"
St. Andrews

Date of Evaluation
01-11-2018

Report Submission Date
07-12-2018

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	St. Andrew the First-Called GEORGIAN UNIVERSITY Of the Patriarchate of Georgia (in short "St. Andrew Georgian University" or AGU)
HEI's Identification Code	205233022
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	History of Georgia
Level of Education	PhD
Qualification Granted Indicating Qualification Code	1004
Language of Instruction	Georgian
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	REISNER, Oliver Ilia State University, Georgia
Member (Name, Surname, University/organization/Country)	PAPASKIRI, Teimuraz Tbilisi State University, Georgia
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Accreditation Report Executive Summary

- **General information on the education programme**

  The PhD programme "History of Georgia" at the given HEI has been accredited on 26 November 2018 for the first time, which needed to be re-evaluated after its first five years of implementation. The programme covers a teaching programme of 45 ECTS (25%) and a research component of 135 ECTS (75%). The PhD programme is oriented to prepare highly qualified and competitive researcher-historians in the field of history of Georgia, who upon completion should be able to successfully carry out their individual research and other work in various scientific-research and educational institutions in accordance with ethical principles and international standards. These objectives should guide the mandatory training courses in the programme.

- **Brief overview of the accreditation site-visit**

  We conducted the accreditation site visit on Thursday, 1 November 2018, from 09:00 until 17:00. We spoke to all relevant groups starting from the Rector, Sergo Vardosanidze, the participating PhD students and graduates, the Chancellor, Quality Assurance staff, supervisors and lecturers teaching in the programme. We also visited the library, canteen and some classrooms (see the schedule of our site visit). The discussions with all stakeholders involved demonstrated a high commitment to the continuation of the programme partly expressed in the self-assessment. The assessing team got the impression that it is a matter of how to improve the doctoral programme and what steps to take next. The management of St. Andrew Georgian University could rely on very experienced academics of the old generation of academics. However, these scholars are coming of age and the issue stands how to teach and research the programme in the future envisioning a change of generations. Besides the library holdings in the field of history, which were found very limited, the infrastructure of the university seemed to be well developed.

- **Summary of education programme's compliance with the standards**

  Overall, the programme is compliant with the standards for PhD level, but requires serious efforts in the future internationalization of the programme during the next accreditation period. Neither the supervisors nor the PhD students have published in international, peer-reviewed journals, which also represent an external system of academic quality control. St. Andrew Georgian University continues a very well elaborated, but isolated and self-reliant research of the history of Georgia, which is not any longer adequate in the 21st century. While the PhD theses are in general source based, the application of international research and historiographical concepts and approaches is almost inexistent. Therefore, the PhD research is mainly focussing on the analysis of existing or new written sources. Questions of the application and investigation of new sources are not raised (e.g. oral history, visual history, the digitalization of serial sources for quantitative as well as qualitative analysis).

- **Summary of Recommendations**

  1) The doctoral programme has to be internationalized in terms of teaching and also supervision of research. Ideally, it the HEI will elaborate a strategy or action plan for the internationalization of the given PhD programme.
     a. St. Andrew Georgian University should proactively seek ways to involve international partners in the PhD programme, maybe through joint comparative research in church history and history of religions as their fields of specialization.
     b. The teaching programme needs to insert the latest international research literature and academic concepts and apply them in the Georgian context.

      c. Other innovative steps to integrate the history of Georgia into international research and academic community through the given PhD programme are to be welcomed.

2) The specific role and function of the PhD programme for the institutional development of St. Andrew Georgian University should be clarified. The programme should to a maximum focus on historiography (admission requirements, teaching programme with a focus on national and international historiography). This could also help the university management to define programme priorities for budget planning and sufficient resource allocation. Assessment criteria should be diversified and focussed on specific skills outcomes beyond presentations. If not done already, the programme could provide for active involvement of PhD students in university, national and international research collaboration and give PhD students a responsible role in such a collaboration.

3) The teaching of courses also needs continuously to be internationalized as well. The St. Andrew Georgian University should actively try through participation in international teaching and student exchange to invite external lecturers from abroad. There should be a support mechanism assisting the teaching staff to improve their teaching capacities as well as the opportunity to propose core literature of international research for the library available for the PhD students. The opportunity for field practice would contribute to a better employability of the graduates.

4) The university management and programme leadership should identify more regular forms of external assessment not only for accreditation purpose every five years, but also on an annual base.

5) The quality assurance and strategic development units should introduce output oriented indicators as publications in international peer-reviewed journals, participation in international conferences, research grants received to objectively measure the research output of the programme.

- **Summary of Suggestions**

1) For a sustainable and successful implementation of the PhD programme "History of Georgia" it is advisable that the university – maybe together with the advisory board - elaborates a strategic document about the role of the programme (next to others) for the university and its research agenda as a whole. Such a strategic document can identify the necessary allocation of its resources (financial, human resources) to strengthen its position as a private university committed to improve academic excellence in the humanities with a focus on church related issues.

2) Outcomes of the PhD programme could be formulated in a way that their achievement can be measured as objective as possible (e.g. publication of article in international peer-reviewed journal, publication of book review in an academic journal, involvement in international research clusters or associations, etc.).

3) The PhD programme could introduce more collaborative forms of teaching and research. One possibility might be the introduction of a doctoral school, where the students are not working alone with their supervisor, but in peer groups of young researchers supporting each other and thus learn essentials of modern academic collaboration.

4) The university is advised to think about how to create an enabling environment to overcome the double burden of work necessity and time for research. Time management is a serious issue here to assure the highest possible quality in research.

5) The university management might consider making more use of international exchange programmes (ERASMUS+, DAAD, Rustaveli Foundation) to invite foreign guest lecturers or Georgian graduates from abroad teaching courses in the programme.

6) St. Andrew Georgian University might consider a collaboration with its education specialists to screen the syllabi and teaching practice of lecturers and PhD students on how to improve the teaching of skills, which does not have a long tradition in the Georgian education system.

7) The PhD students could be encouraged to design, prepare and implement their own teaching events (e.g. seasonal schools, student conferences, source labs etc.) to practice educational skills besides assisting professors in the teaching of existing courses on BA or MA level.

8) The university and programme management should assist the lecturers and supervisors in establishing more diverse methods of teaching and learning methods in line with the profile of the PhD students.

9) Since several of the experienced supervisors are coming of age, the programme leaders are advised to develop a strategy on how to secure a future generation of equally qualified supervisors in Georgia and from abroad. It would imply the delegation of responsibilities to promising PhD graduates. They also should assure that core teaching staff has enough resources to conduct their own research, which will help to keep the teaching courses updated to the latest research.

10) Due to the fact that a majority of doctoral students are employed, a preferential model for the reduction of tuition fees for high-end students could be developed, which might partly or fully fund the tuition fees. This will facilitate successful and talented students to concentrate on the research process and achieve the best possible results.

11) The university management could provide for setting up an internal budget of the PhD programme to have a better overview over the costs and allow for a planned continuous development of the programme (acquisition of study literature, mission allowances etc.)

12) The university management and programme leadership could establish an interactive scheme for collecting best practices by announcing a price/bonus for it and involve the students in the assessment.

- **Summary of best practices (If Applicable)**

The close cooperation with state and public funded research institutions like the Centre of Manuscripts, Georgian National Archives, Academic Library, etc. is very important for the future employability of the graduates in a limited job market. The field of secondary history teachers is here somewhat missing, but in line with a possible encouragement by the Ministry of Education the profession of history teachers should become more attractive.

- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

The PhD programme "History of Georgia" started from the scratch with the support and academic authority of experienced Georgian scholars. The adjustments during the first period demonstrated a continuous commitment to improve the programme with limited resources and possibilities of a private university. The employment rate for the graduates of this PhD programme is very high, also due to a well-established network of cooperation with national academic institutions and archives.

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 in order to improve the programme.

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.

Descriptive summary and analysis of compliance with standard requirements

- o   Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The programme objectives are clear, realistic and achievable, but based on traditional approaches to historiography assessing the history of Georgia mainly in national analytical framework and not relating it to the latest developments in international historiographical scholarship. It provides the necessary skills and knowledge for taking up employment in publicly funded research entities, museums or HEIs. The tourist and media sector are not covered. The section on source studies does not embrace contemporary forms of sources like visual (media, art) or oral history. It also does not emphasise those "Little Tools of Knowledge" like peer-review, book review, research project design that represent essential academic practices to secure quality within the discipline.

On the other hand, the programme has a unique specialisation on church history and religion. In the self-assessment, the programme leaders identify themselves a need for serious improvements in the internationalisation of the programme. However, the HEI does not capitalize on its specific approach to the history of Georgia. The university seemingly did not elaborate a specific research agenda, where the management defines the role of the PhD programme for the institutional development of the university.

The programme aims to provide skills and expertise for PhD students as follows:

- formulation of modern and "correct" (?) methodological principles of scientific research,
- development of research models and approaches,
- knowledge and skills to collect and process information,
- interpretation of historical sources applying external and internal criticism,
- determination of the problem of subjectivism and objectivism in the sources,
- critical analysis and evaluation of already established views of historiography, research paths,
- responsibility for transformation and dissemination of related information.

Since St. Andrew Georgian University sees its role in strengthening Georgia-related research (e.g. the Rector stressed the future demand in specialists in Medieval history of Georgia), the question of how to fill this real or perceived gap is not investigated and the importance of the university's mission not related to the PhD programme "History of Georgia". The university does have a "Methodology for the elaboration and development of educational programmes".

Evidences/indicators

- o   Component evidences/indicators including relevant documents and interview results

Self-Assessment, PhD programme "History of Georgia", interviews with Rector, management, teaching staff

Recommendations:

- o   Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- o   Non-binding suggestions for programme development

1.1.1 For a sustainable and successful implementation of the PhD programme "History of Georgia" the university should elaborate a strategic document about the role of the programme (next to others) for the university and its research agenda covering the coming five years at least. Such a strategic document should identify the necessary allocation of resources (financial, human, infrastructure) to strengthen its position as a private university committed to improve academic excellence in the humanities with a focus on church related issues.

1.1.2 The university management and the two programme leaders could **consider establishing an advisory board** with at least two foreign scholars and all stakeholders represented to secure internationalisation and high quality standards for the PhD programme. The advisory board could meet annually at an international conference, where PhD students can present their latest research. Such an institutionalisation will support the further development of the PhD programme and management on the strategic level. This board could also advice on resources required for the sustainability of the programme.

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Since it inception the structure of the PhD programme was continously improved in terms of lessons learned during the first years after the establishment of the university and its undergraduates as well as graduate programmes. However, these changes lack structuration, so that not only external authorisation is needed to further develop the programme.

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.2. Programme Learning Outcomes

- ➢ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- ➢ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;
- ➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

- o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The programme rightly states that the PhD student upon completion of the programme will have obtained the "Ability to conduct international research standards". This objective is not properly addressed in the implemented teaching and research components so far. Under the individual components of the programme it states "Actual Problems of the History of the Orthodox Apostolic Church of Georgia", "Actual problems of the history and historiography of Georgian history" and "Education research methods". Here we are missing references to the history of religions in general as well as the point of who and how to define "actual problems" in the given courses.

We are also wondering, how high quality standards can be assured, if there are no disciplinary and other pre-requirements for the courses offered in this programme. Therefore, the offered course "Research methods in

education" does not adequately represent the needs of an internationally competitive PhD programme in history. On the other hand, elective courses on the development of historical research abroad are missing as well as the reference to the latest international research literature.

We understand that it will be impossible to cover the whole range of global developments in historiography, but there is certainly a need for focused introduction of the latest international research.

Evidences/indicators

  o   Component evidences/indicators including relevant documents and interview results

PhD Programme "History of Georgia", p. 2, 4, 7; interview with financial manager during site visit.

Recommendations:

   Proposal(s), which should be considered by the institution to comply with requirements of the standards

1.2.1 Given the decreased amount of the teaching component, now 45 ECTS or 25% of the programme, the remaining courses should focus to a maximum on historical research methodology and the state of the arts in international historiography in general and in church and religious history especially.

Suggestions for programme development:

Non-binding suggestions for programme development

1.2.2 The outcomes of the PhD programme could be formulated in a way that there achievement can be measured as objective as possible (e.g. publication of article in international peer-reviewed journal, publication of book review in an academic journal, involvement in international research clusters or associations, etc.).

1.2.3 The outcomes of the PhD programme could also be measured by the results of more collaborative activities as peer-reviews, participation in national and international research clusters, public discussions, structured collaboration with institutional partners as Centre of Manuscripts and/or National Archives of Georgia in modern, critical editions of archival sources, etc.

Best Practices (if applicable):

  o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

  o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

  o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	X			

2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements   o   Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) The requirements for admission to the programme are very broad covering previous diploma studies in the humanities, social sciences, law or theology. There is no explicit reference to historical knowledge and competences gained on the BA, MA levels or through informal activities. For the foreign languages the programme mentions English, French and German, but not Russian, which is essential for the modern history of Georgia to read the majority of administrative or other kinds of sources. During the site visit the rector and programme responsible stated that PhD students mainly come from their own university.
Evidences/indicators   o   Component evidences/indicators including relevantdocuments and interview results PhD Programme "History of Georgia", p. 2; statement by rector & programme leader Sergo Vardosanidze.
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards 2.1.1 Clarify the required formal or informal historical knowledge and competences for admission to the programme. This should help to secure applications from outside the St. Andrew Georgian University, even if there a very few to none right now. A good preselection provides a higher guarantee of success.
Suggestions for programme development: Non-binding suggestions for programme development 2.1.2 The programme responsible could add Russian to the list of required knowledge in foreign languages. For the history of Georgia in general and the period of 19th and 20th centuries Russian sources are predominant and Russian language research have to be taken into account. 2.1.3 The programme responsible are advised to consider the introduction of a doctoral school, where the students are not working alone with their supervisor, but in peer groups of young researchers, where they can support each other and thus learn essentials of modern academic collaboration.
Best Practices (if applicable):   o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress   o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) More than the self-assessment the interviews with different stakeholders demonstrated that there is a general commitment to improve the programme with the resources available. At the establishment of the St. Andrew Georgian University, as the rector highlighted, there was no programme at all. Stemming from an unstructured process of supervising individual students that followed their lecturers from TSU to the current university in 2008/9, it underwent some serious adaptations, most of all reducing the teaching component in favour of the research component. The university also is committed to continue in this direction, since it is a centrepiece of its focus on humanities.
Evaluation o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard ☐ Complies with requirements
X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

- o   Describe, analyse and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The educational programme is in line with the required standards and provides for an effective PhD study with the teaching component continuously decreasing from the beginning towards the end. In addition, the teaching component was significantly reduced to 25% of the programme's overall ECTS to allow the PhD students to spend more time on their research. With all the assessments based on three presentations per semester and concluding doctoral colloquium. The courses on teaching methodologies, research methods in the historical sciences, source studies for the history of Georgia and the history of the Georgian Orthodox Church are relevant and necessary to comply with the overall objectives of the programme. Only for the course on research methods in education, we do not see the need for the given programme in "History of Georgia". On the other hand, the teaching programme does not leave much space for the international practices of historical research (only the course of historical research methods covers this partly).

The research component (75% of the programme) is less structured. It mainly relies on consultations with supervisors, two doctoral seminars and presentations for assessment like in the teaching programme. There are no collaborative forms allowing for interaction among the PhD students (group work, organisation of small conferences or workshops, peer-reviewing, contacts and interaction with international scholars working on similar topics abroad, etc.). As a PhD programme there is a need to reflect on the structure of the research component that the PhD students will be enabled to perform their assignments in a timely manner (even if in Georgia many of them are working full time and conduct research afterwards, which represents a serious structural problem hampering the overall quality of research). Collaborative structures can help PhD students to overcome writing blockades and other problems, if they are not directly addressed with the supervisor.

Evidences/indicators

- o   Component evidences/indicators including relevant documents and interview results

Programming document, talks with teaching staff, former and actual PhD students.

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

2.2.1   Replace the course on education research methods with some elective course(s) on international historiography not directly related to Georgia, but provides insights of international standards, approaches and methods of research.

2.2.2   The assessment criteria should be diversified and more focussed on specific skills outcomes, not only presentations, but teaching samples, academic book reviews, application of digital tools etc.

Suggestions for programme development:

Non-binding suggestions for programme development

2.2.3   The organisers, teachers, former and current PhD students could jointly reflect on introducing more collaborative approaches overcoming the isolation of their own research towards sharing with other PhD students as well as international scholars that might be interested in learning about the Georgian specifics. The university is advised to think about how to create an enabling environment to overcome the double burden of work necessity and time for research. Time management is a serious issue here to assure the highest possible quality in research.

Best Practices (if applicable):
o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress
o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
From the interviews with the supervisors we learned about the very individualised support that can be mobilised, if needed (e.g. special language courses in Old Georgian or Farsi).

Evaluation
o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard
☐ Complies with requirements
X Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

2.3 Course

> - Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;
> - Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements
o   Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The PhD programme consists of five obligatory components (48 ECTS) out of which two are courses on contemporary research methodology in the historical sciences and a course on contemporary teaching methods. The latter one is a general introduction and not focussed on didactics of history (neither school, nor HEI). The PhD students have to choose one elective (6 ECTS) out of three (Contemporary issues of the history of the Georgian Orthodox Church, Contemporary issues of Georgian source studies and historiography and educational research methods). There is no specific elective course on offer covering contemporary issues of historical research abroad or developments in international history debates.

All the syllabi specify learning objectives for each course. However, for teaching and learning methodology, assessment system and assessment methods and criteria (points 7–9 in the syllabi) all do have the same text. While this approach is understandable in terms of standardisation, it does not sufficiently reflect the diverse approaches towards skills and knowledge development on the third level of HE in each course. None of the courses defines admission criteria (4.), which could lead to a proper introductory course on the BA or MA level.

Not all syllabi make much use of foreign literature and online portals, which provide for a quick access to the latest state of the arts in certain fields of research. Only relying on literature available in Georgian is not sufficient to represent the actual state of the arts in international historiography.

Scholars involved in the programme are well known in Georgia for their research, cover ancient, medieval, modern and contemporary history respectively and thus complement each other. The invited lecturers are currently not conducting their own research, but active in the fields of civic education or educational policy. There are no younger researchers involved that might introduce new fields of historical research as well as using digital techniques. The course on source studies and historical research in Georgia does not mention newly established fields like oral history, visual or serial sources investigated with the help of digital humanities and makes very little use of the latest international as well as national research esp. in the field of contemporary history. In the course on the history of the Georgian Orthodox Church we are missing literature discussing different approaches from an internal religious and an external secular, academic approach as stressed by one of the programme leaders during our interviews. What kind of epistemological, theoretical and methodological

knowledge is necessary to provide for a critical research of the Georgian church, state or society? The core course on historical research methods provides for a broad range of important issues, but relies very much on older, not only classical texts, where more modern research literature is available (key international research and textbooks have been translated into Russian). The courses focus mainly on political history.

Evidences/indicators
o   Component evidences/indicators including relevantdocuments and interview results
Syllabi, lecturers' CVs, programming document, website

Recommendations:
Proposal(s), which should be considered by the institution to comply with requirements of the standards
2.3.1   The course on research methods in the field of education should be replaced by a more focussed one on international historical research (not directly related to Georgia) or epistemological issues of historical research (theory of history). This would also help to focus the course on historical research methods fully on methods and their application in the research practice.
2.3.2   Since this is a third HE level programme some admission pre-requirements should be named to secure a higher quality of the course level. These requirements are demonstrated in a formal (university degree in history) or informal way (interview with student).
2.3.3   The required literature in the syllabi needs to be updated with international research literature.

Suggestions for programme development:
Non-binding suggestions for programme development
2.3.4 The university management might consider making more use of international exchange programmes (ERASMUS+, DAAD, Rustaveli Foundation) to invite foreign guest lecturers or Georgian graduates from abroad teaching courses in the programme. Here former graduates with an active research track record might be invited to teach in the programme that they underwent themselves.

Best Practices (if applicable):
o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
Not observed, since there was no opportunity to attend classes.

In case of accredited programme, significant accomplishments and/or progress
o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
As we learned from the interview with the quality assurance staff the syllabi were using standardized elements to allow for a minimal level of comparability necessary at the initial stages of implementation of the PhD programme. However, with the development of the programme St. Andrew University has to revise them now for the next stage of development.

Evaluation
o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard
☐ Complies with requirements
X Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills

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

Descriptive summary and analysis of compliance with standard requirements

- o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

As discussed in 2.3 a broad range of skills is not adequately covered with the assessment criteria, which only highlight presentations, but leave out all the "little tools of knowledge" as referencing, reviewing books, preparing public lectures and short "web documentaries" for non-academic audiences, assuring ethical standards of historical research (e.g. Antoon De Baets "Responsible History" New York & Oxford: Berghahn, 2009). As we could learn during the site visits, some of the graduates work and apply certain skills mentioned. However, besides the syllabus on historical methods there is no reference on how to apply certain skills in the other courses as well as in practical research. The required presentations refer to public performance only.

Evidences/indicators

- o Component evidences/indicators including relevantdocuments and interview results

Syllabi, interviews with supervisors, teachers, alumni and ongoing PhD students.

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

2.4.1   The programmers as well as involved supervisors and lecturers should assure that the skills to be developed are adequately trained and assessed in their specific courses of the teaching programme as well as in the research component (presentation of research at international conferences, publication in peer-reviewed academic journal, contribution to HE textbook, (co-)teaching lessons at university, etc.).

2.4.2   If not done already, the programme should provide for active involvement of PhD students in the research collaboration with national and international partner institutions and give the PhD students a responsible role in such a collaboration.

2.4.3   Plan and implement more opportunities for field practice in accordance with student's request.

Suggestions for programme development:

- Non-binding suggestions for programme development

2.4.4   Since St. Andrew Georgian University does also provide education courses, it might consider a structured collaboration with the education specialists to screen the syllabi and teaching practice of lecturers and PhD students on how to improve the teaching of skills, which does not have a long tradition in the Georgian education system.

2.4.5   The PhD students could be encouraged to design, prepare and implement their own teaching events (e.g. seasonal schools, student conferences, source labs etc.) to practice their educational skills besides assisting professors in the teaching of existing courses on BA or MA level.

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods

Program is implemented using student centred teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

Descriptive summary and analysis of compliance with standard requirements

- o   Describe, analyse and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Since the PhD programme is a third level HE programme the teaching component should not so much be focussed on the transfer of knowledge, but on the reflection on disciplinary specifics and epistemological issues. The self-assessment states accordingly to adapt to the individual needs of the PhD student. However, it seems that the main applied methods are relying on tradional lecturing and individual conversation between supervisor and PhD student. Other, more collaborative forms are not envisioned (e.g. working groups of PhD students).

Evidences/indicators

- o   Component evidences/indicators including relevantdocuments and interview results

Self-assessment, programming document, interviews with supervisors and students.

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

2.5.1 The programme leaders together with supervisors and teaching staff should establish more PhD student centred collaborative forms in the teaching as well as research components.

Suggestions for programme development:

- -   Non-binding suggestions for programme development

2.5.2 The university and programme management should assist the lecturers and supervisors in establishing more diverse methods of teaching and learning methods in line with the profile of the PhD students. For this purpose they can involve specialists in modern teaching methods for to student-centred approaches.

Best Practices (if applicable):

- o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

On individual level the supervisors and university management were able to respond to individual needs of the PhD students (e.g. language tuition in Old Georgian etc.)

In case of accredited programme, significant accomplishments and/or progress

- o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

In 2016 there was a peak of PhD students graduating under this programme, which demonstrates that the individual support is provided to successfully finalize the programme in the given time.

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

- o   Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Student evaluation on the PhD level is a very tricky issue since we are talking about a very limited number of students that are mainly engaged in individual research agendas and supervised by different scholars from different directions. There are no collaborative structures observed. Due to other work obligations the students have little time to reflect on their situation together with other as well. Therefore, the only tool available are the electronic base for the students to respond to prepared questions.

Evidences/indicators

- o   Component evidences/indicators including relevant documents and interview results

Self-Assessment, individual interviews

Recommendations:

   Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- -   Non-binding suggestions for programme development

2.6.1 The university management could establish a doctoral school in order to provide space for sharing research and experience among the PhD students and allow them to develop their own research agenda.

Best Practices (if applicable):

- o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

   o Please mark the checkbox which mostly describes your position related to the programmes   compliance with this specific component of the standard

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		X		

3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

Descriptive summary and analysis of compliance with standard requirements
o   Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)
As a result of the visit of experts in the university, as well as familiarizing with relevant documents and holding meetings with focus groups, it has been established that students receive all the assistance and consultations necessary to plan the study process, carry out research work and preparing a doctoral thesis. Students have the opportunity to participate in organizing and organizing various conferences. It is noteworthy that the new program has significantly reduced the learning component and more attention is paid to the research component. Additionally, supplementary choices in the curriculum enabled the doctorate to make the study and research process more comfortable. However, it is also advisable to plan field practice as far as possible and students often have the opportunity to participate.

Evidences/indicators
o   Component evidences/indicators including relevant documents and interview results
Self-Assessment, individual interviews, site visit (library, class rooms)

Recommendations:
Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:
-   Non-binding suggestions for programme development
3.1.1 Allow for field studies and secure sufficient amount of relevant basic foreign literature.

Best Practices (if applicable):
o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
The university hired a language specialist (Persian/Arabic), when the student needed private lessons.

In case of accredited programme, significant accomplishments and/or progress
o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard
X Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision
Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

> o Describe, analyse and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

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

Evidences/indicators

> o Component evidences/indicators including relevant documents and interview results

Self-assessment, interview with supervisors, CVs

Recommendations:

> Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

> - Non-binding suggestions for programme development

3.2.1 Since several of the very experienced supervisors are coming of age, the programme responsible are advised to develop a strategy on how to secure a future generation of equally qualified supervisors in Georgia and from abroad.

Best Practices (if applicable):

> o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

O Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X Complies with requirements

☐Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	X			

4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources

> ➢ Programme staff consists of qualified people with necessary competences to help students achieve programme learning outcomes;
> ➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;

- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Descriptive summary and analysis of compliance with standard requirements

o Describe, analyse and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

In general, there is sufficient support by competent staff in different branches of the university. Some of the teaching staff is not actively involved in historical research. The national academic personnel involved in the learning process is very qualified. The academic staff of the program has the general knowledge and experience required for the implementation of the learning process. Program managers, academic and invited staff will jointly provide the learning outcomes of the program. However, since a major part of them is hired as invited lecturer is was not clear, how the personal is involved in the programmes' continuous improvement. In addition, while there is a regular assessment of the teaching personal the expert team could not find any support measures for staff development in the field of teaching and student supervision at PhD level.

Evidences/indicators

o Component evidences/indicators including relevant documents and interview results

Self-Assessment; CVs, interviews with university staff

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

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Suggestions for programme development:

- Non-binding suggestions for programme development

4.1.1 The programme responsible should assure that core teaching staff has enough resources to conduct their own research, which then will help to provide up to date teaching courses. Ideally, this would also include the attraction of part-time invited international lecturers through exchange programmes.

Best Practices (if applicable):

o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

Individual supervision and academic authority is the main element highlighted by the PhD students.

In case of accredited programme, significant accomplishments and/or progress

o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to programmes compliance with this specific component of the standard

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff

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

Descriptive summary and analysis of compliance with standard requirements

While each scholar involved in the PhD programme has a rich experience and competence, which is confirmed by various scientific works performed during the past five years on the national level. There are three professors and three invited staff implementing the programme. The programme also serves administrative and support staff with relevant qualifications, which contributes to the successful implementation of the program. However, all of them lack international research and publication during the given period, which is indicated as "0" in the self-assessment. This results in a lack of an outward orientation towards international research and in the fact that none of the PhD students was involved in research related mobility abroad.

The core staff is only supervising five out of the current twelve PhD students, while the other seven are supervised by "invited specialists." Given the precarious state of the latter, the sustainability of supervisors might cause problems, once they will find a permanent position elsewhere. No international scholar has been involved in the supervision of the students so far.

Evidences/indicators

Self-Assessment numerical part, p.3-6; List of Current PhD students & their supervisors;

Recommendations:

4.2.1 The university management has to assure support for the exchange of experience among the staff involved in the programme. There should be a support mechanism assisting the teaching staff to improve their teaching capacities as well as giving them the opportunity to propose core literature of international research for the library available for the PhD students.

4.2.2 The university needs to activate its efforts in the process of internationalization of the educational process in order to enable the students to maximally benefit from exchange programs and research grants; in addition, it is possible to study the possibility of involvement of foreign professors in the learning component of the program in order to maximize knowledge and share international experience for students;

4.2.3 As regards training resources, it is desirable to reflect updated literature in educational syllabus and also to revise the library with the main literature mentioned in the syllabus.

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

St. Andrew Georgian University has sufficient resources to publish research results produced by teaching staff and PhD students as well. However, since these publications are mainly in Georgian we could not identify a formalized peer-review system, maybe with international participation.

In case of accredited programme, significant accomplishments and/or progress

During the five years of its existence nine PhD students managed to finalize their theses and seven of them were hired in relevant positions afterwards.

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

☐ Substantially complies with requirements

X Partially complies with requirements

☐ Does not comply with requirements

4.3. Material Resources
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements
o Describe, analyse and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)
As for material resources, it is worth noting that the university has its own infrastructure. Study blocks are equipped with high quality material and technical base: audiences equipped with modern equipment, library, examination and conference hall. Students also have access to electronic databases. It is noteworthy that audiences who are equipped with appropriate equipment for teaching foreign languages. Academic personnel as well as students also have workspace and free access to material-technical base. However, the library does not contain a sufficient amount of international research literature. The PhD students have to rely on other facilities as the Academic Library, National Library of the Parliament of Georgia or TSU Library for additional research literature (mainly monographs).
Evidences/indicators
o Component evidences/indicators including relevant documents and interview results
Site visit to the library on 01.11.2018.
Recommendations:
Proposal(s), which should be considered by the institution to comply with requirements of the standards
4.3.1 The university management should provide for some essential English literature for the production of PhD theses in the field of history at least in digital form.
Suggestions for programme development:
- Non-binding suggestions for programme development
4.3.2 Create a mechanism with some resources for a regular purchase of actual literature relevant for the discipline of history.
Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation
o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard
☐ Complies with requirements
X Substantially complies with requirements
☐Partially complies with requirements
☐ Does not comply with requirements

4.4.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 programme needs.
Descriptive summary and analysis of compliance with standard requirements
o Describe, analyse and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

The programming document states on p. 7 "The program is financially stable because revenues exceed expenditures." Upon our question to the management, it became clear that there is no separate budgeting for the programme. Therefore, the management does not have a clear understanding of the resources available or needed for the programme. The programme responsible do not know, how much in fact the programme costs. However, they charge the PhD students 2.250 GEL per year, which creates an additional burden for the PhD students, who in a majority are continuing to work during her PhD period. This certainly affects the duration of the PhD thesis writing as well as the quality of the research. Several PhD students had to suspend their status due to incompatibility of working on their thesis with their daily job.

Evidences/indicators

- o   Component evidences/indicators including relevantdocuments and interview results

Self-assessment, interview with university management

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

4.4.1 The university management has to find ways on how to better account for the PhD programme. It might be to develop an internal budget to have a better overview over all the costs exclusively related to its. This will allow for a planned continuous development of the programme (acquisition of study literature, mission allowances, scholarships to allow promising students to focus on their research and not on earning mon etc.).

Suggestions for programme development:

- -   Non-binding suggestions for programme development

4.4.2 Although the majority of doctoral students is employed and working outside the academic, a preferential model for the reduction of tuition fees for high-end students might be developed, which provides funds to partly or fully cover the tuition fees. This will facilitate successful and talented students to concentrate on the research process and achieve the best possible results;

Best Practices (if applicable):

- o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress

- o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

If need be, the university managed to comply with the specific needs of individual students. This should be formalized in a way to allow for a programme development in a more structured manner.

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes   compliance with this specific component of the standard

☐ Complies with requirements

X Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		X		

5. Teaching quality enhancement opportunities

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

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.
Descriptive summary and analysis of compliance with standard requirements   o Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u> based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) Based on the self-assessment report and during the visit the expert group found that at the St. Andrew Georgian University quality assurance mechanisms are operational. that are guiding the educational process, academic staff assessment and their development. The university applies a special form for internal assessment of the personnel. In addition, the University Quality Assurance Unit continuously monitors the educational programs, periodically assesses the results of the collected data, analyzes and presents them together with Strategic Development Service according to a special form of achievement against the Strategic Development Action Plan. For the evaluation they use quantitative programme indicators as survey results by students, graduates, employers, university personnel and other target groups, collegial assessment by staff of other HEIs, observation of the implementation of programme components considering identified needs. In order to prepare the self-assessment report for the educational program, a working group was formed by the task force that ensures the distribution of responsibilities in accordance with the competences of the group members and the work in the respective direction. For this purpose, the working group is engaged in both academic, administrative and administrative Area staff. Self-assessment process, except for working group meetings, provides for other targeted meetings. At the same time, self-assessment internal quality service, along with the staff involved in the program, cares about elimination of the deficiencies identified during the self-assessment account. The staff will use the obtained results to improve the program. This allows the program personnel to improve their own practice and / or educational program. However, there does not seem to be a specialized approach on how to measure progress and outcomes of the PhD programme, e.g. the quality of individual supervision, impact assessment of the given PhD thesis on national as well as international level. Still an input oriented approach is dominant instead of an output oriented one. So the constantly very high marks for the PhD graduates' theses (100, 97, 96 [2x], 93 [2x], 92, 91, 85 points out of 100) with often only few or no international research titles were not discussed. The issue that after a peak in 2016 with four PhD defences, there was only one finalized since then in 2018 with several PhD students having their status on hold not addressed in the self-assessment (esp. if compared with the figures of PhD graduations for philology, PhD programmes in Georgian Linguistics, Georgian Literary History and others, who are more regular).
Evidences/indicators   o Component evidences/indicators including relevant documents and interview results Self-assessment report; History PhD programme; interviews with university administration, program leaders, invited and accredited personnel, doctors, graduates, employers.
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standards 5.1.1 The university should clearly identify and formulate qualitative or quantitative indicators measuring the output of the PhD level for the coming accreditation period.

Suggestions for programme development:

Non-binding suggestions for programme development

5.1.2 The university management, teaching staff, current and former PhD students could elaborate on how to establish a more regular form of monitoring and assessment of results in between the accreditation procedure every five years, for example on an annual base. This could be expressed in a specific action plan for the future development of the given PhD programme.

Best Practices (if applicable):

o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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In case of accredited programme, significant accomplishments and/or progress

o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

o   Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

External quality is only conducted through the National Center for Educational Quality Enhancement (EQE) accreditation process every five years. The self-assessment refers to recommendations by the accreditation experts. In addition, the self-assessment questionnaire of the PhD programme in "History of Georgia" was sent to Beka Kobakhidze, Doctor of History, who has evaluated the program positively. His comments do not appear in the documentation. There are no other methods of regular, objectified external quality control applied (e.g. through requirements of peer reviewed publications, participation in international research projects or conferences). The university did not yet manage to internationalise its PhD programme and therefore does not receive institutionalised feedback from the academic world outside the university on a regular basis e.g. by the collaboration with foreign researchers in joint research projects. This is much more effective than the formalized collection of data, because it has an immediate impact on the quality of research and its output.

Evidences/indicators

o   Component evidences/indicators including relevant documents and interview results

Self-assessment p. 35f., individual interviews with management, students, staff and professors.

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Non-binding suggestions for programme development

5.2.1 The university management and programme leadership should take measures to ensure a thorough internationalization of the PhD programme, without which an international recognition of research results and the quality of the output of this programme can become questionable.

5.2.2 The university management and programme leadership could establish an internationalization strategy at least for the programme, better for the university, where the programme could be a part.

Best Practices (if applicable):

- o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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In case of accredited programme, significant accomplishments and/or progress

- o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X Complies with requirements

☐ Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

5.3.Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

- o   Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

According to our interviews with the Quality Assurance and Self-Assessment Group, all relevant and interested parties were involved in the further development and improvement of PhD program. The Quality Assurance unit coordinated their involvement. Internal mechanism of quality assurance, program monitoring and assessment of progress is diverse and involves stakeholders and university personnel according to their competence. The Quality Assurance Unit is also collecting relevant information in a formalised systemic way. Its analysis is carried out within the timeframes. Assessment and analysis allow the university to update and improve the program according to their needs. Both documents and meetings with employers, alumni and students demonstrate that they participated in the preparation for re-accreditation and expressed their opinions, which partly were shared and reflected in the updated program.

The quality assurance and strategic development departments lead the programme monitoring and self-evaluation system by self-assessment sheets. It states it openness to interested persons within the limits of their competences. It seems to be a formalized and regular conducted process. Only for the renewal of the accreditation international practice was looked up, but not stated to what effect. The requested assessments by external partner institutions or Georgian scholars abroad do bear a more formalistic tone.

Positive incentives as annual prices for best practices (teaching bonuses) selected by student representatives are not practised. There is more room for more active involvement of the students in the monitoring and evaluation exercise.

Evidences/indicators

o Component evidences/indicators including relevant documents and interview results

Self-assessment, individual interviews with management, students, staff and professors

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Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

5.3.1 The university management and programme leadership should identify more regular forms of external (international) assessment not only for accreditation purpose every five years, but also on an annual base.

5.3.2 The quality assurance and strategic development units should introduce output oriented indicators as publications in international peer-reviewed journals, participation in international conferences, research grants received to objectively measure the research output of the programme.

Suggestions for programme development:

Non-binding suggestions for programme development

5.3.3 The university management and programme leadership could establish an interactive scheme for collecting best practices by announcing a price/bonus for it and involve the students in the assessment.

Best Practices (if applicable):

o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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In case of accredited programme, significant accomplishments and/or progress

o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities		X		

Enclosed Documentation (If Applicable)

HEI's Name: St. Andrew Georgian University

Higher Education Programme Name: PhD programme "History of Georgia"

Number of Pages of the Report: 27

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	X			
2. Teaching methodology and organization, adequate evaluation of programme mastering		X		
3. Student achievements and individual work with them	X			
4. Providing teaching resources		X		
5. Teaching quality enhancement opportunities		X		

Expert Panel Chair's

Name, last name, signature

Oliver REISNER

Expert Panel Members'

Name, last name, signature

Teimuraz PAPASKIRI

Name, last name, signature

Nana PIRTSKHELANI