



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Doctoral Programme in Philosophy

LEPL Ilia State University

Date(s) of Evaluation

November, 2018

Report Submission Date

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Ilia State University Legal Entity of Public Law
HEI's Identification Code	204861970
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Philosophy
Level of Education	Doctoral
Qualification Granted Indicating Qualification Code	PhD in Philosophy (1006)
Language of Instruction	Georgian
Number of Credits	180
Programme Status (Authorized/Accredited/New)	New

Expert Panel Members

Georg Lohmann (Chair) (Name, Surname, University/organization/Country)	Prof. (em.) Dr. Georg Lohmann of Practical Philosophy of Otto-von-Guericke University Magdeburg, Germany
Tinatin Bochorishvili (Name, Surname, University/organization/Country)	Prof. Dr. University GEOMEDI, Vice Rector, Tbilisi, Georgia
Tamar Nadirashvili (Name, Surname, University/organization/Country)	PhD student of Law, Deputy head of International Relations Department, Caucasus International University, Georgia.

Accreditation Report Executive Summary

▪ General information on the education programme

The Doctoral program in Philosophy was developed in 2018, relied on experience and data analysis of doctoral programs of neighboring fields of school of arts and sciences. The objective of the Doctoral program are clear and defined, though the themes for research have very broad range. The Program has strong relations with international partners (science centers, universities, professors). The aims and expected results of the program are in accordance with accreditation standards, laws regarding higher education activities, the national qualifications framework and internal rules and regulations of Ilia State University. University has sufficient human and financial resources to conduct the program of Philosophy.

▪ Brief overview of the accreditation site-visit

The site visit carried out on November 9, 2018 by the Expert Panel. During the visit, the Panel met with University leadership, programme leadership, academic staff, the self-evaluation team, students (of neighboring fields and student of MA program of Philosophy). The Team also visited the library, research center and other facilities of the university.

During the interviews it was obvious that administrative and academic staff were personally involved in the development of the program and writing the Self-Evaluation report. Staff has sense of belonging to university and are proud for the new program. Staff is aware of strengths and fields of improvements of the program.

▪ Summary of education programme's compliance with the standards

Doctoral Program of Philosophy complies with all 5 accreditation standards. Experts have several suggestions for developing of the program (see below).

▪ Summary of Recommendations

Expert panel has no recommendations

▪ Summary of Suggestions

- ✓ A thematic concentration should be considered for the future of the doctoral programme (see ad 2);
- ✓ To regard the confirmation of the journal of acceptance for publication as sufficient (see ad 3).
- ✓ As the program is new, it is suggested that, the evaluation of program outcomes and the ability to achieve the program target benchmarks is reviewed earlier than 6 years (maybe 3-4 years) for the first time.

- ✓ Define broader view of professional development opportunities for PhD students in practical philosophy and employment possibilities, except for research and academic career.

- **Summary of best practices (If Applicable)**
 - ✓ The Academic Writing Center offers services for development of academic writing skills (extracurricular), which helps Doctoral students reaching scientific research goals.
 - ✓ Quality assurance system is very well defined. University has clear strategic plan and mechanisms for Quality assurance service, which is reflected in QA documents of School Of Arts And Sciences.

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

N/A

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

“The objective of the Doctoral program in Philosophy is to prepare highly qualified researchers, who will be able to plan an innovative original research in different fields of Philosophy (Ontology, History of Philosophy, Ethics, Aesthetics, Epistemology, Social Theory, etc.) and its development according to international standards.” (Self-Evaluation Report, from 15.06.2018)

To achieve this objective, the programme proposes 4 sub-objectives to be achieved in different and successive phases of the programme. These objectives and the phases of study corresponding to them are first described and then evaluated. The evaluation will also take into account discussions with those responsible for the programme, as they have dispelled initial concerns.

- **1. Preparation and consolidation phase** (1.-2. semester) with the aim of creating a draft prospectus of the dissertation. Doctoral seminars are intended to bring the doctoral students' scientific knowledge and skills up to an appropriate, high standard.
- **2. Preparation of a dissertation** (from 3rd to 10th semester). Research seminars (3rd - 7th semester), intensive supervision and cooperative cooperation and international contacts should promote the work on the dissertation. The doctoral candidate should be given the opportunity to present and discuss his/her work steps and results by competent committees (supervisors/field commission etc.).
- **3. Preparation of a scientific publication in an international peer-reviewed journal** (6th semester). The aim is to promote and prove that the doctoral candidate's scientific knowledge meets international standards. Overall, the aim is to raise the scientific standard of the doctoral programme and make it internationally comparable and attractive.
- **4. Assistantship** (from the 3rd semester ?). Through practice in academic teaching, which should correspond to the educational level of the doctoral student (from tutorials to independent seminars, e.g. in the university-wide "great book courses"), scientific abilities in

research and teaching should be developed and promoted.

Evaluations

- Overall, the programme sub-objectives are very challenging and thus also explain the stated long duration (up to 10 semesters) of the doctoral programme. However, they fulfil the requirements of the standard component requirements as a whole. If one compares the programme objectives with those of the Doctoral Programme for Philosophy, e.g. in Germany (where the person evaluating here has already carried out several accreditations of comparable study programmes), at first glance the programme appears to be very demanding, possibly even overloaded. In the discussions with those responsible for the programme, however, it became clear that there are good and, in the end, convincing reasons for all four of the programme sub-objectives mentioned above.

- **Ad 1:** Thus subgoal 1 (preparation phase) has to be explained with the in most cases necessary "catch-up work" which is given by the factual, different educational standards of students in Georgia. In addition, it is rightly expected that such a supported preparatory phase for the preparation of the dissertation project will enable the doctoral students to decide better and more sustainably for their topic and for the risk of writing a dissertation in general. One can expect that this will help to avoid later abortions.

- **Ad 2:** The possible topics of the dissertations are currently determined by the scientific focus of the Philosophical Institute. The listed fields: "Ontology, History of Philosophy, Ethics, Aesthetics, Epistemology, Social Theory, etc.". (see Self-Evaluation Report, p. 7) are very diverse. This can also be accepted for the initial phase of the doctoral program, as it allows for the broadest possible recruitment of doctoral students, and the corresponding candidates are already being targeted. Nevertheless, a thematic concentration should be considered for the future of the doctoral programme in order to be able to offer the students three competent lecturers (professors) in the thematic field of their dissertation from the institute side. This can only increase the supervision and the scientific standard.

- The formal regulation of the preparation of the dissertation is very satisfactory.

Ad 3: Scientific publication in an international peer-reviewed journal. Here, too, the experts' panel felt that such an additional qualification was not necessary because the program was in danger of becoming overloaded. However, the discussions here also revealed that there were good reasons for this. First, it was made clear that the topic of the publication should come from the topic of the dissertation. Secondly, it is intended to provide evidence of an internationally customary qualification of philosophical work, which is required both by national and university requirements and objectives of scientific work in Georgia. The reviewer can only agree with this assessment. Admittedly, the length of time that international journals usually require for the receipt, review and approval of a submitted paper can be problematic, which is often extended by the time of the actual publication. Here the reviewer recommends (although this is obviously not possible due to the current legal regulation) not to wait with the disputation until the actual publication of the scientific article, but to regard the confirmation of the journal of acceptance for

publication as sufficient.

Ad 4: The teaching activities and assistantship accompanying the doctoral program should be oriented on the achieved level of knowledge of the doctoral student. The supervision team should be responsible for an appropriate assessment. Overall, however, this goal of promoting and demanding the scientific qualifications of the doctoral student through participation in teaching and research is very welcome.

On the basis of the better understanding of the individual sub-objectives achieved through the discussions, the evaluation of the programme's objective of training innovative and internationally recognised researchers in the various fields of philosophy is positive. In this way, the different tasks of philosophical research for society can be adequately fulfilled.

Evidences/indicators

- Interview with HEI administration
- Interview with student of neighboring fields
- ISU Self Evaluation Report
- Educational Program, Syllabi
- Other Component evidences/indicators including relevant documents.

Recommendations:

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

Suggestions for programme development:

1. A thematic concentration should be considered for the future of the doctoral programme (see ad 2);
2. To regard the confirmation of the journal of acceptance for publication as sufficient (see ad 3).

Best Practices (if applicable):

- 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

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

Evaluation

- 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
- ☐ 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

Students completing PhD in Philosophy at Ilia State University, upon graduation, are required to make an original contribution to the field. The main outcome will be being able to function as a professional in the discipline relying on critical thinking and high level cognitive skills. The program has a set of learning outcomes which outlines the knowledge, skills and abilities that PhD students will acquire upon completion of their program. 3 primary assessment components are defined as target parameters by the program supervisor: Prospectus, or Dissertation Research Project, one article in the International Reference magazine and the Dissertation work. Students' performance on these assessment measures will be analyzed by the Head of the Programme to determine if students are successfully mastering their program learning outcomes. Results of the program learning outcomes will be analyzed once in 6 years after completing the first cycle of the program implementation by the Head of the Program, Head of Quality Assurance Department and the working team of the program.

Target marks for the program learning outcomes were defined according to the Doctoral Program goals and learning outcomes. As the program is new, target benchmarks for the program learning outcomes were determined considering the data of the current active students of the Doctoral program and graduates of the Faculty. As mentioned above, the cycle of evaluating program learning outcomes is 6 years (see self-evaluation report p. 14). As the program is new, it is suggested that, the evaluation of program outcomes and the ability to achieve the program target benchmarks is reviewed earlier than 6 years (maybe 3-4 years) for the first time.

Overall, program learning outcomes are achievable and measurable, adequate for the qualification granted and for the third cycle of education. University has provided a curriculum map.

Evidences/indicators

- Interview results,

<ul style="list-style-type: none"> • Doctoral Program, • Syllabi, • Rule and procedures for the development, approval, modification and cancellation of an education program, • Internal Quality Assurance Concept, • The Statute of the Faculty of Arts and Sciences, Dissertation Board and Doctoral Program, • The rule of evaluation of the program implementation, • Evaluation plan for learning outcomes.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>As the program is new, it is suggested that, the evaluation of program outcomes and the ability to achieve the program target benchmarks is reviewed earlier than 6 years (maybe 3-4 years) for the first time.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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			
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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.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The Doctoral program admission preconditions are transparent: information is placed on the University website. They are set out corresponding to Georgian legislation and are compatible with the contents of the program.</p> <p>Student admission process is divided in two steps: 1. As the precondition for admission university has set MA degree in relevant field (specific specialization is not defined) and English language proficiency (proven either with the certificate or passing internal exam, provided by the university); 2. Applicants with MA degree and English level proficiency have oral exam with sectoral commission. University has provided evaluation form for the oral exam and the criteria are well defined.</p> <p>Passing oral examination to the sectoral commission and English level competency ensures the enrollment of doctoral students with relevant knowledge, skills, and values.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Interview results, • Doctoral Program; • Program admission procedures and evaluation system; • Ilia State University website www.iliauni.edu.ge; • The Statute of the Faculty of Arts and Sciences, Dissertation Board and Doctoral Program; • Evaluation form for oral exam with sectoral commission.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of</p>

the standards
Suggestions for programme development:
Non-binding suggestions for programme development
Best Practices (if applicable):
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation
<ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <p><input checked="" type="checkbox"/>Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
2.2 Educational Programme Structure and Content
<p>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.</p>
Descriptive summary and analysis of compliance with standard requirements
<p>Program duration is 3-5 academic years and consists of educational and research components. All important aspects of the program are set out together with international consultants, that were included into the process. Publication of an article in an international peer-reviewed journal is the core requirement of the Doctoral program. Program evaluation is transparent. Program curriculum is in compliance with the accreditation standards. The labor market and employers study were carried out and the final results of the Program were transferred to the Board of the Faculty of Arts and Sciences and Academic Board of the University for their review. Program content corresponds to the third cycle of education. The program is based on the European Credit Transfer System and comprises 180 credits (ECTS) Academic component considers the collection of 60 credits in lecture and seminar courses, research seminars and assistantship. Program content ensures the achievement of program learning outcomes.</p>
Evidences/indicators

<ul style="list-style-type: none"> • Interview results, • Doctoral Program, • Syllabi, • Curriculum, • Rule and procedures for the development, approval, amending and suspension of the Ilia State University educational program, • Evaluation criteria for an educational program of Ilia State University, • The Statute of the Faculty of Arts and Sciences, Dissertation Board and Doctoral Program.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/>Complies with requirements</p> <p><input type="checkbox"/>Substantially complies with requirements</p> <p><input type="checkbox"/>Partially complies with requirements</p> <p><input type="checkbox"/>Does not comply with requirements</p>

<p>2.3 Course</p> <ul style="list-style-type: none"> ➤ 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.
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Descriptive summary and analysis of compliance with standard requirements

Course content and number of credits correspond to the course learning outcomes. Course Syllabi describe the criteria and methods for the evaluation of learning outcomes. Each learning outcome, determined by the course goals, is being evaluated. Objectives of the program academic and research components are confirmed by the content of the syllabi, learning methods and the number of credits. Doctoral workshops (12 credits), research seminars (24 credits), curriculum development and teaching and evaluation strategies in higher education (6 credits), as well as writing for academic publication (6 credits) ensure the achievement of intended programme learning outcomes. In total, the number of credits for each course is compatible with the course content and the learning outcomes.

Evidences/indicators

- Interview results,
- Doctoral Program,
- Competencies map,
- Syllabi,
- Course evaluation mechanism and questionnaire,
- The Statute of the Faculty of Arts and Sciences, Dissertation Board and Doctoral Programme.

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

Best Practices (if applicable):

- 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

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

Evaluation

○ 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

☐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

There are many activities carried out at the University that ensure the development of future research and transferable skills of the doctorate students, as well as supporting their research projects. It is worth of mentioning so called Pascal Prize (3 thousand GEL) to promote young scientists' engagement in the research, different exchange programmes, international mobility of the university Doctoral students, etc. The Department supports the Doctoral students to prepare relevant Cotutelles, several foreign consultants, if necessary, are ready to consult Doctoral students in decision-making on issues related to the research component and plan conferences, seasonal schools, etc. jointly. The Doctoral program ensures the involvement of PhD students in Ilia State University's scientific-research institutes and ongoing research projects. After the accreditation of the Doctoral Program it is planned to create the Joint International Doctoral School, which will offer dual Doctoral projects (Cotutelle-based Ph.D. projects), by means of which PhD students will have an opportunity to obtain dual, or even multiple degrees. The mentioned International Doctoral School ensures an inclusive, interdisciplinary and international academic culture and research environment for its Doctoral students.

Evidences/indicators

- Interview results,
- Doctoral Program,
- Ilia State University Mission Statement www.iliauni.edu.ge;
- Consent letters of foreign consultants,
- Statute of Development Department - available at: <https://iliauni.edu.ge/uploads/other/46/46621.pdf>
- Scientific Research Coordination Division Statute; Available: <https://iliauni.edu.ge/uploads/other/44/44379.pdf>
- International Relations Office Statute; Available: <https://iliauni.edu.ge/uploads/other/46/46577.pdf>
- Academic Council Decision on establishing the Pascal Prize. Available at Ilia State University Chancellery,
- Documentation of International Doctoral School and Leman-Haupt Program (Statute, Grant Agreements),
- Framework agreement for the cooperation at a Doctoral level;
- The Agreement on co-supervision.

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
Best Practices (if applicable): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

2.5 Teaching and learning methods
Program is implemented using student centered 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 Teaching methods are used in the following programs: lectures, discussions, debates, group and individual works, etc. Research and academic components of the program contain teaching methods' compliance with the component's academic outcomes. This ensures the achievement of results, previously envisaged by the program. Curricula envisages different demands of students, appropriate forms and conditions of learning and teaching. Individual consultation meetings with lecturers may be scheduled on an individual request of a student by "Argus", or a corporate mail.
Evidences/indicators <ul style="list-style-type: none"> • Program Syllabi/Concepts, • Doctoral Program,

<ul style="list-style-type: none"> • Interview results, • System „Argus“ https://argus.iliauni.edu.ge.
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
Best Practices (if applicable): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> 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 Doctoral students have opportunities to get information about the doctoral program by means of an educational program “Argus”, which familiarizes them with the syllabi and criteria of the evaluation. Transparency is granted and the process is regulated according to the forms and procedures determined in advance. Midterm and Final Evaluations facilitate the learning outcomes of the students’ knowledge. Transparent criteria, relevant to the course, are included in the evaluation system. Papers loaded into the program "Moodle" are checked by the plagiarism detecting program - "Turnitin". Doctoral students receive feedback from the academic staff on their achievements and possibility to improve by an online system "Argus", that ensures communication between the Doctoral student and Professors and creates possibility of the analysis of student learning outcomes in an automatic regime within each course. Consultation hours with Professors are also very

helpful. Mechanisms for appealing the academic achievements are set at the University. Reporting to supervisors and periodic feedbacks have to ensure high standard dissertations and thesis concepts and regulations of the Dissertation Board and Doctoral Studies foresee presentation of relevant international publications. Evaluation procedures and assessment criteria of the doctoral theses are defined (see Dissertation thesis concept attachment #3), and the decision on thesis defense is made by the majority of votes. Dissertation is public, assessment procedures and criteria are transparent.

Evidences/indicators

- Dissertation work concept,
- Educational program,
- Course Syllabi included into the Program,
- System: „ARGUS“ www.argus.iliauni.edu.ge,
- The Statute of the Faculty of Sciences and Arts Dissertation Board and Doctoral Studies,
- Students' academic performance monitoring mechanism,
- Systems <http://moodle.iliauni.edu.ge>,
- System <http://turnitin.com>,
- Program Evaluation Criteria,
- Interview Results.

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

Best Practices (if applicable):

- 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

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

Evaluation

○ 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

☐ 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

The relevant documentation for the planning of learning process is posted on the webpage of the University. Students of school of arts and sciences receive appropriate consultations and support for planning individual learning/research schedule and carrier development.

The electronic system 'Argus' provides students with the possibility to organize and monitor their overall teaching and learning process. Through the 'Argus', students get familiar with study course syllabuses. The academic staff conducting the courses inform students about learning outcomes and evaluation criteria.

Students have various opportunities to be informed about events and projects taking place at the University or internationally: university webpage, official Facebook page, 'Argus' system and personal communication with administrative and academic staff. The students have opportunity to get information from the faculty dean, the head of the educational program, administrative and academic staff implementing the programme.

Students of neighboring fields (doctoral program of Interdisciplinary Arts Programs and Social and Humanitarian Sciences) have been involved in international exchange programmes. Students have opportunity to participate in various research projects conducted at the university research centers. Academic and administrative staff consults and assists interested students to participate in local or international projects (extracurricular).

The workload of academic staff includes hours for student advising and supervision. Administrative staff of school of arts and sciences is ready to assist doctoral students. In addition to dean's office and quality assurance service, staff includes Information Center Coordinator and MA and PHD Programs Coordinator.

Evidences/indicators

- Interview with HEI administration
- Interview with student of neighboring fields
- ISU Self Evaluation Report
- Educational Program, Syllabi
- University [web-page](#)
- Duties and responsibilities of administrative staff

Recommendations:

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

Suggestions for programme development:

Define broader view of professional development opportunities for PhD students in practical philosophy and employment possibilities, except for research and academic career.

Best Practices (if applicable):

The Academic Writing Center offers services for development of academic writing skills (extracurricular), which helps Doctoral students reaching scientific research goals.

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

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

Evaluation

○ 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
- ☐ 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

Students relationship with supervisors begin prior their enrollment. Interested applicants should provide doctoral research application and for submitting this document, applicants are able to consult with academic staff. The qualification and interests of academic staff, with their contact information is posted on university website. The Doctoral program begins with a series of Doctoral seminars. Within the Doctoral seminars, Doctoral students work on a prospectus together with the supervisor/co-supervisor. This way students have intense communication with their supervisor/co-supervisor from the early beginning of the doctoral program.

Together with Program Curriculum, “The Statute of the Faculty of Sciences and Arts Dissertation Board and Doctoral Studies” and “The concept of the dissertation thesis” ensure effective management of doctoral research. Functions for the supervisors of PhD students are clearly defined.

As it became evident from the interviews, supervisors and students have very good communication and spend more time on consultations than obliged by the program. Supervisors do their best to involve students in different projects, events. Supervisors are aware and ready to help students in publishing the findings in high impact factor journals.

If necessary, a Doctoral student may have more than one scientific supervisor holding an academic degree of Doctor or an academic or a scientific position. It is also allowed to have a co-supervisor holding an academic degree of Doctor, which could be invited from another academic institution, including a foreign country, on the basis of the agreement on international cooperation or a decision made by the Sectoral Commission. Students have opportunity to consult with international experts as well as the program is supported by international experts. Moreover, according to Self-evaluation Report (see page 41), Ilia State University has signed Agreement on the Joint Supervision of Doctoral Studies (Cotutelle) with University of Göttingen.

Academic staff engaged in the doctoral program of philosophy are qualified for supervision of doctoral student and have actively participated in scientific researches and published scientific papers.

Evidences/indicators

- International experts’ agreement letters
- Agreement on the Joint Supervision of Doctoral Studies (Cotutelle) between Ilia State University and University of Göttingen
- The Statute of the Faculty of Sciences and Arts Dissertation Board and Doctoral Studies;
- The concept of the dissertation thesis
- Resumes of Academic Staff
- Interview with HEI administration
- Interview with student of neighboring fields
- Educational Program, Syllabi

<ul style="list-style-type: none"> • ISU Self Evaluation Report • University web-page
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
Best Practices (if applicable): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </div>

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
<ul style="list-style-type: none"> ➤ Programme staff consists of qualified people who have necessary competences in order 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 also, 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.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Academic personnel involved in the implementation of this program have extensive experience in teaching and research in Philosophy. Most of them have International Diplomas and worldwide publications. Program supervisor has numerous publications and researches, both domestically, as well as abroad. No doubt, that academic staff consist of qualified people. They have necessary competences in order to help students achieve programme learning outcomes. Their annual responsibilities in regard to their research and academic activity is determined by the Faculty research and evaluation mechanism. Staff participants in the development and improvement of the program, counseling, and support of doctoral students. Doctoral students receive consultations not only by staff, but also by the Faculty Quality Assurance Department specialists (Curriculum experts), who define the individual curriculum for Doctoral students and facilitate each of them to achieve the learning outcomes of the program.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Personal files of academic/administrative (CVs) and support personnel, • Mechanism and methodology of planning of student population of Ilia State University; • Academic personnel evaluation rule; • Administrative and support staff job description; • Services survey questionnaire - Lecturers; • Interview results
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>

Best Practices (if applicable): <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

4.2 Professional development of academic, scientific and invited staff
<ul style="list-style-type: none"> ➤ 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 <p>Becoming a member of the NUCLEUS stimulates and fosters scientific and research work at the University and is good for professional development of academic and scientific staff. Research activities of the professors is coordinated and supported by Scientific Research Coordination Office according to the assessment mechanisms. The process is transparent. Agenda and regulations of research evaluation process is developed. Idea of creating a Scientific Cafe is really good for Science popularization and exchange of new findings of the scholars.</p> <p>Researchers of the University are receiving funding for financing attendance and presentations at different international conferences. Professional development of academic staff is carried out by conducting international conferences and seminars by the University.</p>
Evidences/indicators <ul style="list-style-type: none"> • Rules for Financing Participation in Conference - Available: https://iliauni.edu.ge/uploads/other/1/1090.pdf • The rule for the evaluation of academic staff of the Faculty of Arts and Sciences of Ilia State

<p>University;</p> <ul style="list-style-type: none"> • Projects, research and conferences implemented by research institutes for the development of academic personnel www.iliauni.edu.ge. • Rule for the evaluation of scientific-research activities and university funding - available at: https://iliauni.edu.ge/uploads/other/46/46426.pdf • Scientific Research Coordination Division Statute; Available: https://iliauni.edu.ge/uploads/other/44/44379.pdf • Personal files of academic staff; • Upgraded information on events on the University website: https://iliauni.edu.ge/ge/siaxleebe-8/gonisdziebebi-346; • Results of the interviews with staff and administration.
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <p>Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/>Complies with requirements</p> <p><input type="checkbox"/>Substantially complies with requirements</p> <p><input type="checkbox"/>Partially complies with requirements</p> <p><input type="checkbox"/>Does not comply with requirements</p>

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

Ilia State University's PhD program in philosophy is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes and corresponds to Doctoral student's current and planned number. University has different reading halls, computer resource centers, repositories and excellent library. Bookstore fund contributes to the achievement of learning outcomes of educational programs and the implementation of research / scientific activities on a high level. The library prepares reading material "Reader" both in printed and electronic form., as well as access to the following international academic databases, individual journals, e-books and libraries, like Clarivate Analytics, Scopus, ERIH PLUS and others."

Evidences/indicators

- <https://iliauni.edu.ge/ge/iliauni/biblioteka/elektronuli-resursebi>
- Electronic management system for educational processes "Argus" <http://argus.iliauni.edu.ge/>
- University library and scientific databases: <http://library.iliauni.edu.ge/>;
- Electronic teaching portal: <http://moodle.iliauni.edu.ge/>;
- Documents confirming the infrastructure, technical equipment and bookstores, available at Ilia State University Library and Material Resources Department;
- Agreements concluded with international electronic databases.

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

Best Practices (if applicable):

- 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

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

Evaluation

○ 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

☐ 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

Usually it's not easy to make long-term financial sustainability forecast for different programs and schools of the universities, but Ilia State University tries to ensure its financial sustainability. University is allocating necessary finances in faculty, school and program budgets according to program needs. Considering the requirements of each component, University provides financial support for development of academic personnel and their integration into the international scientific area. Research institutes have financial resources, necessary for program implementation. Doctoral students have opportunities to participate in exchange programs and various local and international scientific-research activities. They are provided with access to the electronic scientific resources and bases, as well as with opportunities of consulting and administration's support. Offering free doctoral programs and allocating enough financial resources for their implementation is economically achievable. Doctoral program will be funded annually and will be included in the University overall budget. The University will facilitate the costs of research findings of the Doctoral students, their presentations and publications.

Evidences/indicators

- Interview results with administration,
- Ilia State University budget: Available at the Finance Department,
- The Strategy of Ilia State University
- The Strategy of the Faculty of Arts and Science
- Procedure for the evaluation of the performance of the academic staff of the Faculty of Arts and Sciences.

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

Best Practices (if applicable):

- 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 <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> 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

Ilia State University has continuous process internal quality assurance, which is described in quality assurance concept. Internal quality assurance mechanisms are well implemented on faculty of arts and sciences. All the quality processes are properly planned throughout the year.

Interviews has shown that, program staff is aware of assessment results and utilizes quality assurance results for programme improvement. During development of Doctoral program in Philosophy staff relied on evaluation results and QA office reports of Interdisciplinary PhD Program in Arts and Social and Humanitarian Sciences. Self-evaluation report describes particular examples taking into account the recommendations of students/graduates in the process of new program development.

Academic and administrative staff were actively involved in developing the program and writing self-evaluation report for accreditation.

Quality assurance processes are supported by the electronic system 'Argus'. QA office has done numerous surveys in 2016-2017 years involving students, graduates, alumni and employers, as well as faculty staff.

During the interviews the panel could hear about examples of improvement following feedback given by students (such as schedule of consultations with supervisors, extension of library working hours).

Internal quality assurance of the university is aligned with the principle "Plan, Do, Check, Act". The PDCA cycle is well described in QA concept and QA Department Statute.

Evidences/indicators

- *Concept of Internal Quality Assurance of Ilia State University;*
- *Quality Assurance Department Statute;*
- *Rules of Academic Program Supervisors and Working Groups activities;*
- *Rules and procedures for the elaboration, approval, modification and suspension of educational program;*
- *Working Groups Protocols;*
- *Research instruments to be implemented with the purpose of internal quality assurance;*
- *ISU Self Evaluation Report;*
- *Interviews with academic and administrative staff.*

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

Best Practices (if applicable):

Quality assurance system is very well defined. University has clear strategic plan and mechanisms for Quality assurance service, which is reflected in QA documents of School Of Arts And Sciences.

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

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

Evaluation

○ 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
- ☐ 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

External evaluation of the philosophy program was carried out by philosopher, professor of University of Münster. The assessment has identified strength and weaknesses of the program. by Dr. Mikhail Kvante provided two recommendations. Program staff has discussed and taken into consideration recommendations about career paths and international peer-review journals. Program supervisor and QA Office are aware of external evaluation report and are planning to take some measures to utilize the recommendations during implementation of the program.

As the PhD program is new Program staff hasn't yet got recommendations during programme accreditation. Thus, accreditation periodic self-evaluation reports for each educational program implemented by Ilia State University were submitted to the legal entity of public law - National Center for Educational Quality Enhancement in accordance with the relevant terms and submission forms.

Evidences/indicators

- Program External Evaluation Document
- *ISU Self Evaluation Report;*
- *Interviews during the site-visit.*

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

Best Practices (if applicable):

- 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

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

Evaluation

○ 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

☐ 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 analyzing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

Quality assurance office conducts programme monitoring and periodic review with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. In developing Doctoral program of philosophy students of master program or PhD program in Arts and Social and Humanitarian Sciences weren't directly involved. Thus results of the students' surveys were taken into account.

Evaluation of program learning outcomes, as well as the target marks, will be analyzed once in 6 years after completing the first cycle of the program implementation. The evaluation of program outcomes and the ability to achieve the program target benchmarks is reviewed by the Head of the Program, Head of Quality Assurance Department of the Faculty of Arts and Sciences, Specialist of the same department and the working team of the program. As the program is new intermediary evaluation could be done before completing the first cycle of the program (6 years), in order to ensure program modernization.

The development of teaching quality is reflected in Strategic plan of university and School of Arts and Sciences. For this purpose, classroom observation is conducted. Academic and invited staff teaching evaluation is carried out using pre-determined classroom observation template. At the end of every compulsory course students evaluate the course by completing course evaluation form. Course evaluation results are analyzed by program staff and used for course improvements; During developing the program best international practice was analyzed and used by program supervisor and self-evaluation team in order for the programme to satisfy modern requirements. The internal evaluation mechanisms are clear and well understood by university members, which implies the conduct of the following surveys annually:

- Evaluation of students' satisfaction with the academic program;
- Study of graduates' satisfaction/employment;
- Evaluation of employer, etc.
- Evaluation of courses/components.

Evidences/indicators

- *Ilia State University Doctoral Program graduates and current students survey.*
- *Concept, mechanisms and instruments of internal quality assurance;*
- *Staff teaching evaluation results reflected in "Argus" system - <https://argus.iliauni.edu.ge>*
- *Report on labor market and employer demands study;*
- *Services survey questionnaire - Lecturers;*
- *ISU Self Evaluation Report;*
- *Interviews during the site-visit;*
- *Quality Assurance Department Statute;*
- *Rules of Academic Program Supervisors and Working Groups activities;*
- *Rules and procedures for the elaboration, approval, modification and suspension of educational program.*

Recommendations:

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

Suggestions for programme development:

Best Practices (if applicable):

- 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

- 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
- ☐ 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)

N/A

HEI's Name: LEPL Ilia State University

Higher Education Programme Name: Doctoral Programme in Philosophy

Number of Pages of the Report: 33

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

Georg Lohmann



Expert Panel Members'

Tinatin Botchorishvili



Tamar Nadirashvili

