



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

**Higher Education Programme Name**

Doctoral Programme “Philology”

**HEI's Name**

Akaki Tsereteli State University

**Date(s) of Evaluation**

15.10.2019

**Report Submission Date**

27. 11. 2019

Tbilisi  
2019

## HEI's Information Profile

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

## Higher Education Programme Information Profile

Name of the Programme	Philology
Level of Education	Doctoral Studies
Qualification Granted Indicating Qualification Code	Doctor of Philology, 0232
Language of Instruction	Georgian
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	New

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Rebecca Ruth Gould, University of Birmingham, UK
Member (Name, Surname, University/organization/Country)	Nino Popiashvili, Ivane Javakhishvili Tbilisi State University

Member (Name, Surname, University/organization/Country)	Maka Tetradze, Ivane Javakhishvili Tbilisi State University
Member (Name, Surname, University/organization/Country)	
Member (Name, Surname, University/organization/Country)	

## Accreditation Report Executive Summary

### ▪ General information on the education programme

The Doctoral Programme consists of 180 credits, which are divided into learning and research components. The research component comprises 135 credits, and the learning component - 45 credits. The learning outcomes of the programme are that a graduate of the “Philology” Doctoral Programme will be able to apply modern research and learning methods of philology; master current issues, patterns, latest concepts, important theories of literary studies/linguistics development; get acquainted with the main stages of philological thinking; expand knowledge based on the latest achievements, use innovative methods, including in an interdisciplinary context; systematically and critically comprehend the study and activity in the field of philology; own the scientific terminology of literary studies/linguistics; create and formalize literary and linguistic scientific texts; master the principles of national and international scientific foundations work, the principles of compiling grant projects and scientific papers, the principles of educational technology and e-learning.

### ▪ Brief overview of the accreditation site-visit

In accordance with the order of the Centre Director No. 888 (09.25.2019) on October 15, 2019 the Accreditation Expert Group visited Akaki Tsereteli State University with the following membership: Rebecca Gold, Nino Popiashvili, Maka Tetradze.

Before the visit, the Expert Group had received materials of the Doctoral Programme in Philology and started reviewing the relevant documentation. The Expert Group familiarized

themselves with the program in advance, evaluating and identifying the necessary questions that were asked during the interview in order to determine compliance with the programme standards and components.

According to the work schedule, the Expert Group visited University Akaki Tsereteli State University; meetings were held with the rector, chancellor, head of the Educational Process Management Service, Quality Assurance Service, faculty dean, faculty administration, director of the University library, program manager. Then interviews were conducted with the academic and invited staff. The Expert Group talked with students, graduates, employers and potential employers.

During the visit, a group of experts visited the lecture halls, workrooms, conference rooms, libraries, etc.

During the meeting, information on the Programme, its structure, relevant documentation and individual syllabuses were clarified.

During the visit, attention was paid to dissertation works, to issues of academic honesty and the fight against plagiarism, as well as to the internationalization of dissertation works.

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

The first standard is in compliance with the requirements.

The second standard is substantially in compliance with the requirements.

The third standard is in compliance with the requirements.

The fourth standard is in compliance with the requirements.

The fifth standard is in compliance with the requirements.

- **Summary of Recommendations**

- It is advisable that a test in English, German or French languages to be identified as prerequisite for people applying for the PhD program, in case of taking a so called second language test, it is advisable to consider Russian, Turkish, Persian, and other languages as second languages for an exam in foreign language.
- One of the prerequisites for the candidates of the program is to present a review or a research article related to her/his research interest. It is advisable that the number of words and other characteristics of a review or research article to be indicated in advance, as well as the instruction and design of evaluation of an article.
- There is another PhD program in Philology at the faculty of humanities at Akaki Tsereteli Kutaisi State University, in particular, in European literature, where English, French and

German literatures are united, whereas German linguistics is a part of the PhD program in Philology (this particular program). The experts agree that programs with similar profiles should be united, that is the above mentioned program consists of fields of linguistics and literature studies both Western European and Eastern directions, as well as Kartvelology.

- Bearing in mind contemporary academic norms, it is advisable that academic writing or any other courses relating research skills development should be reflected in the present curriculum (such as citation styles, plagiarism, ethics in research etc.).
- Some compulsory or/and elective course syllabi lack modern specialist literature, and to contemporary studies in linguistics and literature. It is advisable that those syllabi should include the references of contemporary scholarship. It should be also taken into consideration that since 2011 the University has been involved in library integrated online system, and the library has access to electronic databases, although this opportunity is not used by any research field.
- There are some technical errors in some syllabi: some references are not correctly named, or there are errors in the list of topics of the course. It is advisable that these errors should be resolved.
- The part of the courses requires additional prerequisites and language competences in German, Persian, Turkish or other languages, however those prerequisites are not mentioned in the syllabi. It is advisable that such prerequisites be defined in the syllabi.
- The list of journals and publishers offered for the PhD program approved by the dissertation board of the faculty should be modified thoroughly and modern peer-reviewed publications should be included, among them Akaki Tsereteli State University annual scientific journal, which is in international scientific databases.
- In order to promote internationalisation it is recommended that PhD candidates should publish their study results in international peer reviewed journals.
- It is recommended the program clearly state who is eligible to apply for it: a candidate needs to hold a MA diploma (or equivalent to this).
- For popularisation and internationalisation of research a PhD candidate should publish at list one of three research papers in international peer-reviewed journals or in proceedings of international scientific conferences or in the foreign peer-reviewed journals included in international scientific databases (EBSCO, SCOPUS, Web of Science, ERIH PLUS).

### **Summary of Suggestions**

- In the report of self-evaluation there is indicated that the program passed internal expert evaluation at the faculty of agrarian studies. It is recommended that the program in Philology to undergo internal evaluation at neighboring faculties such as social sciences/law, as well as at neighboring fields of philology at the faculty of humanities (History, Ethnology, etc.)
- It is advisable for the academic and invited staff involved in the PhD program, as well as students, to organize a series of special seminars on the use of international scientific bases, the search for and use of field scientific publications.
- It is desirable to provide financial support for the academic activities of the academic staff involved in the PhD program in order to participate in international scientific events;
- It is advisable to promote public lectures, international studies and conferences in the field of philology.
- **Summary of best practices (If Applicable)**
- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

## 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.

<b>1.1 Programme Objectives</b>
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.
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ The aim of the program is to train highly qualified specialists who will be granted a relevant academic degree and qualifications in the appropriate field; to know about modern achievements, innovations and challenges of thinking and working within the humanities; to provide knowledge based on modern achievements that make it possible to expand and use innovative methods, including in an interdisciplinary context; to teach them to care of raising and promoting the Georgian scientific level, conducting research on Georgian science in the context of world culture, and integrating their own researches into international scientific circles; to prepare competitive personnel for the local or international market. The objectives of the programme are to train students for long-term professional careers as academics and culture workers in areas that require specialised expertise in humanities subjects. The programme benefits from its close connections with the local labor market, and a number of local businesses in the Kutaisi are planning to hire graduates of this PhD programme.</li> <li>○</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ o Syllabuses of Doctoral Programs in Philology</li> <li>○ o Self-assessment report</li> <li>○ o Interview results with university administration</li> </ul>

<ul style="list-style-type: none"> <li>○ Interview results with the program leader</li> <li>○ Interview results with academic and invited staff</li> <li>○ Interview results with students</li> <li>○ Interview results with alumni</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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>

<b>1.2. Programme Learning Outcomes</b>
<ul style="list-style-type: none"> <li>➤ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;</li> <li>➤ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;</li> <li>➤ Programme learning outcomes assessment results are utilized for the improvement of the programme.</li> </ul>

### **Descriptive summary and analysis of compliance with standard requirements**

- 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 Doctoral Programme consists of 180 credits, which are divided into learning and research components. The research component comprises 135 credits, and the learning component - 45 credits. The learning outcomes of the programme are that a graduate of the "Philology" Doctoral Programme will be able to apply modern research and learning methods of philology; master current issues, patterns, latest concepts, important theories of literary studies/linguistics development; get acquainted with the main stages of philological thinking; expand knowledge based on the latest achievements, use innovative methods, including in an interdisciplinary context; systematically and critically comprehend the study and activity in the field of philology; own the scientific terminology of literary studies/linguistics; create and formalize literary and linguistic scientific texts; master the principles of national and international scientific foundations work, the principles of compiling grant projects and scientific papers, the principles of educational technology and e-learning. The learning outcomes focus on linguistic competence, data analysis, and familiarization with the norms of academic research. Assessment is to take place through written papers and reports, as well as oral examination. The Accreditation Expert Group has some comments on these issues, taking into account the curriculum provided and part of the University regulations. See in detail 2.1; 2.2; 2.3.
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### **Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- Doctoral Program in Philology
  - o Syllabuses of Doctoral Programs in Philology
  - o Self-assessment report
  - o Interview results with university administration
  - o Interview results with the program leader
  - o Interview results with academic and invited staff
  - o Interview results with students
  - o Interview results with alumni

<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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			

## 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.

<b>1. Programme Admission Preconditions</b>
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.

### **Descriptive summary and analysis of compliance with standard requirements**

- 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)
- Prerequisites of the Philology Doctoral Program at Akaki Tsereteli Kutaisi State University are public and accessible. The prerequisites indicate that to enter a PhD programme a candidate must have a master's degree or an equivalent single-level educational degree. A graduate of a foreign university may enter a doctoral program in accordance with the requirements of Article 50 of the Law of Georgia on Higher Education. The prerequisites do not indicate in which field or specialty a doctoral candidate should be qualified. It would be advisable to determine by the prerequisites that a master's degree in humanities and/or philology or an equivalent academic degree had the right to enter the PhD program.
- "Philology" Doctoral Programme candidate must have: knowledge of English, German, French or Russian language at no less than B2 level, or appropriate certificate approved by the Academic Council; If a Doctoral candidate wants to study at Georgian language programme and Georgian is not his/her native language, he/she must have a certificate of B2 level of Georgian language; passing preliminary examination in the field of research; representing library-research papers and scientific works in the field of research.
- Following the discussion with the program manager, academic staff and the faculty administration it turned out that if a doctoral candidate has a master's degree in English, German or French philology and enters a PhD programme in the same field, he/she must pass not the foreign language, in which he/she was qualified, but the second foreign language. In this case, some PhD students choose Russian as their second foreign language. It is would be advisable to reflect this issue in the prerequisite of the Philology Doctoral Programme.
- It is advisable that a test in English, German or French languages to be identified as prerequisite for people applying for the PhD program, in case of taking a so called second language test, it is advisable to consider Russian, Turkish, Persian, and other languages as second languages for an exam in foreign language.
- One of the prerequisites for the candidates of the program is to present a review or a research article related the her/his research interest. It is advisable that the number of words and other characteristics of a review or research article to be indicated in advance, as well as the instruction and design of evaluation of an article.

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<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ o Syllabuses of Doctoral Programs in Philology</li> <li>○ o Self-assessment report</li> <li>○ o Interview results with university administration</li> <li>○ o Interview results with the program leader</li> <li>○ o Interview results with academic and invited staff</li> <li>○</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ul style="list-style-type: none"> <li>▪ It is recommended the program clearly state who is eligible to apply for it: a candidate needs to hold a MA diploma (or its equivalent).</li> <li>▪ It is advisable that a test in English, German or French languages to be identified as prerequisite for people applying for the PhD program, in case of taking a so called second language test, it is advisable to consider Russian, Turkish, Persian, and other languages as second languages for an exam in foreign language.</li> <li>▪ One of the prerequisites for the candidates of the program is to present a review or a research article related the her/his research interest. It is advisable that the number of words and other characteristics of a review or research article to be indicated in advance, as well as the instruction and design of evaluation of an article.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>

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

<p><b>2. Educational Programme Structure and Content</b></p>
<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**

- 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 Doctoral Programme consists of 180 credits, which are divided into learning and research components. The research component comprises 135 credits, and the learning component - 45 credits.
- The learning component, for its part, is divided into compulsory and elective courses on the specialty. The volume of compulsory courses on the specialty is 27 credits, and the volume of elective courses - 18 credits.
- Compulsory courses consist of 4 subjects: modern research methods of the field (linguistics/literary studies); modern teaching methods and technologies in this field; professor assistance (pedagogical practice); seminars 1, 2, 3
- Elective courses include 26 disciplines: Contemporary Challenges of Georgian Literary Studies; Georgian Literature in the Context of European Literature; Phonemic Structure (Historical Dynamics) of the Common Kartvelian Language and the Kartvelian Subsystem; Actual Issues of the Grammar of the Georgian Literary Language (in relation to the Kartvelian subsystems); Comparative Linguistics; Linguoculturology; Main Problems of Theoretical Linguistics; Diachronic Linguistics; Modern Linguistic Theories 1; Modern Linguistic Theories 2; Actual Issues of Greek Literature; Actual Issues of Roman Literature; Actual Issues of Turkish Linguistics 1; Actual Issues of Turkish Linguistics 2; Turkish Literature in the Context of Comparative Literature 1; Turkish Literature in the Context of Comparative Literature 2; Actual Issues of Iranian Linguistics 1; Actual Issues of Iranian Linguistics 2; Persian Literature in the Context of Comparative Literature 1; Persian Literature in the Context of Comparative Literature 2; Actual Issues of Semitic Linguistics 1; Actual Issues of Semitic Linguistics 2; Arabic Literature in the Context of Comparative Literature 1; Arabic Literature in the Context of Comparative Literature 2; Special Course on Research Themes 1; Special Course on Research Theme 2.
- The Philology Doctoral Programme brings together the fields of Georgian philology, linguistics and literary studies, Turkish philology, Iranian philology, Arabic philology, Greco-Roman philology and German linguistics. Following the discussion with the University and faculty administration, program manager, academic and invited staff it turned out that the multiplicity of elective courses is conditioned by the doctoral a diversity of fields. There is a separate PhD program in Philology at the faculty of humanities at Akaki Tsereteli Kutaisi State University, in particular, in European literature, where English, French and German literatures are united. German linguistics is a part of this second PhD program in Philology. The experts agree that programs with similar profiles should be united, that is the above mentioned program comprising the fields of linguistics and literature studies of both Western European and Eastern

directions, as well as Kartvelology, with the separate programme focusing on European literature. The university has agreed that this is a good way forward.

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<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral program in Philology Syllabi of the Doctoral program</li> <li>○ Self-evaluation report Results of the interviews with the administration of the University</li> <li>○ Results of the interviews with the head of the program</li> <li>○ Results of the interviews with academic and guest staff</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ul style="list-style-type: none"> <li>○ <b>Formal training for PhD students in research methodologies (online research, working with scholarly databases, publishing peer-reviewed articles, presenting at international conferences) is advisable.</b></li> <li>○ It is advisable for the academic and invited staff involved in the PhD program, as well as students, to organize a series of special seminars on the use of international scientific bases, the search for and use of field scientific publications.</li> <li>○ It is desirable to provide financial support for the academic activities of the academic staff involved in the PhD program in order to participate in international scientific events;</li> <li>○ It is advisable to promote public lectures, international studies and conferences in the field of philology.</li> <li>○</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

**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

**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**

- 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)
- Content and learning outcomes of compulsory and elective courses of the doctoral programme of University Akaki Tsereteli Kutaisi State University largely correspond to the objectives of the programme.
- Compulsory disciplines: modern research methods of the field; modern teaching methods and technologies in this field; professor assistance (teaching practicum); seminars 1, 2, 3 mainly provide methodological education for students giving them research and practical abilities.
- Bearing in mind contemporary academic norms, it is advisable that academic writing or any other courses relating research skills development should be reflected in the present curriculum (such as citation styles, plagiarism, ethics in research etc.).
- 
- Some compulsory or/and elective course syllabi lack modern specialist literature, and to contemporary studies in linguistics and literature. It is advisable that those syllabi should include the references of contemporary scholarship. It should be also taken into consideration that since 2011 the University has been involved in library integrated online system, and the library has access to electronic databases, although this opportunity is not used by any research field.
- There are some technical errors in some syllabi: some references are not correctly named, or there are errors in the list of topics of the course. It is advisable that these errors should be resolved.
- The part of the courses requires additional prerequisites and language competences in German, Persian, Turkish or other languages, however those prerequisites are not mentioned in the syllabi. It is advisable that such prerequisites be defined in the syllabi.
-

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- Doctoral program in Philology Syllabi of the Doctoral program
- Self-evaluation report Results of the interviews with the administration of the University
- Results of the interviews with the head of the program
- Results of the interviews with academic and guest staff

**Recommendations:**

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

- Bearing in mind contemporary academic norms, it is advisable that academic writing or any other courses relating research skills development should be reflected in the present curriculum (such as citation styles, plagiarism, ethics in research etc.).
- The part of the courses requires additional prerequisites and language competences in German, Persian, Turkish or other languages, however those prerequisites are not mentioned in the syllabi. It is advisable that such prerequisites be defined in the syllabi.
- Some compulsory or/and elective course syllabi lack modern specialist literature, and to contemporary studies in linguistics and literature. It is advisable that those syllabi should include the references of contemporary scholarship. It should be also taken into consideration that since 2011 the University has been involved in library integrated online system, and the library has access to electronic databases, although this opportunity is not used by any research field.
- There are some technical errors in some syllabi: some references are not correctly named, or there are errors in the list of topics of the course. It is advisable that these errors should be resolved.

**Suggestions for programme development:**

Non-binding suggestions for programme development

<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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 type="checkbox"/> Complies with requirements</p> <p>X 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><b>4. The Development of practical, scientific/research/creative/performance and transferable skills</b></p>
<p>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.</p>

<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ <i>Learning results defined in the doctoral programme</i> of Akaki Tsereteli Kutaisi State University provide organizing PhD students' practical and cognitive activities, developing research and transferring abilities, however, according to the Expert Group, the achievement of these goals is possible as a result of the development of modern research skills, which implies the publication of works in peer-reviewed, refereed publications of international level, as well as other scientific activities. (For more details see 2. 6.)</li> <li>○</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ o Syllabuses of Doctoral Programs in Philology</li> <li>○ o Self-assessment report</li> <li>○ o Interview results with university administration</li> <li>○ o Interview results with the program leader</li> <li>○ o Interview results with academic and invited staff</li> <li>○</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>

<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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>

<b>5. Teaching and learning methods</b>
<p>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.</p>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ The teaching and learning methods of the Doctoral Programme correspond to the content of the course defined for doctoral studies, as well as to the learning outcomes.</li> <li>○ Teaching methods include methods of lecture, working group, practical classes, homework, mid-term evaluation, presentation, library-research paper, essay, translation, written test, final exam, discussion/debate, demonstration, inductive/deductive teaching methods, synthesis, explanatory, verbal, verbal transfer, interactive teaching methods; student centred teaching, blended or online learning methods and other methods. The Philology Doctoral Program consists of teaching and research components. Accordingly, student evaluation is conducted in accordance with the learning and research components.</li> <li>○</li> </ul>

<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ o Syllabuses of Doctoral Programs in Philology</li> <li>○ o Self-assessment report</li> <li>○ o Interview results with university administration</li> <li>○ o Interview results with the program leader</li> <li>○ o Interview results with academic and invited staff</li> <li>○</li> </ul>
<b>Recommendations:</b> Proposal(s), which should be considered by the institution to comply with requirements of the standards
<b>Suggestions for programme development:</b> Non-binding suggestions for programme development
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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>

## 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**

- 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 evaluation of students' achievements in learning component is done taking into account the paragraphs of the order N3, January 5, 2007 and order N102/6, August 18, 2016 made by the Minister of Education, Science, Culture and Sport of Georgia. Credit can only be obtained by a student after achieving learning results according to the syllabus, which is expressed in one of the positive evaluations provided for in subparagraph "A" of paragraph 6.
- At Akaki Tsereteli State University the evaluation system is divided into the following components: of total assessment score (100 points), the share of midterm assessment is 60 points, which for its part includes the following evaluation forms: student activity during the semester - 30 points, the midterm exam - 30 points, and the final exam 40 points.
- The professor assistance (pedagogical practice) is evaluated based on the pedagogical practice register form defined by the decree of the Academic Council N76 (10/11), April 28, 2011.
- An evaluation protocol is formed in order to evaluate seminars and colloquiums, in which all achievements of a PhD student are listed. The quality of the represented documents and papers are fully taken into consideration, the council is also focused on received answers on asked questions and presentation of the work, etc.
- 135 credits are considered for research component and obtaining these credits is approved as a result of successful assertion of the doctoral thesis.
- Prerequisites for presentation of the doctoral thesis to the public discussions before the Dissertation Commission include earning credits, completion of three colloquiums, as well as publications of scientific papers and/or monographs by a PhD student. Publication of scientific papers for PhD students is regulated by the Dissertation Council of the Faculty in the approved editions. According to the Accreditation Expert Group, the list of scientific publications proposed for the PhD program, approved by the Dissertation Council of the Faculty, needs to be carefully revised, since this list does not include important publications on philology, including the collection of works of Akaki Tsereteli State University, which is included in international scientific bases.
- Evaluation of the doctoral thesis of a PhD candidate is carried out by anonymous examination of articles by decision of the Dissertation Council of the Faculty. This anonymous examination cannot ensure the internationalization of doctoral research and its international accessibility. The self-evaluation report states that "a doctoral candidate may publish a scientific article in any Georgian or foreign peer-reviewed scientific publication." According to the Accreditation Experts, this regulation does not correspond much with modern

scientific trends, the international accessibility of research, and the internationalization of dissertation paper. This activity will increase the internationalization component of the program and the international recognition of the university.

- In order to promote internationalisation it is recommended that PhD candidates should publish their study results in international peer reviewed journals.
- The list of journals and publishers offered for the PhD program approved by the dissertation board of the faculty should be modified thoroughly and modern peer-reviewed publications should be included, among them Akaki Tsereteli State University annual scientific journal, which is in international scientific databases.
- For popularisation and internationalisation of research a PhD candidate should publish at list one of three research papers in international peer-reviewed journals or in proceedings of international scientific conferences or in the foreign peer-reviewed journals included in international scientific databases (EBSCO, SCOPUS, Web of Science, ERIH PLUS).
-

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- Doctoral Program in Philology
  - Syllabuses of Doctoral Programs in Philology
  - Self-assessment report
  - Interview results with university administration
  - Interview results with the program leader
  - Interview results with academic and invited staff
  - Interview results with students
  - Interview results with alumni

**Recommendations:**

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

- The list of journals and publishers offered for the PhD program approved by the dissertation board of the faculty should be modified thoroughly and modern peer-reviewed publications should be included, among them Akaki Tsereteli State University annual scientific journal, which is in international scientific databases.
- In order to promote internationalisation it is recommended that PhD candidates should publish their study results in international peer reviewed journals.
- For popularisation and internationalisation of research a PhD candidate should publish at list one of three research papers in international peer-reviewed journals or in proceedings of international scientific conferences or in the foreign peer-reviewed journals included in international scientific databases (EBSCO, SCOPUS, Web of Science, ERIH PLUS).
-

<b>Suggestions for programme development:</b> Non-binding suggestions for programme development
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 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**

- 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)
- On the base of the self-evaluation report and interviews with PhD students we can consider that students are consulted appropriately about planning of studying process and improving academic achievement, in particular, the head of the program provides the information about the content and curriculum of the program.
- The following regulations have been developed and tested at the University: the procedure for obtaining, suspending, terminating, recognizing student mobility and education received during his/her studies; Rule for choosing educational program and individual components of the program; Mechanism for further mobility of the respective PhD student in case of changing or canceling the educational program.
- The university and the faculty support the involvement of a PhD student in the implementation of various research projects carried out in partner institutions. PhD students are involved in research activities planned by the academic staff of the program. Based on the results of the research, the PhD students have the opportunity to be actively involved in the work of scientific conferences and forums. However only few of them have taken part in international scientific events abroad or have published their study results in foreign peer-reviewed journals. It is advisable students to participate in international scientific events both in the country and abroad.

**Evidences/indicators**

- Component evidences/indicators including relevant documents and interview results
- Doctoral program in Philology Syllabi of the Doctoral program
- Self-evaluation report Results of the interviews with the administration of the University
- Results of the interviews with the head of the program
- Results of the interviews with academic and guest staff
- Results of the interviews with students
- Results of the interviews with alumni

<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p> <ul style="list-style-type: none"> <li>○ PhD students are involved in research activities planned by the academic staff of the program. Based on the results of the research, the PhD students have the opportunity to be actively involved in organising scientific conferences and forums. However only few of them have taken part in international scientific events abroad or have published their study results in foreign peer-reviewed journals. It is advisable that PhD students participate in international scientific events both in the country and abroad.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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>Complies with requirements</p> <p><input checked="" 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><b>3.2. Master's and Doctoral Student supervision</b></p>
<p>Master's and Doctoral students have qualified thesis supervisors.</p>

<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> </ul> <p>The doctoral program in philology is carried out by 24 academic staff. Under their supervision, 36 PhD theses have been defended during 2013-2018 years. The thesis range across a wide variety of topics and deal with literature and culture in many languages, including Georgian, English, Latin, Greek, and Arabic. The range of topics are impressive, and it would be desirable to have all PhD theses accompanied by abstracts in English in order to make them more accessible to international scholarship. According to the regulation of Akaki Tsereteli State University, an academic supervisor for a doctoral thesis should be a member of the academic staff (PhD, Associate Professor), Emeritus Professor, invited PhD, who has research experience in the field of philology, which is proved by his/her degree and publications. In addition, his/her research interests and direction should be in compliance with the topic of the dissertation and have excellent skills of using methods related the respective topic.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral program in Philology Syllabi of the Doctoral program</li> <li>○ Self-evaluation report Results of the interviews with the administration of the University</li> <li>○ Results of the interviews with the head of the program</li> <li>○ Results of the interviews with academic and guest staff</li> <li>○ Results of the interviews with students</li> <li>○ Results of the interviews with alumni</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>

<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <p>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</p>
<p><b>Evaluation</b></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
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.

<b>1. Human Resources</b>
<ul style="list-style-type: none"><li>➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;</li><li>➤ 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;</li><li>➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;</li><li>➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.</li></ul>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"><li>○ 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)</li><li>○ 24 academic professors with relevant qualifications participate in the implementation of the "Philology" Doctoral program, 12 of them are professors, 11 associate professors, 1 assistant professor. They have wide and varying expertise, as well as different levels of scholarly activities. The academics in this group have organised international conferences in Kutaisi, collaborated with scholars around the world, and published in peer-reviewed journals.</li><li>○ The PhD Program Manager has a relevant qualification to carry out the programme.<ul style="list-style-type: none"><li>○ It is advisable to promote public lectures, international studies and conferences in the field of philology.</li><li>○</li></ul></li></ul>

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ o Syllabuses of Doctoral Programs in Philology</li> <li>○ o Self-assessment report</li> <li>○ o Interview results with university administration</li> <li>○ o Interview results with the program leader</li> <li>○ o Interview results with academic and invited staff</li> <li>○ o Interview results with students</li> <li>○ o Interview results with alumni</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> <li>○ It is desirable to provide financial support for the academic activities of the academic staff involved in the PhD program in order to participate in international scientific events;</li> <li>○ It is advisable to promote public lectures, international studies and conferences in the field of philology.</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

**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

**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**

- 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)
- o The Philology Doctoral Program is carried out by specialists of philological departments of the Faculty of Humanities: Georgian, German, English, French, classical, and oriental. They are actively involved in various scientific activities.
- o The University and the Quality Assurance Service of the Faculty provide assessment of the academic, scientific and invited personnel. The academic and invited personnel implementing the PhD program is the author of monographs and textbooks.
- o The University is engaged in numerous initiatives that aim support and promote their staff, and to develop their academic expertise. These include a series of specialist libraries which are also open to the public and which stock books in their respective fields (the committee visited the American and German library). The University's main library also is developing tools to support advanced scholarly research and maintains state-of-the-art facilities for insuring the preservation of their collections. Funding is also provided for staff to attend scholarly conferences in order to maintain and advance their professional expertise.

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ o Syllabuses of Doctoral Programs in Philology</li> <li>○ o Self-assessment report</li> <li>○ o Interview results with university administration</li> <li>○ o Interview results with the program leader</li> <li>○ o Interview results with academic and invited staff</li> <li>○ o Interview results with students</li> <li>○ o Interview results with alumni</li> <li>○</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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"/> X 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**

- 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)
- Infrastructure and technical equipment of the institution ensure that learning outcomes of the educational program are achieved. ATSU's First and Third Study Corps, the Central Library of University and Library of the Faculty of Humanities and the Reading Hall, Auditoriums of Computer Centres of the Faculty of the University, ATSU Medical Points, Fire Safety Facilities, Renders (for Inclusive Students), etc. are equipped with modern training/scientific technologies, specialized training and lecture rooms.
- Students have unlimited access to the faculty's Internet resources and can use the ATSU's material-technical base, the University library, service of the online library catalogue of the integrated library system (OPAG). The Library Foundation is systematically filled with Georgian and foreign literature.
- Following the discussion with the academic and invited staff of the Doctoral Programme, as well as students and graduates, it turned out that these international library databases are less used and/or less familiar with those modern publications which are included in the international scientific electronic databases and which are accessible to Akaki Tsereteli State University.
- It is advisable for the academic and invited staff involved in the PhD program, as well as students, to organize a series of special seminars on the use of international scientific bases, the search for and use of field scientific publications.
-

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ Syllabuses of Doctoral Programs in Philology</li> <li>○ Self-assessment report</li> <li>○ Interview results with university administration</li> <li>○ Interview results with the program leader</li> <li>○ Interview results with academic and invited staff</li> <li>○ Interview results with students</li> <li>○ Interview results with alumni <ul style="list-style-type: none"> <li>○ Examination of material and technical base</li> <li>○ Browse library resources and electronic science databases</li> </ul> </li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> <li>○ It is advisable for the academic and invited staff involved in the PhD program, as well as students, to organize a series of special seminars on the use of international scientific bases, the search for and use of field scientific publications.</li> <li>○</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

**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

**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, 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)
- o The PhD program budget is calculated by the special electronic program calculation of annual expenditures developed by the University Financial and Material Resource Management Service and is calculated according to the learning component, practice and research components of the programme.
- o The expenditures of the programme include: the volume of wages and staffing establishment of professors/associate professors/assistant professors; expenses of support and administrative staff during the year; infrastructure from alternative sources refers to the value of the asset purchased from various funds or the gift of the property that does not exceed the cost of the programme and is an additional benefit; other expenses include consumables and supplies.
- o

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Doctoral Program in Philology</li> <li>○ Syllabuses of Doctoral Programs in Philology</li> <li>○ Self-assessment report</li> <li>○ Interview results with university administration</li> <li>○ Interview results with the program leader</li> <li>○ Interview results with academic and invited staff</li> <li>○ Interview results with students</li> <li>○ Interview results with alumni</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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>

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.

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**

- 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)
- Akaki Tsereteli State University Quality Assurance System is the internal evaluation system of teaching, research and creative activities, which is guided by the Law on Higher Education, authorization and accreditation provisions, the statute of the University, other legal documents and standards, and contributes to the university strategic goals and mission. Quality Assurance System is an integral part of planning, management and monitoring necessary for the development of the University, through which assessment of teaching and research activities, assessment results analysis and use of analysis results is possible for further development of teaching/learning process. The Quality Assurance Service carries out its activities as a cyclical process involving four main interconnected elements: planning, implementing, evaluating and improving.
- Student and staff inquiries are conducted for the programme quality assurance and improvement. Improvement and modification of the programme is based on internal assessment. Consultations and trainings are conducted for the programme managers and implementing personnel. The personnel are involved in the development and modification of educational programs.
- In the report of self-evaluation there is indicated that the program passed internal expert evaluation at the faculty of agrarian studies. It is recommended that the program in Philology to undergo internal evaluation at neighboring faculties such as social sciences/law, as well as at neighboring fields of philology at the faculty of humanities (History, Ethnology, etc.)

○

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ Internal quality assessments</li> <li>○ Doctoral Program in Philology</li> <li>○ Syllabuses of Doctoral Programs in Philology</li> <li>○ Self-assessment report</li> <li>○ Interview results with university administration</li> <li>○ Interview results with the program leader</li> <li>○ Interview results with academic and invited staff</li> <li>○ Interview results with students</li> <li>○ Interview results with alumni</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p> <ul style="list-style-type: none"> <li>○ In the report of self-evaluation there is indicated that the program passed internal expert evaluation at the faculty of agrarian studies. It is recommended that the program in Philology to undergo internal evaluation at neighboring faculties such as social sciences/law, as well as at neighboring fields of philology at the faculty of humanities (History, Ethnology, etc.)</li> <li>○</li> </ul>

<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> <li>o External quality assessments</li> <li>o Doctoral Program in Philology</li> <li>o Syllabuses of Doctoral Programs in Philology</li> <li>o Self-assessment report</li> <li>o Interview results with university administration</li> <li>o Interview results with the program leader</li> <li>o Interview results with academic and invited staff</li> <li>o Interview results with students</li> <li>o Interview results with alumni</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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. <b>External quality</b></p>
<p>Programme utilizes the results of external quality assurance on a regular basis.</p>

<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ Georgian and foreign professors were involved in an external quality assessment of the PhD programme. Some of their recommendations and advice are included in the programme.</li> <li>○ The evaluation took place on site in Kutaisi, as well as remotely via email communication. The committee recommended several measures to insure the internationalisation of scholarship and to insure that the programme acquaint student with the most recent advances in their respective disciplines.</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> <li>○ o Doctoral Program in Philology</li> <li>○ o Syllabuses of Doctoral Programs in Philology</li> <li>○ o Self-assessment report</li> <li>○ o Interview results with university administration</li> <li>○ o Interview results with the program leader</li> <li>○ o Interview results with academic and invited staff</li> <li>○ o Interview results with students</li> <li>○ o Interview results with alumni</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>

<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></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>

<p><b>5.3. Programme monitoring and periodic review</b></p>
<p>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.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ Educational Programme Monitoring at ATSU is carried out following the submission of self-assessment annual report, as well as for the implementation of amendments to the legislative and sub-legislative acts.</li> <li>○ Periodic assessment of educational programmes is carried out by the involvement of academic, invited, administrative, support staff, students, graduates, employers and other stakeholders, through systematic collection, processing and analysis of information. Assessment results are used for the programme improvement. The programme is new and the results are therefore not available for evaluation at this stage, but there are a range of mechanisms in place for programme monitoring, including interviews with students and alumni and the business community, and informal peer-review among academics. It will be helpful for these processes to become more formalized in due course.</li> <li>○</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> </ul>

<b>Recommendations:</b> Proposal(s), which should be considered by the institution to comply with requirements of the standards
<b>Suggestions for programme development:</b> Non-binding suggestions for programme development
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 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: Akaki Tsereteli State University

Higher Education Programme Name: Doctoral programme in Philology

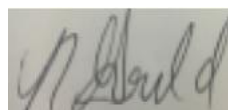
Number of Pages of the Report: 50

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

Rebecca Gould

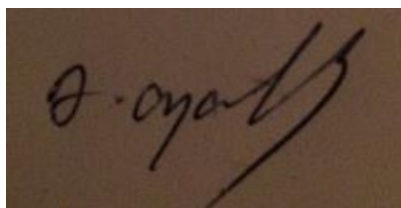


Expert Panel Members'

Nino Popiashvili

A handwritten signature in blue ink, appearing to read 'Nino Popiashvili', written in a cursive style.

Maka Tetradze

A handwritten signature in black ink, appearing to read 'Maka Tetradze', written in a cursive style.