



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

## **Accreditation Expert Group Report on Cluster of Higher Education Programmes**

**Caucasus Studies (BA, MA – Georgian; BA, MA – Russian), Armenian Studies  
(BA), Hebrew Studies (BA), Assyrian Studies (BA, MA)**

**LEPL – Ivane Javakhishvili Tbilisi State University**

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## Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL – Ivane Javakhishvili Tbilisi State University
Identification Code of Institution	204864548
Type of the Institution	University

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## I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7	Programme 8
Name of the educational programme	Armenology	Hebrew	Assyriology	Assyriology	Caucasiology	Caucasiology	Caucasiology	Caucasiology
Level of higher education	I	I	I	II	I	I	II	II
Qualification to be awarded	BA	BA	BA	MA	BA	BA	MA	MA
Name and code of the detailed field	0231.1.15	0231.1.20	0231.1.19	0231.1.19	0239.1.1	0239.1.1	0239.1.1	0239.1.1
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education <sup>1</sup>								
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian	Russian	Georgian	Russian
Number of ECTS credits	240	240	240	120	240	240	120	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/ International Accreditation) Indicating Relevant Decision (number, date)	Accredited № 193, 28.10.11	Accredited № 194, 28.10.11 (former Hebrew-Aramaic Studies)	Accredited № 191, 28.10.11	Accredited № 214, 18.07.12	Accredited № 187, 28.10.11	Accredited № 188, 28.10.11	Accredited № 226, 18.07.12	Accredited № 208, 18.07.12

<sup>1</sup> In case of Integrated Bachelor's–Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ● General Information on the Cluster of Education Programmes<sup>2</sup>

- The cluster for our re-accreditation consists of eight Education Programmes out of which five are undergraduate BA programmes (Armenology, Hebrew Studies, Assyriology and Caucasiology taught in Georgian and Russian) and three graduate MA programmes (Assyriology, and Caucasiology taught in Georgian and Russian).
- The reaccreditation team has familiarized itself with the self-evaluation report and the attached documents as well as the supporting evidence and documentations.
- Based on this the reaccreditation team conducted an online meeting on February 24, 2023 to discuss the major issues in preparation for the site visit the next week.

### ● Overview of the Accreditation Site Visit

- The accreditation site visit took place from February 28 until March 2 at Tbilisi State University Main Building (Building 1).
- During the three days we met with representatives from the administration, the self-evaluation team, the heads of the eight programmes, academic staff and invited lecturers always separately for Caucasian Studies (BA and MA) from the four other programs (BA Armenology, BA Jewish Studies, BA and MA Assyriology), got acquainted with the quality of BA and MA theses in the respective programs. We also met with the representatives of the Quality Assurance Office, employers, students and graduates from the functioning seven programmes, staff from the academic development and student support services.
- We concluded the visit with a facility observation, which was mainly a visit to the university library, where we checked the availability of core study literature for the programs.
- There was an additional meeting with the university chancellor to discuss the financial issues.

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

The assessment of the state of the eight education programmes was overall positive. All programmes are generally more or less compliant with the requirements. All programmes are compliant with: 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme; 2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering; 3. Student Achievements, Individual Work with them. Six programmes are compliant with the requirements in 4. Providing Teaching Resources. Under 5. Teaching Quality Enhancement Opportunities, only the Programme 2: Hebrew Studies is in full compliance, all other programmes are substantially compliant with the requirements for this section. However, it is deemed unavoidable to strategically think of a thorough internationalization of the given “small programmes” with a total of 42 students, to secure their future development in a successful continuation of their traditional legacy at TSU.

### ● Recommendations

1.3.1 Cluster: It is important to start the implementation of the rule "Establishment and evaluation of learning outcomes of educational programs" at TSU - in the case of all programs, it is necessary to define target marks for the learning outcomes and develop an evaluation plan

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<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

for the learning outcomes, which should show which assignment, when, by whom, for what number of students. Each learning outcome of the program will be evaluated.

1.3.2 Cluster: It is important that the staff implementing the program know which training courses and other activities are used to introduce, deepen and reinforce the learning outcomes of the program and how the target marks will be determined.

5.3.1 Cluster: It is recommended to study and use the best international practices (similar programs) in order to bring the program in line with modern requirements, which in turn will contribute to the improvement of programs, internationalization and the possibility of implementing exchange programs.

5.3.2 Cluster: In order to improve the program, it is advisable to use complex indicators of program results and evaluation of program effectiveness not only in the period of preparation for reaccreditation, but also systematically in the process of program implementation. Also, it is recommended to document the obtained results. This provides an opportunity to compare the information obtained in different periods and to study the dynamics of change.

- **Suggestions for the Programme Development**

General suggestions concerning the whole cluster:

1.1.1 Cluster: The TSU administration in close cooperation with the heads of the given programs might consider joining forces and strengthen interprogram communication by establishing a joint BA program in “Humanitarian Oriental Studies” with regional Majors and Minors covering the regional specializations. Thus the specific experiences of these “small subjects” could be used beyond their disciplines and contribute to a more clarified role in the strategic development of the individual programs as well as on faculty and university level.

1.1.2 Cluster: Serious efforts should be assigned to the elaboration of an internationalization concept that exceeds foreign language courses and involves lecturers from abroad, joint program development with partner institutions abroad, that can be used for student and teaching mobilities (ERASMUS, DAAD, Israel, etc.). This also includes the preparation of courses in English language for attracting international students on the MA level.

1.1.3 Cluster: Envision establishing an institutionalized experience sharing among the working “programme development councils” with active involvement of all program stakeholders maybe twice a year at the end of each semester and take note of the experiences and lessons for institutional learning and continuous improvement of the programs and the cluster.

1.1.4 Cluster: Given the emphasis on knowledge of contemporary issues and applicable skills (employability), the issue of interdisciplinary approaches in area focussed programs should be explicitly addressed and separately discussed in the curricula. Because of its epistemological importance this can be done jointly by all participating programs.

1.1.5 Programme 1: Armenology, level VI (BA) - Establish collaboration and partnership with Armenian academic or non-academic institutions in order to overcome the special “isolation” of Georgian Armenology.

1.1.6 Programme 5-8: Caucasiology, level VI-VII (BA, MA), Georgian and Russian - In a more unified context the programs could be even more enriched and strengthened, if subjects as well as materials and conclusions obtained from modern research of the pre- and ancient history and archeology of the Caucasus were included in the historical module. It would also acquire more diversity, if modern genetic, demographic anatomy, onomastic, toponymy were properly presented in it (moreover, the onomastic research center functions in the university).

1.1.7 Programme 5-8: Caucasiology, level VI-VII (BA, MA), Georgian and Russian - It is also desirable that in the future, on the basis of the presented programs, an English-language program of Caucasiology would be gradually developed (at least at MA level), So that interested persons from different countries of the world can specialize in Caucasus Studies at TSU, as the oldest university in the Caucasus.

1.2.1 Cluster: TSU administration and heads of programmes should consider identifying potential synergies of the learning outcomes among the programmes of this cluster in order to strengthen their internal coherence (e.g. addressing issues of interdisciplinarity of all area related curricula).

1.3.3 Cluster: It is advisable that information on the evaluation of learning outcomes for the program is documented in a proper way to ease the application of lessons learned.

1.4.1. Programmes 5-8: Caucasiology. It would be desirable if such subjects as - historical geography of Abkhazia", "demographic anatomy of Abkhazia" and "toponymy and onomastics of Abkhazia" were added to the mentioned module in the future. In general, wherever the amount of materials makes it possible, the subjects aimed at studying the history and culture of the Ossetians, Vainakhs, Circassians and other peoples of the Caucasus can be divided.

1.5.1 Programme 2: Hebrew Studies, level VI (BA): “Meira Maadia. To succeed in Hebrew” (Israel 2009) is indicated as one of the auxiliary textbooks in the syllabuses of the compulsory courses for the specialty “Modern Hebrew Language: Hebrew 1 – including Hebrew 6”. It would be good if you could specify the level of the mentioned textbook according to the courses.

2.1.1 Programme 1: Armenology, level VI (BA): Information in the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.1.2 Programme 3: Assyriology, level VI (BA): Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.1.3 Programme 4: Assyriology, level VII (MA): Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.1.4 Programme 4: Assyriology, level VII (MA): It should be indicated in the preconditions for admission, which foreign language should be mastered at B2 level (English, French or German)

2.1.5 Programme 5: Caucasiology, level VI (BA), Georgian: Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.1.6 Programme 6: Caucasiology, level VI (BA), Russian: Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.1.7 Programme 7: Caucasiology, level VII (MA), Georgian: Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.1.8 Programme 8: Caucasiology, level VII (MA), Russian: Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.2.1 Cluster: TSU administration should document for purposes of programme evaluation and advertisement on the basis memoranda with partnering organizations, which and now many educational practices and internships for students in the respective programs were facilitated (certification of results).

4.3.1 Cluster: Consider administrative and pedagogical support for the teaching staff in introducing innovative teaching and learning methods especially for small student groups (design-thinking process, project-based learning, inquiry-based learning, use of digital tools etc.).

4.5.1 Cluster: It is desirable to provide more institutional support to the academic staff and students involved in the programs, in terms of participation in international scientific conferences and cooperation with industry associations.

4.5.2 Programme 3: Assyriology, level VI (BA): More institutional support for academic staff and students in terms of joining and cooperation in international sectoral associations is desirable. For example, cooperation with the International Association for Assyriology (<https://iaassyriology.com>) will be important in this regard.

4.5.3 Programme 4: Assyriology, level VII (MA): More institutional support for academic staff and students in terms of joining and cooperation in international sectoral associations is desirable. For example, cooperation with the International Association for Assyriology (<https://iaassyriology.com>) will be important in this regard.



5.1.1 Cluster: It is desirable that the Self-Evaluation report be more specific and informative. It should include information about all activities actually carried out, which were confirmed by the results of the interview.

5.2.1 Cluster: It is advisable that TSU actively uses all its existing cooperation with local and foreign universities and / or establish new partnership relations for the purpose of external evaluation of the programs.

5.2.2 Programme 1 (Armenology, VI Level): External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.3 Programme 1 (Armenology, VI Level): The results of the external evaluation of the program should be formalized in the form of an expert report.

5.2.4 Programme 3 (Assyriology, VI Level): External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.5 Programme 3 (Assyriology, VI Level): The results of the external evaluation of the program should be formalized in the form of an expert report.

5.2.6 Programme 4 (Assyriology, VII Level): External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.7 Programme 4 (Assyriology, VII Level): The results of the external evaluation of the program should be formalized in the form of an expert report.

5.2.8 Programme 5 (Caucasiology, VI Level, Georgian): External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.9 Programme 6 (Caucasiology, VI Level, Russian): External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.10 Programme 7 (Caucasiology, VII Level, Georgian): External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.11 Programme 8 (Caucasiology, VII Level, Russian): External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.3.3 Cluster: It is advisable that for each program an evaluation plan (scheme) be developed indicating the aspect of evaluation, the frequency of evaluation, evaluation methods, participants in the evaluation process, etc.

5.3.4 Cluster: It is desirable to improve the involvement of employers and non-affiliated specialists in the process of program development and external evaluation.

- **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

5.1. The principle of rational delegation of authority is applied, which ensures the freedom of the faculty to implement the current quality assurance policy at the university, taking into account the characteristics of the programs.

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

We did not encounter any problems with receiving requested information. The main problem was with the self-evaluation report (SER), which was not very informative and reflective on achievements and challenges. Regarding an argumentative position of TSU on the programs of this cluster, it seemed to us that the reference to the tradition of these programs alone is not sufficient for their active support and development on the national and international level. There is a need to clearly discuss the directions of their future development in the framework of the TSU development as a leading research-based HEI.

The accreditation expert group also got acquainted with the opinions of the institution's reasoned answer (N 6648/01-06-03, 18/04/2023), but did not share the arguments and left the existing recommendations and assessments due to the following circumstances:

### **1.3. Evaluation Mechanism of the Programme Learning Outcomes**

**Recommendation #1 - This recommendation is based on the following circumstances:**

According to the document "Establishment and evaluation of educational program learning outcomes": the mechanism for evaluating the learning outcomes of the program should be described in the learning outcomes evaluation plan, which should show which task, when, by whom, for what number of students each learning outcome of the program will be evaluated. Due to the absence of a learning outcomes evaluation document developed on the basis of this rule, the university was asked to submit these documents during the visit („Each program's learning outcomes assessment plan, which should show which task, when, by whom, for what number of students, each learning outcome of the program will be evaluated and etc.”). This document was not presented, therefore, the fact of the start of the implementation of the rule developed in 2020 (for example, the determination of target values for learning outcomes) is not confirmed. It is important to start the implementation of the rule "Establishment and evaluation of the learning outcomes of the educational program" in the university - in the case of all programs, it is necessary to define the target marks for the learning outcomes and develop a plan for the evaluation of the learning outcomes, which should show which assignment, when, by whom, for what number of students Each learning outcome of the program will be evaluated, etc.

**Recommendation #2 - This recommendation is based on the following circumstances:**

The direct mechanism of learning outcomes of the program involves several activities, namely, the development of the evaluation system of the program learning outcomes which encompasses specific outcomes of the program, the course, activity, exam, or other means by which the evaluation is undertaken. However, it is worth noting that: during the interview, the academic staff implementing the program could not explain the participation of the courses in the formation of the result and the method of determining the target marks. It is important that the staff implementing the program know which training courses and/or other activities are used to introduce, deepen and reinforce the learning outcomes of the program and how the target marks will be determined.

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

### 5.3. Programme Monitoring and Periodic Review

#### **Recommendation #1 – This recommendation is based on the following circumstances:**

According to the self-evaluation report: „Periodic monitoring and evaluation is conducted by the Quality Assurance Service of the Faculty; In the process of evaluation of educational program implementation participate: students, academic and invited staff participating in the program implementation, potential employers, faculty graduates and others”. Due to the lack of documented information, it is impossible to confirm or deny the fact of periodic monitoring of the programs grouped in the cluster (means the period after receiving accreditation – 2011-2012-2021). According to the self- evaluation report: „The quality assurance service of the university has developed a mechanism for collegiate assessment of educational programs, in which not only the persons implementing the program participate, but also students, employers, experts in the field both from the educational space of Georgia and from abroad”. It is confirmed that this mechanism has been developed. At the same time, the existence of a collegial evaluation of the programs grouped in the cluster and the participation of the program implementing personnel and Georgian and foreign experts in the evaluation of the programs are not documented (means the period after receiving accreditation – 2011/2012-2021).

#### **Recommendation #2 – This recommendation is based on the following circumstances:**

During the interview, the experts received an explanation that a review of several similar programs was carried out. Also, in the process of modifying the programs, the Subject Benchmark Statement of Higher Education in „Language Acquisition” was used, which was developed taking into account foreign practices. Therefore, the use of this document means taking into account foreign practices. It is worth noting that: 1) the sectoral characteristics of higher education were developed in 2022. At the same time, the question of the experts was related to the periodic study of foreign programs in the period after receiving the accreditation (2011/2012-2021); 2) It is not documented that after receiving the accreditation (2011/2012-2021): „Periodically the programme is compared with similar programmes of foreign universities. To bring the programme in compliance with the modern requirements, the best international practices are applied”.

*Note: In general, it should be noted that in the process of determining compliance with the requirements of the standard, a significant part of the information was obtained from the results of the interview, which indicates the need to improve the process of documenting information.*

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

We can already see the existence of the eight programs as an achievement in itself. Over the last 10 years they developed and adapted slowly to a changing environment on HEI as well as national level. However, the survival mood led to an encapsulation of the programs in the given respective traditions of research, which focused on the individual ethno-linguistic groups. There are to different degrees relationships and collaborations with partners abroad existing and developing. However, they do not seem to have a clear understanding of how to capitalize on those international contacts in developing their national and international standing.

## Evaluation approaches for the accreditation experts:

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

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster evaluation<sup>5</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific / Research / Creative / Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

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

<sup>5</sup> **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

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

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

The programs in this cluster have clearly established objectives and learning outcomes, which are logically connected to each other in the respective programs. Program objectives are in general consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

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

##### 1.1 Programme Objectives

###### Cluster and individual evaluation

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

Tbilisi State University (TSU) as the oldest higher education institution in Georgia can be proud of having a long tradition of a diverse field of research and education programmes. Among them are the following eight programs from the Faculty of Humanities, which covers a total of 65 different programs and 35 of them are already re-accredited (for comparison, in the four business programmes the same number of students is enrolled). This implies a higher administrative burden for smaller-scale, extremely specialized humanities programs with much lower faculty-to-student ratios. The programs in this cluster are among the smallest subjects, but for a variety of reasons TSU attaches strategic importance to them and guarantees the corresponding additional administrative costs in the future. In this, Caucasus as a regionally defined cultural entity plays a special role not only in research, but also in the preservation and development of identity and values of tolerance and cultural diversity.

The university management and administration have not worked here to incorporate these subjects into a broader strategy of inclusion and development, so as to provide the means of integrating these tradition-rich subjects into the overall development of TSU according to deliberately chosen criteria. Seven programs were first accredited twelve years ago and have since taken very different paths of development, which have been largely dependent on the individual program leaders and teaching staff. Hebrew Studies is accredited for a first time accreditation due to a restructuring of the previous broader program. Our commission was unable to discover any structured or institutionalized exchange of experience across the individual programmes to identify common potential for optimization of the programmes and academic communication. This was particularly evident in the self-assessment report lacking any kind of synthesis and critical self-reflection on the status and perspectives of the given subjects to be re-accredited. We consider this a missed opportunity for institutional learning. Having said this, we certainly found the principle of rational delegation of authority applied, which ensures the freedom of the faculty to implement the current quality assurance policy at the university, taking into account the characteristics of the respective programs.

Fortunately, the on-site visit and the intensive exchange with all actors involved revealed a special dynamic, which, however, does not transcend the individual subjects. Personal commitment takes precedence over institutional development. This is precisely where the untapped potential for the development of the Faculty of Humanities and TSU as a whole lies. Here the Quality Assurance as an administrative unit of TSU transgressing the individual programmes could play a coordinating role.

As a result of our conversations with the leadership of the faculty, the quality management service and the heads of the program, it turned out that the grouping of the given scientific fields and disciplines in the cluster presented for accreditation is not accidental at all, but the result of a thoughtful, conceptually developed approach. In particular, it takes into account the regional coexistence, historical coexistence of the given languages and peoples and their common characteristics of origin and cultural heritage revealed among them.

For example, the heredity among the languages included in the Iberian-Caucasian language family (Georgian, Nakh-Daghestan and Abkhazian-Adyghe languages) and the extinct languages of the former Asian region (Huritian-Urartian, Khattian, S(h)umerian), which despite the rather long history of multifaceted studies conducted in this regard, still remains a subject of intense scholarly discussions among linguists, ethno-linguists and historians. The mentioned circumstance further strengthens the grouping of these fields and disciplines in the given context and adds vitality to it, which, in turn, should probably be considered as one of the fundamental charges and determinants of the development of the scientific research and educational processes at the university.

All of the above, in our opinion, will probably become one of the prerequisites for TSU to preserve its traditional independence in the respective fields and disciplines of humanitarian research, which also determines its worthy positions in the world of academic research and educational programs. However, given the emphasis on knowledge of contemporary issues and applicable skills, the issue of interdisciplinary approaches in area focussed programs should be explicitly addressed and separately discussed in the curriculum.

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All programs assessed for re-accreditation in this cluster comply with the educational programmes and requirements of the Standard Component, even if they cover not more than 42 students enrolled in them. The administration of the TSU Faculty of the Humanities repeatedly stressed the importance of these programs for their university's identity and historical tradition of research. Therefore, they are deeply embedded in the structure and programmes of TSU that underwent institutional authorisation in 2018. Even with limited personal resources all programmes managed to comply with the requirements of the Educational Programmes and Standard Components. They have their own internal dynamic based on the close interaction between teaching staff and students. All programmes are aware of their marginal status on the one and uniqueness in the Georgian field of HEI programmes on the other. Being grouped together in a cluster by mere geographical criteria, there seemed to be little interaction among these small university subjects, which would allow them to learn from each other's experiences and best practices. Using the accidental grouping in this cluster might serve at university level for giving such "small university subjects" a voice and will help them to better coordinate their efforts.

### **Programme 1: Armenology, level VI (BA)**

Description and Analysis - The goals of the Armenology undergraduate program are:

- Preparation of a specialist in the field of Armenology with regional competences corresponding to the bachelor's level;

- training of Armenian language specialist with various expert and philological competencies;
- Equipping graduates with broad knowledge and skills based on international competences, forming them as specialists with a traditional broad humanitarian vision for Georgian Armenology.

Accordingly, a graduate of the Armenology undergraduate program:

1. Masters the new Armenian language at the level of a competent user, the old Armenian language at the level of reading, understanding, interpreting and translating texts.
2. Demonstrates broad knowledge of the cultural and social environment of the Armenian language (aspects of literature, history, culture, religion and contemporary political situation).
3. Describes the cultural-social environment of the Armenian language and compares it with the Georgian linguistic and cultural-social environment (linguistic, literary, historiographic and religious competencies);
4. Performs written and oral translations from Armenian to Georgian and vice versa;
5. Critically reviews research debates in the academic field and promotes the further development of Armenology in Georgia;
6. Is able to continue studying both in the main and adjacent specialties; to be employed in museums, archives, libraries, public sector, educational institutions, translation bureaus, research institutes.

Objectives are logically related to learning content and results; Corresponds to the requirements of the qualification descriptor of level VI of the qualifications framework and the content of the detailed field "0231.1.15" Armenian Philology/ Armenology defined by Article III of the Study Areas Classifier. It is clearly stated what knowledge, skills and competences the graduate of this program is prepared for, who is able to describe and explain the linguistic features of the Armenian language (old and new), aspects of the history of the language, Armenian literature, to analyze individual issues related to the historical-cultural and public environment of the Armenian language using the main theories, principles and methods of Armenology; defines and describes similarities and differences between Georgian and Armenian cultures, in terms of linguistic, literary, historical processes; analyzes the historical-cultural and contemporary relations between Georgia and Armenia by comparing and contrasting them.

With the acquired knowledge and skills, a graduate can be employed in both specialized and related fields or continue his/her studies at the master's level in Georgia (TSU - "Christian Philology of the Middle Ages" (Module - Armenian Philology; Ilia University - Medieval Studies), as well as abroad, in all the universities where Armenology is an active program.

The goals of the Bachelor's program of Armenology are clear and correspond to the requirements of the field of study and the level of teaching, the mission of the university, based on the sectoral characteristic of higher education of language acquisition, which takes into account the requirements of the field and the peculiarities of the development of the field.



## **Programme 2: Hebrew Studies, level VI (BA)**

Description and Analysis - The aim of the Bachelor's program in Hebrew Studies is to prepare a competitive graduate, equipped with extensive humanitarian knowledge, in accordance with international standards and requirements in the field - a qualified scholar in Hebrew Studies, who masters the Hebrew language as well as the linguistic and cultural characteristics of the State of Israel, has complex knowledge of the Middle East region within the framework of field specialization and uses latest teaching methods and an interdisciplinary approach, ensures that the graduate is equipped with the following sectoral competencies and transferable skills.

The objectives are clear and correspond to the requirements of the field of study and the level of education, the mission of the university, are based on the requirements of the field of study and are logically related to its content and results; it corresponds to the requirements of the level VI qualification descriptor of the qualifications framework and the content of the detailed field "0231.1.20" Hebrew Studies defined by Article III of the study field classifier.

The goals of the program clearly state what knowledge, skills and competencies the graduate should have: 1) mastering modern Hebrew (Ivrit) on working level (B2), 2) knowledge of Jewish identity, its history and contemporary issues of the state Israel and its contemporary "ethno-cultural kaleidoscope", 3) deep understanding of Jewish religious thought as a monotheist religion, 4) fundamental knowledge of the Bible and esp. its Old Testament, 5) deep knowledge about the phenomenon of Georgian jews and their relationship with Israel.

With the acquired knowledge and skills, the graduate will be able to find employment in the fields of didactic and scientific, translation, publishing, mass media, educational and non-governmental organizations, etc.

## **Programme 3: Assyriology, level VI (BA)**

Description and Analysis - The aim of the Bachelor's program in Assyriology is to prepare persons with a broad humanitarian education, who will have qualifications and competencies in Assyriology appropriate to the educational level, possess at least two languages that used the cuneiform script, the key issues of ancient Near Eastern history, literature, culture. Graduates will be able to translate from studied languages, prepare philological, historical and general cultural comments for texts, critical analysis of specialized scientific literature, give written and oral presentations.

The objectives are clear and correspond to the requirements of the field of study and the level of education, the mission of the university, are based on the requirements of the field of study and are logically related to its content and results; it corresponds to the requirements of the level VI qualification descriptor of the qualifications framework and the content of the detailed field "0231.1.19" Assyriology/Assyriology defined by Article III of the study field classifier.

The goals of the program clearly state what knowledge, skills and competencies the graduate should have: 1) modern theoretical foundations of the field of Assyriology, 2) mastering the linguistic features of Akkadian, Sumerian or Hittite, 3) description and analysis of the modern field of literature research in ancient pre-Asia.

With the acquired knowledge and skills, the graduate will be able to find employment in the fields of didactic and scientific, translation, publishing, mass media, educational and non-governmental organizations, etc.



#### **Programme 4: Assyriology, level VII (MA)**

Description and Analysis - The master's program in Assyriology is a logical continuation of the bachelor's program, the purpose of which is to educate and prepare a specialist with deep and systematic knowledge in the field. Taking into account the international standards and experience of teaching and research, deepening the basic knowledge of the languages of ancient Asian civilizations, their writing, literature, art, history; Preparing a MA graduate equipped with sectoral and transferable skills for employment in the modern Georgian scientific and academic space.

A graduate student at the professional level: 1) processes texts of any complexity of different content written in the languages of ancient pre-Asia (Akkadian, Sumerian, Hittite) - establishes their transliteration, translation and makes a historical-philological analysis; 2) processes the clay tablets with cuneiform writing discovered by archaeological excavations; Creates electronic versions of edited material and prepares them for international circulation.

Graduates can continue their studies and research at the doctoral level.

The goals of the Master's program in Assyriology are fully aligned with the level of study and achievable; corresponds to the mission of the university, is based on the requirements of the field of study and logically fits the learning content and outcomes; Corresponds to the requirements of the qualification descriptor of level VII of the qualifications framework and the content of the detailed field "0231.1.19" Assyriology defined by Article III of the study field classifier.

The goals are clearly formulated in accordance with the modern requirements of the field: the requirements of the academic space are taken into account.

**Programmes 5-8: Caucasiology, level VI (BA) and VII (MA), Georgian and Russian** (Programme 5: Caucasiology, level VI (BA), Georgian; Programme 6: Caucasiology, level VI (BA), Russian; Programme 7: Caucasiology, level VII (MA), Georgian; Programme 8: Caucasiology, level VII (MA), Russian)

Description and Analysis - The programs have clearly defined objectives and learning outcomes that are logically linked. The objectives of the program are consistent with the mission, goals and strategic plan of TSU development. The learning outcomes of the program are continuously evaluated to improve the program. The content and consistent structure of the program ensure the achievement of the set goals and expected learning outcomes. Educational programs grouped in a cluster are logically connected with each other and develop according to the levels of higher education, taking into account the content of the field of study.

The programs at both levels (undergraduate and graduate) presented by the department of Caucasiology are distinguished by its interdisciplinary character, the specificity of the Caucasus region and a number of unique characteristics of its parts are taken into account, which, in turn, should become a condition for the successful conduct of program teaching and research. More focus could be placed on the interactions among the diverse linguistic, ethno-cultural or political entities of the Caucasus and with the world outside the region.

The implementation of the Caucasiology program in the presented form will contribute to attracting more students to the program and their further specialization in terms of Caucasiology and regional studies in general; what is very necessary, both in the modern stage of public and political life, as well as in its long-term perspective.

## Evidences/Indicators

- Self-evaluation report (not very helpful!)
- Interviews during site-visit especially TSU administration and heads of programs
- Supporting documents (program curricula, TSU labor market assessment,

**Recommendations** - should be considered by the HEI in order to comply with the programme requirements of the standard. **Suggestions** - non-binding advice for the programme development

**General recommendations of the cluster: None**

### General suggestions of the cluster:

1.1.1 The TSU administration in close cooperation with the heads of the given programs might consider joining forces and strengthen interprogram communication by establishing a joint BA program in “Humanitarian Oriental Studies” with regional Majors and Minors covering the regional specializations. Thus the specific experiences of these “small subjects” could be used beyond their disciplines and contribute to a more clarified role in the strategic development of the individual programs as well as on faculty and university level.

1.1.2 Serious efforts should be assigned to the elaboration of an internationalization concept that exceeds foreign language courses and involves lecturers from abroad, joint program development with partner institutions abroad, that can be used for student and teaching mobilities (ERASMUS, DAAD, Israel, etc.). This also includes the preparation of courses in English language for attracting international students on the MA level.

1.1.3 Envision establishing an institutionalized experience sharing among the working “programme development councils” with active involvement of all program stakeholders maybe twice a year at the end of each semester and take note of the experiences and lessons for institutional learning and continuous improvement of the programs and the cluster.

1.1.4 Given the emphasis on knowledge of contemporary issues and applicable skills (employability), the issue of interdisciplinary approaches in area focussed programs should be explicitly addressed and separately discussed in the curricula. Because of its epistemological importance this can be done jointly by all participating programs.

### Recommendations and Suggestions according to the programmes:

#### Programme 1: Armenology, level VI (BA)

**Recommendation(s): None**

**Suggestion(s):**

1.1.5 Establish collaboration and partnership with Armenian academic or non-academic institutions in order to overcome the special “isolation” of Georgian Armenology. It is impossible that Tbilisi as one former center of East Armenian cultural, social and political life

is not of interest for Armenology in Armenia and internationally. Different paradigms and perspectives should be actively integrated in the program.

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 5-8: Caucasiology, level VI-VII (BA, MA), Georgian and Russian**

**Recommendation(s):** None

**Suggestion(s):** 1.1.6 In a more unified context the programs could be even more enriched and strengthened, if subjects as well as materials and conclusions obtained from modern research of the pre- and ancient history and archeology of the Caucasus were included in the historical module. It would also acquire more diversity, if modern genetic, demographic anatomy, onomastic, toponymy were properly presented in it (moreover, the onomastic research center functions in the university).

1.1.7 It is also desirable that in the future, on the basis of the presented programs, an English-language program of Caucasiology would be gradually developed (at least at MA level), So that interested persons from different countries of the world can specialize in Caucasus Studies at TSU, as the oldest university in the Caucasus.

## Evaluation <sup>6</sup>

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
- Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

#### Cluster and individual evaluation

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

The learning outcomes (LO) of the programmes in this programme are clearly described and logically related to the goals and objectives of the respective programmes. There is a certain potential for synergies among these “small university subjects” of this cluster and a need to explicitly address the factor of interdisciplinarity for area related programmes at least on the MA level.

<sup>6</sup> Evaluation is performed for each programme separately.

### **Programme 1: Bachelor of Armenology (VI Level)**

Description and analysis: The learning outcomes (LO) of the Bachelor's program in Armenology are clearly described and logically related to the goals of the program, fully complying with the sectoral characteristic standard developed and approved by the National Center for the Development of Education Quality: "Levels I and II of Higher Education of Language Mastery and Levels VI and VII of the National Qualifications Framework".

The results are based on the principle of logical development according to the complexity and content of the field of study. It provides an opportunity to continue studying at the second level of higher education. The results of the program are measurable and achievable, which is confirmed by the survey of graduates.

The relationship between learning objectives and learning outcomes is well represented in the Program Objectives and Learning Outcomes Map.

The graduate possesses the new Armenian language (linguistic communication skills: reading, writing, speaking; translates artistic, legal, economic, administrative, etc. literature), reads various texts in the ancient Armenian language (biblical texts, hagiographical and dogmatic-polkemic writings, epigraphic inscriptions), interprets them, translates them into written Georgian by demonstrating appropriate translational competences;

The graduate describes and analyzes the historical-cultural and contemporary relations between Georgia and Armenia by comparing and contrasting them;

The graduate participates in discussions with the Armenian language, Georgian-Armenian relations, and other current issues of Armenology, and discusses the Georgian and Armenian languages in an argumentative and consistent manner.

### **Programme 2: Bachelor of Hebrew Studies (VI Level)**

Description and analysis: The learning outcomes (LO) of the Bachelor of Hebrew Studies program are quite logically related to the goals of the program and the peculiarities of the field of study. They are measurable, achievable and realistic. The LOs of the program are grouped according to three components: "Knowledge and Awareness", "Skill" and "Responsibility and Autonomy". The graduate of the program possesses and uses the modern Hebrew language on a working level (B2 according to the Common European Framework of Reference for Learning, Teaching and Assessment of Foreign Languages) and demonstrates appropriate communication skills (writing, reading, listening, speaking). He/she has a theoretical base in the art of translation; reviews and describes the basics of ancient (biblical) Hebrew as well as recognizes essential grammatical differences between ancient and modern Hebrew.

The graduate of the Bachelor of Hebrew Studies:

- Covers the linguistic and cultural foundations of Yiddish. It describes and reviews the stages of development of Jewish literature, the specificity of which is dictated by the unique history of the Jewish nation.
- Discusses the artistic side of the biblical texts, the Jewish poetry that arose from it, created in medieval Spain (which is known as the golden age of Jewish literature), the Jewish authors of the Renaissance, the new trends of the eighteenth century, the new

writing of the Jewish Enlightenment in Central Europe, the process of the formation and development of modern Israeli literature.

- Defines the uniqueness of the Jewish phenomenon;
- Reviews the history of the Jewish nation and its most important stages; the political system of the State of Israel, the religious-cultural and socio-economic trends of the development of the Israeli society;
- Describes spiritual and material-cultural values of Georgian Jews, important aspects of life and work of repatriated Georgian Jews in Israel;
- Critically examines Jewish literary events; evaluates Jewish writing as a whole process, starting with biblical masterpieces and ending with postmodernist texts of modern authors;
- Analyzes the political climate of the Middle East region, factors causing the Palestinian-Israeli conflict, considering the historical and regional context, discusses the perspective of political-economic and cultural contacts between Georgia and Israel.

With the basic competences of humanitarian knowledge and the possession of European language(s), effective use of communication and information means and technologies, the student carries out field-specific tasks at a high professional level.

The learning outcomes are fully consistent with the sectoral characteristics of language mastery of higher educational programs, their results are also relevant to the difficulty of the sixth level qualification of the National Qualifications Framework. The learning outcomes meet the requirements of the graduates' future field(s) of professional employment and provide an opportunity to continue studying at the next level of education. Their development was a collaborative process involving all stakeholders (affiliated and visiting academic staff, students, alumni, employers, etc.). As the interviews showed, those involved in the implementation of the program ensure that learning outcomes are communicated to all stakeholders.

### **Programme 3: Assyriology, level VI (BA)**

The learning outcomes of the undergraduate program in Assyriology are clearly described.

The graduate:

- Based on the knowledge of Akkadian, Sumerian or Hittite morphology, syntax, vocabulary and phraseology, writing system, defines and describes the key issues, theories, principles and latest issues related to the ancient Middle Eastern languages, their historical-cultural and social circumstances;
- Analyzes the literature of ancient pre-Asia, important written monuments, their problems and principles of contemporary research.
- Translates texts of medium complexity from ancient Middle Eastern languages into Georgian using proper translation knowledge skills.
- Creates a research paper according to the instructions given in advance. For this purpose, he will search for appropriate scientific literature in Georgian and one of the European languages; Critically evaluates information received from sources in the field of Assyriology, formulates his own position.

- Participates in the discussion related to Assyriology, discusses argumentatively and consistently in the Georgian language, using appropriate terminology.
- Recognizes and protects the principles of professional ethics and academic integrity; takes care of his academic and professional development, demonstrates the ability to study independently, self-organize and manage time; Demonstrates the ability to organize time and work in familiar and unfamiliar (unpredictable), including interdisciplinary and intercultural environments.

The learning outcomes are fully consistent with the goals, the sectoral characteristics of higher education of language mastery, the requirements of the level VI qualification descriptor of the qualifications framework and the content of the detailed field defined by Article III of the Study Areas Classifier 0231.1.19 Assyriology.

Outcomes evolve according to the difficulty, complexity and content of the field of study; It provides an opportunity to continue studying at the second level of higher education. The results of the program are measurable and achievable, which is confirmed by the survey of graduates.

The relationship between learning objectives and learning outcomes is well represented in the Program Objectives and Learning Outcomes Map.

#### **Programme 4: Assyriology, level VII (MA)**

The graduate of the Assyriology Master's Program:

- Independently processes texts of any complexity of different content on the basis of deep and systematic knowledge of the languages of ancient Asia (Akkadian, Sumerian, Hittite), transliterates and/or translates them and conducts a historical-philological analysis.
- Applies research methods of the field and processes clay tablets with cuneiform writing discovered by archaeological excavations; creates electronic versions of edited material and prepares them for international circulation.
- Conducts scientific research on a specific academic problem using historical-literary research methods.
- Conducts public speeches, writes scientific reports, discussions and presentations; is able to participate in a highly professional and competent communication with both Georgian and foreign colleagues in academic circles on all important problems of the field.
- Masters the norms of academic ethics in the practical application of professional knowledge; has developed the ability to respect and tolerate other people's opinions; The Master of Assyriology is a citizen with general humanist values.
- Demonstrates the ability to study independently and manage time; conducts independent research of problematic issues.

The results of the Master's program in Assyriology (8) are clearly described and logically fit the goals of the program, are fully consistent with the peculiarities of the field of study, and ensure the preparation of a Master's specialist in Assyriology. Results are sector-specific and aligned to level 7 of the National Qualifications Framework. The relationship between the program's



learning objectives and outcomes is well represented in the Program Objectives and Learning Outcomes Map. Learning outcomes are described in three categories: knowledge-awareness, skills, responsibility and autonomy.

The learning outcomes of the program reflect competencies relevant to the Master's level qualification in Assyriology, are measurable and realistic. Based on the goals of the program, the intended results correspond to the sectoral characteristics of the higher educational programs of language acquisition and the seventh level qualifications of the National Qualifications Framework.

### **Programmes 5-6: Caucasiology, level VI (BA) in Georgian and Russian**

Learning outcomes of the program: After completing the bachelor's program, the graduate will have the Knowledge and understanding to describe the essence of the discipline, its main problems and directions, to review the linguistic-anthropological, literary-folkloric and cultural aspects of the studied languages, its genesis and areal relations, which include linguistic, literary-folkloric, historical-archaeological data. The graduate will have the Abilities to identify current issues of the field, apply theoretical knowledge and modern approaches to it, to analyze various types of (linguistic-folkloric, artistic-literary, informational, historical, mythical, etc.) texts and to apply the knowledge of language(s) in practice, to have a general understanding of the historical development and to consider it evaluating current processes in the region as well as about the strategic role of Georgia in regional and global contexts. The graduate will be able to identify the nature of Georgian-Caucasian contacts and analyze factual material. In terms of Autonomy and responsibility the graduate demonstrates professional integrity, has developed an impartial, tolerant, stereotype-free approach to ethno-cultural and religious specificities of the diverse Caucasus region. Finally, the graduate demonstrates academic integrity by observing academic ethics and norms of behavior. In conclusion, it can be said that the learning outcomes are logically related to the program objectives and the features of the field of study. The learning outcomes of the program describe the knowledge, skills, responsibility, and autonomy that the student acquires upon completion of the program.

Both programmes in Georgian and Russian languages are identical.

### **Programmes 7-8 - Caucasology, level VII (MA)**

For the MA level the learning outcomes of the program specify that after completing it, the student will have the Knowledge and understanding to convey a deep knowledge of the Iberian-Caucasian languages and the peculiarities of the endemic languages of the Caucasus, to master modern methods of Caucasus studies and distinguish their specifics according to the needs of the programme and to apply them in practice. The graduate has learned the specifics of modern Caucasian studies, critically reviews concepts of different linguistic schools and applies its main methodological principles and methods, searches for and analyzes Georgian and foreign language sources on Iberian-Caucasian languages, realizes possible biases and based on various verified sources, carries out small-scale complex studies, describes the achievements, development perspectives and current problems of linguistic Caucasology and critically assesses its current state of the arts worldwide with the help of appropriate information technology, in a wide range of online resources, libraries, archives and in the field, the student will search for authentic language materials and based on them, carry out a complex research and write a structured master's thesis of a strictly analytical and research nature (according to the program module of Caucasology) on a chosen topic. For the Abilities the student can define



an actual scientific problem for one's own research project and apply appropriate research methods, systematize and comment on specified materials using general theoretical and comparative approaches, develop one's own opinion, formulate substantiated conclusions. The student may determine the methodological foundations of research, evaluate primary and secondary sources, and analyze them based on special literature on modern and historical processes. The student is also able to identify and isolate a scientific problem, carry out research independently using appropriate academic terminology and modern technologies, prepare a text of scientific content in Georgian, Russian or any European language (English/German/French) of a Caucasian profile, to give a presentation in the native language, prepare scientific theses and reports for conferences. The student will complete a large-scale and high-quality master's thesis, in which a current problem of Caucasian linguistics is solved and contributes to the popularization of Caucasia through ethical communication. For Autonomy and responsibility the student will lead the development of knowledge at a high level, properly organize time, develop his/her own abilities, make independent decisions and take responsibility for them, and, following the principle of teamwork, be able to adapt field knowledge in the study or work environment, new assumptions, ideas and the definition of concepts. Values and supports universally recognized standards of academic honesty, ethical results of scientific research and guides his behavior in the discussion/debate process by respecting different opinions and correctly expressing one's own. The student will respect cultural heritage, the values of neighboring peoples, adapt to them and develop a sense of pan-Caucasian tolerance.

The results of the presented master's program are logically related to the objectives of the program and the peculiarities of the field of study. It accurately describes the knowledge, skills, responsibility, and autonomy the student gains upon completion of the program. Both programmes in Georgian and Russian languages are identical.

In conclusion, the learning outcomes of all four programs are logically related to the objectives of the program and the field of study with peculiarities. The learning outcomes of the program describe the knowledge, skills, responsibility, and autonomy that the student acquires upon completion of the program. Learning outcomes in terms of difficulty, complexity and content of the learning area are consistent and develop in appropriate steps. Those involved in the implementation of the program ensure that the learning outcomes are communicated to the interested parties.

#### **Evidence/indicators**

- Undergraduate and graduate programmes and syllabi of the cluster;
- Mapping of program goals and learning outcomes;
- Results of interviews

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

1.2.1 TSU administration and heads of programmes should consider identifying potential synergies of the learning outcomes among the programmes of this cluster in order to strengthen the coherence of teaching programmes (e.g. addressing issues of interdisciplinarity of all area related curricula).

**Recommendations and suggestions according to the programmes:**

**Programme 1: Armenology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 7: Caucasiology, level VII (MA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 8: Caucasiology, level VII (MA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

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## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

#### Cluster and individual evaluation

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

The issues of evaluating the results of the educational program are described in the document "Establishment and evaluation of the learning results of the educational program" (2020), according to which the evaluation of the learning results of the educational program consists of 4 stages:

1. Establishing the learning outcomes of the educational program;
2. Curriculum analysis that determines whether the program provides sufficient opportunities for the students to achieve the program learning outcomes;
3. Assessment of the learning outcomes of the educational program, which includes data collection and analysis to determine students' achievement of learning outcomes at the desired level;
4. Using evaluation results to improve the program.

The mechanism for evaluating the programme learning outcomes of the program includes direct and indirect evaluation methods.

Indirect evaluation methods include student self- evaluation, employer student assessment, student, graduate and employer surveys, focus group discussions, interviews, employment rate, course grades, program completion rate, etc. To assess the program's learning outcomes, a questionnaire can be prepared in which the program's learning outcomes are listed, and students indicate their opinion on the level at which they have achieved this or that learning outcome. The same questionnaire can be sent to employers.

One of the mechanisms for evaluating the program is considered to be confirmation of the correspondence between goals and results, as well as the possibility of achieving them. The alignment of the program's learning outcomes and objectives is illustrated by the alignment map. To analyze the content of the program, a curriculum map is created. A curriculum map is a table on one side of which the program's learning outcomes are presented and, on the other - mandatory courses, activities, and research components offered by the educational program. Also, the map indicates which study course ensures the development of which learning outcome with three progressive levels - 1. familiarization; 2- deepening; 3 - reinforcement. It is important that all learning outcomes are developed at all three levels. It is worth noting that the programs grouped in the cluster have annexes "Map of relevance of objectives and results", Curriculum Map: "Program Learning Outcomes and Courses".

The direct mechanism of learning outcomes of the program involves several activities, namely, the development of the evaluation system of the program learning outcomes which encompasses specific outcomes of the program, the course, activity, exam, or other means by which the evaluation is undertaken. However, it is worth noting that: during the interview, the academic staff implementing the program could not explain the participation of the courses in

the formation of the result and the method of determining the target marks. It is important that the staff implementing the program know which training courses and/or other activities are used to introduce, deepen and reinforce the learning outcomes of the program and how the target marks will be determined.

The direct mechanism for evaluating the learning outcomes of the program comprises the determination of the target marks of the program and monitoring of the progress of their achievement.

According to the document indicated above: for each learning outcome of the program, a target benchmark should be established, which reflects expectation of the level at which students will achieve each learning outcome. Therefore, program managers must determine the threshold at which they will be satisfied and consider that a program graduate has the knowledge and skills defined by the learning outcome. For example, 60% of students will receive a grade of 15 to 20 on the first learning outcome of the program (if we assess this learning outcome through an essay with a maximum score of 20), or 80% or more of students will receive a grade of B or higher on the exam. Or 75% or more of the students will be rated a three on the rubric (scale of 1-5) by which the research paper is evaluated.

Targets should be set before assessing learning outcomes. The target benchmark should not be unreasonably high or, conversely, low. Students' previous results can be used to determine realistic target scores. According to the document indicated above: the mechanism for evaluating the learning outcomes of the program should be described in the learning outcomes evaluation plan, which should show which task, when, by whom, for what number of students each learning outcome of the program will be evaluated.

Due to the absence of a learning outcomes evaluation document developed on the basis of this rule, the university was asked to submit these documents during the visit („Each program's learning outcomes assessment plan, which should show which task, when, by whom, for what number of students, each learning outcome of the program will be evaluated and etc.”). This document was not presented, therefore, the fact of the start of the implementation of the rule developed in 2020 (for example, the determination of target values for learning outcomes) is not confirmed.

According to the document indicated above: evaluation of an educational program is a process that determines how well students have achieved the program's learning outcomes and how the program can be improved. All program learning outcomes must be assessed at the end of the program. Accordingly, when the results of the evaluation of the learning outcomes of the program are already created, these data will be analyzed and compared with the target marks. According to the self-evaluation report and the interview, using the aforementioned mechanism for evaluating the learning results, the Bachelor and Master level programs of the fields of Oriental studies and Caucasian Studies included in the cluster will be tested and evaluated during the next 7 years of reaccreditation.

According to the document indicated above: after analyzing the results of the evaluation, the program implementing staff may consider it necessary to make changes in the content of their course(s), its prerequisites, the sequence of the training courses may be changed, or courses may be added/removed, the learning outcomes of the program may be revised or may be revised. Their evaluation mechanism, other. After carrying out all of the above, a program learning outcomes evaluation report is written, which reflects the results obtained, their analysis and the changes made as a result of the analysis (if any).

The evaluation of learning outcomes of educational programs is carried out by a designated group which includes a member of the quality assurance service of the faculty, heads of programs, as well as academic staff and doctoral students involved in the implementation of the program. Due to the lack of information, the university was asked during the visit to submit the documents that reflect the evaluations of the learning outcomes of the programs in the post-accreditation period (2011/2012 - 2021) - for example: documents reflecting the analysis of students' academic performance in the post-accreditation period (2011/2012 - 2021). Therefore, it is not determined what method was used and with what periodicity the control of achieving the results of the program was carried out.

Based on the studied documents and the results of the interviews, it should be noted that: the university has developed mechanisms for evaluating the learning outcomes of programs. These mechanisms are relevant and sufficient for all programs grouped in a cluster. At the same time, it is necessary to improve staff awareness of these mechanisms, as well as to use these mechanisms and document the results of program evaluation.

The documents presented by the university, the results of the interview and the circumstances indicated above together determined the assessment of the entire cluster and the educational programs grouped in the cluster - "Substantially complies with requirements of the standard".

#### **Evidences/Indicators**

- „Learning Outcomes of the Educational Program Formulation and Evaluation“;
- Annexes of the programs grouped in the cluster "Mapping of relevance of program objectives and results"; Curriculum Map: "Program Learning Outcomes and Courses";
- Interview results

#### **General recommendations of the cluster:**

1.3.1 It is important to start the implementation of the rule "Establishment and evaluation of the learning outcomes of the educational program" in the university - in the case of all programs, it is necessary to define the target marks for the learning outcomes and develop a plan for the evaluation of the learning outcomes, which should show which assignment, when, by whom, for what number of students each learning outcome of the program will be evaluated, etc.

1.3.2 It is important that the staff implementing the program know which training courses and other activities are used to introduce, deepen and reinforce the learning outcomes of the program and how the target marks will be determined.

#### **General suggestions of the cluster:**

1.3.3 It is advisable that information on the evaluation of learning outcomes for the program is documented in a proper way to ease the application of lessons learned.

#### **Recommendations and Suggestions according to the programmes:**

## Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.4. Structure and Content of Educational Programme

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

#### Cluster and individual evaluation

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

The programs on both levels (undergraduate and graduate) presented by the department of Caucasiology and Assyriology are drawn up using the methodology of planning, designing and development of educational programs operating at TSU. The structure of the programs is consistent and logical. Their content and structure ensure that the learning outcomes of the program are achieved. The qualifications to be awarded are in accordance with the content of the programs and the learning outcomes. One of the main reasons for this should be the interdisciplinary nature of the given educational research programs and the number of subjects passing between these programs (as well as adjacent humanitarian fields - for example, history-archaeology group fields) at the qualified level. Most of the programs are closely related to the traditions that TSU has been following since its foundation.

#### Programme 1: Armenology, level VI

The curriculum of the bachelor's program of Armenology is based on the principle of transitioning from simple linguistic or literary, linguistic, historical-sociological topics and problems to difficult ones. Along with general theoretical courses, teaching of branch courses starts from the very first stage. The results of the optional courses will help the student to develop competences obtained from the compulsory subjects in the field and develop additional skills. All the components included in the programs meet the requirements defined for the bachelor's level by the higher education qualifications description. Special attention is paid to the strengthening of general competencies - logical, creative and critical thinking, or oral and written expression skills, analytical skills, ability to work in a team, raising the level of knowledge of foreign languages (especially English). It is important to complete a mandatory undergraduate thesis (10 credits) in the final phase of the program. Bachelor's Thesis Summarizes Objective The student will have acquired knowledge, inference, critical thinking, reasoning, oral and written communication skills.

The volume of the undergraduate program is eight semesters (240 ECTS credits) and is distributed as follows: basic compulsory courses of humanitarian competence - 20 credits, optional foreign language courses (European languages) - 10 credits, optional foreign language courses (classical or oriental language) - 10 credits, Basic elective courses of humanitarian competence (introductory courses) - 10 credits, 120 ECTS credits are intended for basic and optional disciplines (100+20) of the main specialty (profiling, including bachelor's thesis - 10 credits), within 60 ECTS credits, the student is given the opportunity to choose the desired additional program, and 10 ECTS credits are determined by the student's so-called for free choice.



The variety of elective courses of the specialty serves to deepen the competences obtained from the field subjects and to develop additional skills.

The structure of the bachelor's program in Armenology is drawn up according to the rules established by the Georgian legislation and according to ECTS - the European system of transfer and accumulation of credits, and the content, volume and resources of the program are in accordance with the requirements defined for the bachelor's level by the description of qualifications of higher education, the qualification to be awarded - Bachelor of Armenology / Bachelor of Armenology and ensures the achievement of learning outcomes .

120 ECTS credits for the main and optional disciplines of the profiling specialty serve to achieve the learning outcomes of the program.

The structure is coherent and each component is arranged logically. Admission prerequisites are adequate.

### **Programme 2: Hebrew Studies, level VI (BA)**

Description and analysis: The content of the educational courses of the Bachelor of Hebrew Studies program is outlined in the course syllabi. As indicated in the self-assessment report, these syllabi have been developed in accordance with the general guidelines and regulations used in the university. The syllabi usually provide adequate information about the content, methods, objectives and structure of the courses. The syllabi provide students with information about learning outcomes and credits awarded for each course. In addition, they contain information on relevant literature.

The prerequisite for awarding the bachelor's academic degree is the accumulation of 240 credits by the student. 120 credits are intended for the major (profiling) specialty chosen by the student (95 credits are assigned to the mandatory training courses of the specialty, 15 credits to the optional subjects of the specialty, and 10 credits to the bachelor's thesis).

50 credits are allocated to basic compulsory and optional training courses of humanitarian competence. Within the framework of 60 credits, the student can choose the desired additional bachelor's program (specialty) both at the Faculty of Humanities implementing the main specialty, and at other faculties of TSU. In the case of not choosing an additional program, the student has the opportunity to use 60 credits for study courses/modules of the given or another bachelor's program. 10 credits are assigned to so-called free credits.

The aim of the bachelor's program in Hebrew Studies is to prepare a competitive graduate, equipped with extensive humanitarian knowledge, in accordance with international standards and requirements in the field - a qualified Hebrew scholar with extensive humanitarian education, who possesses the language and linguistic cultural characteristics of the State of Israel, complex knowledge of the Middle East region, which, within the framework of field specialization, and using the latest teaching methods and an interdisciplinary approach, ensures that the graduate is equipped with the following sectoral competencies and transferable skills:

1. With practical knowledge corresponding to the B2 level of language competence of the Common European Recommendation Framework for Learning, Teaching and Evaluation of Modern Hebrew (Hebrew) foreign languages, to use this language for communication purposes, to obtain, receive and process information; with the knowledge of the basics of the ancient (biblical) Hebrew language, as far as biblical Hebrew is the systematic and structural foundation of the modern Hebrew language (Hebrew); With knowledge of the linguistic and cultural foundations of Yiddish. Depending on the market needs, with the skills necessary to carry out

translation and interpreting activities in different socio-cultural contexts, which will enable the Hebrew language to fulfill its cultural-representative mission.

2. The program also aims to give the Bachelor of Hebrew Studies a broad knowledge of the following issues:

- Jewish identity and ethnogenesis, religious and secular aspects of their identity; Religious and Political Zionism.

- Political architecture of the state of Israel. Its geopolitical place and role in the Middle East region.

- The ethnocultural kaleidoscope of modern Israel.

3. To give the graduate a thorough understanding of Jewish religious thought, the central concept of which is monotheism.

4. To give the graduate a thorough knowledge of the literary aspects of the Old Testament (Hebrew Bible), its artistic values, as well as the unique Jewish poetry of the Middle Ages, which emerged on the artistic soil of the Bible, the two-thousand-year-old writing of the Jewish diaspora, new trends and problems of modern Israeli literature.

5. To give a rather deep knowledge about the phenomenon of the Georgian Jews; to study the history of Georgian Jews, their material-cultural heritage and religious life. To introduce him / her to the institutions and archives related to the Jewishness of Georgia, including those that have not yet been touched by a researcher. To interest the Hebrewist in the study of this material.

6. The goal of the program is also to give the graduate a fundamental humanistic education, along with the knowledge of European language/s, the opportunity to master a second Eastern language (Arabic is a priority and recommended for the program), and all this will allow the Hebrew scholar to effectively use field competencies and transferable skills, to be employed as a state, both in the private sector, to gain a place in the labor market as a translator, interpreter, consultant, tour operator, guide, contact person, affairs manager, etc., or to continue studying at a master's level with a humanities or social sciences profile.

7. The program aims to educate a responsible and conscientious graduate who strictly protects professional ethics in business relations, is tolerant, has the ability to perceive intercultural differences, cultural diversity, adequate understanding and respect; Demonstrates a constant willingness to communicate and collaborate.

Overall, it can be said that the content and learning outcomes of major courses of the subject ensure that the learning outcomes of the program are achieved. The content of each course/subject corresponds to the learning outcomes of that course/subject. The number of credits allocated to each course corresponds to the content and learning outcomes of that course.

The study material specified in the syllabus ensures the achievement of the learning outcomes of the program, as well as the mandatory literature and other study material specified in the syllabus are consistent with the achievements of the field of study.

### **Programme 3: Assyriology, level VI (BA)**

The curriculum of the undergraduate educational program of Assyriology presented by TSU follows the principle of transitioning from simple linguistic or literary, linguistic-cultural,

historical-sociological topics and problems to difficult ones. Along with the general theoretical courses, the teaching and assimilation of branch courses starts from the very first stage. All the components included in the programs meet the requirements defined for the bachelor's level by the higher education qualifications description. Special attention is paid to strengthening general competences - logical, creative and critical thinking, or oral and written expression skills, analytical skills, ability to work in a team, raising the level of knowledge of foreign languages (especially English). It is important to complete a mandatory undergraduate thesis (10 credits) in the final phase of the program.

The volume of the undergraduate program is eight semesters (240 ECTS credits) and is distributed as follows: basic compulsory courses of humanitarian competence - 20 credits, optional foreign language courses (European languages) - 10 credits, optional foreign language courses (classical or oriental language) - 10 credits, Basic elective courses of humanitarian competence (introductory courses) - 10 credits, compulsory courses of Assyriology specialty - 75 credits (including bachelor thesis - 10 credits), elective courses of Assyriology specialty - 45 credits, free credits - 10 credits; Within the framework of 60 ECTS credits, the student has the opportunity to choose the desired additional program.

The variety of elective courses of the specialty serves to deepen the acquired competences and develop additional skills.

In order to prepare a properly qualified Assyriologist, along with the compulsory course of the Akkadian language, the student should study Sumerian or Hittite (3 semesters) according to his own interest, Urartian texts are included in the optional courses: on the basis of reading the texts, getting to know the basics of the Urartian language, the history and culture of Urartu.

The structure of the undergraduate educational program of Assyriology is drawn up according to the rules established by Georgian legislation and ECTS - the European system of transfer and accumulation of credits, and the content, volume and resources of the program are in accordance with the requirements defined for the bachelor's level by the description of qualifications of higher education, the qualification to be awarded - Bachelor of Assyriology and ensures learning outcomes to achieve.

120 ECTS credits (75+45) for the main and optional disciplines of the profiling specialty serve to achieve the learning outcomes of the program.

The structure is coherent and each component is arranged logically. Admission prerequisites are adequate. The program reflects the current state and achievements of the field.

It should be noted that special attention is paid to the development of general competencies and knowledge of foreign languages (especially English), which will help the graduate in employment.

#### **Programme 4: Assyriology, level VII (MA)**

The Master's program in Assyriology is represented by specialization courses (compulsory 60 credits and optional courses - 30 credits) and master's thesis - 30 credits. The topic of the master's thesis is selected in accordance with the current state of research in the field, taking into account the academic and professional interests of the student, by the joint decision of the student and his/her supervisor.

The mandatory coursework of the program includes reading, transliteration, translation and grammatical analysis of various genres of Akkadian, Sumerian and Hittite texts written in cuneiform script. The graduate student is introduced to sources of different genres (historical, legal, literary or religious). It should be noted that the selection of texts depends on the research direction of the master's student. The structure of the program envisages the study of the literature, history, art and religion of ancient Asia and their research methods.

The specifics of the field are reflected in the program content and training courses and correspond to the qualification awarded – Master of Assyriology. Achieving learning outcomes is realistic.

The program is logically compiled, based on the step-by-step principle of probe transfer and deepening.

### **Programmes 5-6: Caucasiology, level VI (BA), Georgian and Russian**

Description and Analysis: A prerequisite for receiving a bachelor's academic degree is the accumulation of 240 ECTS credits by the student and completion of 170 credits (50+120) of the main program. The 120 ECTS credits of the main (profiling) specialty are distributed as follows: 30 ECTS credits are allocated to the mandatory training courses of the specialty, 40 ECTS to the mandatory subjects of the module; 40 ECTS credits – for the optional subjects of the specialty, and 10 ECTS credits – for the bachelor's thesis.

The Bachelor's program in Caucasiology will comprehensively study the Caucasus region – the ethnic groups living in the Caucasus, their languages as the Ibero-Caucasian languages (Circassian, Abkhazian, Ubykhur, Chechen, Ingush, Batsbur, Khundzur, Andiur, Didour, Lakur, Archibuli, Udiur, Tabasaranul, Lezgiurberi and Arai of the region), Azerbaijani and Ossetian languages, as well as the languages of ancient civilizations of Paleo-Caucasian origin (Khattian, Hurrian-Urartian, Etruscan, Sumerian, Kassite); the foundations of Ibero-Caucasian, Areal and Paleo-Caucasian linguistics; the history and culture of the peoples of the Caucasus, the role of the Caucasians in the conception of the pre-recultures (civilizations) of mankind and settlement, the main and problematic issues of linguistics and anthropology (Caucasian ethnolinguistics, mythology-ethnology, Caucasian archeology, folklore and literature of Caucasian peoples) and key problems of physical anthropology. Urartu L, also from the point of view of teaching the genetic relationship with Etruscan and Sumerian languages and cultures. Only within the framework of this program is it possible to show/teach a unified picture of the languages and cultures of the peoples of the Caucasus and adjacent (surrounding) regions.

Depending on the specifics of the field, the program is represented by 7 modules: 1. Abkhazology, 2. Circassianology, 3. Nakhology, 4. Dagestanology, 5. Osology; 6. Azerbaijanology; 7. History of the peoples of the Caucasus.

The purpose of the BA program in Caucasiology is to prepare a competitive Caucasologist (linguist, historian) who is equipped with extensive humanitarian knowledge, who will have appropriate field skills and competencies in the historical-philological aspect, corresponding to the modern labor market and academic space, as well as international standards and requirements in the field.

The purpose of the program

1. To develop for students a whole outlook on the origin-formation-development of the peoples of the Caucasus;
2. to create an adequate representation of the glottogenesis of the Iberian-Caucasian language family;
3. To clearly outline the key aspects and features of the socio-economic, public-political, statehood, cultural-civilizational evolution of the region from the archaic periods to the present day;
4. On the basis of historical-comparative and descriptive linguistics, historical science, on the basis of methodological pluralism, to show the past stages of the languages, culture, formation

of ethnos (linguistic and ethnogenesis), historical development of the Paleo-Caucasian people of the Caucasus region.

5. To teach the student the problems of biological evolution, prehistory and cultural evolution of the Caucasian man

Overall, it can be said that by its content and number of credits the BA programme ensures the achievement of the learning outcomes defined by this program; content and learning outcomes of major courses in this subject ensure that the learning outcomes of the program are achieved. The study material specified in the syllabus ensures the achievement of the learning outcomes of the program.

### **Programmes 7-8: Caucasiology, level VII (MA), Georgian and Russian**

The presented MA programme in Caucasian Studies is written for four semesters (total - 120 ECTS credits) with compulsory subjects (general and module) - 75 credits, optional subjects - 15 credits; and the master's thesis - 30 credits. The prerequisite for awarding the academic degree of Master is the accumulation of 120 ECTS credits by the student and the completion of the educational and scientific component of the program (90+30 ECTS credits).

The goal of the master's program in Caucasia is to prepare a competitive graduate equipped with deep and systematic knowledge of the modern labor market and academic space, as well as international standards and requirements in the field, who, taking into account the interdisciplinary nature of the field of specialization, possesses complex knowledge about the region, sectoral and general transferable skills, through which they can:

1. Adoption of modern methods of research and application in practice; deepening of knowledge in the key issues of Caucasia by emphasizing the peculiarities of autochthonous languages spread in the region;
2. deepening of methodological preparation and their use in scientific researches; conducting small-scale complex research using diverse linguistic sources, based on their critical analysis;
3. Thorough knowledge of the main directions, concepts, specifics and discussion topics of modern Caucasiology (according to the software module chosen by the student) and practical application;
4. To prepare and conduct scientific research work using the positive results of Georgian-Western practice based on the understanding of modern Caucasian research methods, theoretical and field language materials within the framework of interdisciplinary approaches for one's own research project;
5. Descriptive description and proper analysis of Amaturian language using published linguistic texts, corpus linguistics and linguistic primary sources; Written and verbal presentation of a structured linguistic narrative.
6. Realization of one's own research results, conclusions and arguments on the fundamental issues/problems of Caucasia with the academic and professional community, in compliance with academic ethics; independent academic work and work in academic groups; Contribute to the academic field with the latest knowledge, exchange and spread knowledge in the academic and non-academic society, popularize Caucasian studies;
7. Self-esteem, respect for one's own and different opinions; Respecting the linguistic, ethnic diversity and cultural heritage of the Caucasus region, local mentality-values, showing good-neighborly attitude and tolerance.

Getting to know the program of the whole course showed us that its content and number of credits largely ensure the achievement of the learning outcomes defined by this course. The content and learning outcomes of the core area of study ensure that the learning outcomes of the program will be achieved. The study material indicated in the syllabus largely ensures the achievement of the learning outcomes of the program.

The offer of bachelor's and master's (BA, MA) programmes in Caucasiology at Ivane Javakhishvili Tbilisi State University Faculty of Humanities are a logical consequence of the century-long academic and scientific tradition of this scientific and educational center. The study of the Caucasus was and is conceived at its very core foundation and therefore found worth for further development.

The presented educational programs serve to transfer theoretical and factual-practical fundamental knowledge in the field according to the principle: from simple to complex, from broad knowledge to deep and systematic knowledge of the field. In terms of content, they are drawn up in a certain relationship using the methodology of planning, development and development of the educational program operating in the university.

Each of these programs presents the main currents of the above-mentioned field, critically examines its main features, interprets Caucasian studies using traditional and modern methodologies; In order to thematize linguistic-philological and linguistic-cultural, historical-source science problems, it is focused on the deep and systematic study of the scientific-research trends, concepts, strategies of these fields.

Therefore, the concept and strategy of teaching and scientific research in these fields is inseparable from the concept and strategy of university education - the goals of the programs grouped in the cluster are to continue the traditions of the Georgian scientific school in these fields and to carry out teaching and research both in the proper Caucasian and Georgian fields, because Caucasia in Georgia has always had this A sign - his research problems were directly and closely related to Kartevological problems.

1. Programmes 5-6 - Caucasiology, BA [GE, RU] with outcomes logically related to program objectives and field of study features. They provide the training of a bachelor-specialist in the field of Caucasiology. The mentioned results are completely consistent with the sectoral characteristics of higher education of language acquisition. The results are also relevant to the difficulty of level six qualifications of the National Qualifications Framework.

2. Programmes 7-8 - Caucasiology, MA [GE, RU] with the results provide training of a master-specialist in the field of Caucasiology, who will be able to critically and complexly analyze the problems of the field in an interdisciplinary context, find ways to solve the problem; whose theoretical as well as practical activities will contribute to the popularization of humanitarian knowledge in the country. The mentioned results are logically related to the objectives of the program and the peculiarities of the field of study. These results are fully consistent with the sectoral nature of language acquisition higher education programs. The results are also relevant to the level seven qualification difficulty of the National Qualifications Framework.

The familiarization with the presented documentation showed that the programmes of both levels (undergraduate and graduate) were drawn up using the methodology of educational program planning and development at TSU. The structure of the programme is consistent and logical. Content and structure ensure that the learning outcomes of the program are achieved. The qualification to be awarded is in accordance with the programme's content and learning outcomes.

### **Evidences/Indicators**

- **Presented educational program with attached syllabi;**
- **Curriculum map;**
- **Results of the evaluation of the learning outcomes of the study course/subject;**
- **Educational program, educational material/resources described in the attached syllabi, international electronic library databases;**
- **Interview results.**



**General recommendations of the cluster:**

**General suggestion of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1: Armenology, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 5 - 8: Caucasiology, level VI-VII (BA, MA), Georgian and Russian**

**Recommendation(s):** None

**Suggestion(s):** 1.4.1. It would be desirable if such subjects as - historical geography of Abkhazia", "demographic anatomy of Abkhazia" and "toponymy and onomastics of Abkhazia" were added to the mentioned module in the future. In a similar way, in general, wherever the amount of materials makes it possible, the subjects aimed at studying the history and culture of the Ossetians, Vainakhs, Circassians and other peoples of the Caucasus can be divided. All these, of course, are only non-binding suggestions and good wishes that we have received while familiarizing ourselves with these programs.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

#### Cluster and individual evaluation

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

In general, the content of the courses/subjects and the number of credits ensure the achievement of the learning outcomes defined by the respective programmes. Course/subject content and learning outcomes of the core area ensure that the learning outcomes of the program are achieved. Sometimes the area related teaching courses tend to be self-referential leaving the issue of intercultural contacts and exchanges unaddressed (similar to interdisciplinary aspects of the area courses).

#### Program 1 – Bachelor of Armenology

According to the self-evaluation report, the study courses and number of credits of the BA in Armenology correspond to the learning outcomes of the program. Learning outcomes



(knowledge, skills and responsibility/autonomy) are achievable. Compulsory and additional literature, learning/teaching methodology based on the syllabi provide access to learning outcomes. The content written in the syllabi corresponds to the learning outcomes, which in turn correlates with the corresponding level of higher education.

With 120 ECTS credits provided for the main and optional disciplines, the accomplishment of the learning outcomes of the program is realistic and achievable. Language teaching and learning is built on the principle of transition from simple to complex and includes 5-credit entrance courses: New Armenian Language 1, 2, 3, and 4. The same distribution applies to Old Armenian: 5 credits each for Old Armenian Language 1, 2, and 3. 5 credits each are given to the theory and practice of translation from Armenian to Georgian. There is also a translation internship. Depending on the scope of the field, the program includes 3 courses of Armenian literature and folklore in chronological order, as well as 2 courses of Armenian history (one from ancient times to the 10th century and another on from the 11th-20th centuries). Taking into account the specificity of regional studies, the historical and cultural contacts of Armenia and Georgia, the following compulsory courses are presented in the program: modern Armenia (politics, economy, society), Georgian-Armenian linguistic and literary relations, and the history of relations among the churches of Georgia and Armenia (IV-XIX centuries). It should be noted that the student is given the opportunity to choose recommended courses from other BA programs listed in the curriculum for the BA program of Armenology.

Content and training of each course is built on the learning outcomes of a specific course and ensures its accessibility. Course outcomes are consistent with undergraduate degree requirements. The distribution of credits and also the ratio of contact and independent hours of the subjects included in the program are, for the most part, given taking into account the content of the course.

### **Program 2 – Bachelor of Hebrew Studies**

The content of the educational courses of the Bachelor of Hebrew Studies program is outlined in the course syllabi. As indicated in the self-assessment report, these syllabi have been developed in accordance with the general guidelines and regulations used at the university. The syllabi usually provide adequate information about the content, methods, objectives and structure of the courses. Syllabi provide students with information about learning outcomes and credits awarded in each case. In addition, they contain information on relevant literature.

The prerequisite for awarding the bachelor's academic degree is the accumulation of 240 credits by the student. 120 credits are intended for the main (profiling) specialty chosen by the student (95 credits are assigned to the mandatory training courses of the specialty, 15 credits to the optional subjects of the specialty, and 10 credits to the bachelor's thesis).

50 credits are allocated to basic compulsory and optional training courses of humanitarian competence. Within the framework of 60 credits, the student can choose the desired additional bachelor's program (specialty) both at the Faculty of Humanities implementing the main

specialty, and at other faculties of TSU. In the case of not choosing an additional program, the student has the opportunity to use 60 credits to study courses/modules of his or another bachelor's program. 10 credits are defined by the so-called for free credits.

The aim of the bachelor's program in Hebrew Studies is to prepare a competitive graduate, equipped with extensive humanitarian knowledge, in accordance with international standards and requirements in the field - a qualified Hebrew scholar with extensive humanitarian education, who possesses the language and linguistic cultural characteristics of the State of Israel, complex knowledge of the Middle East region, which, within the framework of field specialization, and using the latest teaching methods and an interdisciplinary approach, ensures that the graduate is equipped with the following sectoral competencies and transferable skills:

1. With practical knowledge corresponding to the B2 level of language competence of the Common European Recommendation Framework for Learning, Teaching and Evaluation of Modern Hebrew (Hebrew) foreign languages, to use this language for communication purposes, to obtain, receive and process information; with the knowledge of the basics of the ancient (biblical) Hebrew language, as far as biblical Hebrew is the systematic and structural foundation of the modern Hebrew language (Hebrew); With knowledge of the linguistic and cultural foundations of Yiddish. Depending on the market needs, with the skills necessary to carry out translation and interpreting activities in different socio-cultural contexts, which will enable the Hebrew language to fulfill its cultural-representative mission.

2. The program also aims to give the Bachelor of Hebrew Studies a broad knowledge of the following issues:

- Jewish identity and ethnogenesis, religious and secular aspects of their identity; Religious and Political Zionism.
- Political architecture of the state of Israel. Its geopolitical place and role in the Middle East region.
- The ethnocultural kaleidoscope of modern Israel.

3. To give him a thorough understanding of Jewish religious thought, the central concept of which is monotheism.

4. To give the graduate a thorough knowledge of the literary aspects of the Old Testament (Hebrew Bible), its artistic values, as well as the unique Jewish poetry of the Middle Ages, which emerged on the artistic soil of the Bible, the two-thousand-year-old writing of the Jewish diaspora, new trends and problems of modern Israeli literature.

5. To give him a rather deep knowledge about the phenomenon of the Georgian Jew;

To study the history of Georgian Jews, material-cultural heritage, their religious life. To introduce him to the institutions and archives related to the Jewishness of Georgia, including those that have not yet been touched by the researcher. To interest the Hebrewist in the study of this material.

6. The goal of the program is also to give the graduate a fundamental humanistic education, along with the knowledge of European language/s, the opportunity to master a second Eastern language (Arabic is a priority and recommended for the program), and all this will allow the Hebrew scholar to effectively use field competencies and transferable skills, to be employed as a state, both in the private sector, to gain a place in the labor market as a translator, interpreter, consultant, tour operator, guide, contact person, affairs manager, etc., or to continue studying at a master's level with a humanities or social sciences profile.

7. The program aims to educate a responsible and conscientious graduate who strictly protects professional ethics in business relations, is tolerant, has the ability to perceive intercultural differences, cultural diversity, adequate understanding and respect; Demonstrates a constant willingness to communicate and collaborate.

Overall, it can be said that the content and learning outcomes of the major field courses ensure that the learning outcomes of the program are achieved. The content of each course/subject corresponds to the learning outcomes of that course/subject. The number of credits allocated to each course corresponds to the content and learning outcomes of that course.

The study material specified in the syllabus ensures the achievement of the learning outcomes of the program, as well as the mandatory literature and other study material specified in the syllabus are consistent with the achievements of the field of study.

### **Programme 3: Assyriology, level VI (BA)**

The curriculum of the undergraduate education program in Assyriology is designed to provide the graduate with a high standard of education and professional competencies appropriate to the undergraduate level. The program's study courses and the number of credits correspond to the program's learning outcomes.

Distribution of study course credits, as well as the ratio of contact and independent hours of subjects included in the program, are given taking into account the content of the course.

With 120 ECTS credits provided for the main and optional disciplines of the profiling specialty, it is realistic and achievable to reach the learning outcomes of the program. Ancient Pre-Asian languages: Akkadian, Sumerian and Hittite are represented by 3 compulsory and 1 optional courses: Akkadian language 1, Akkadian language 2, Akkadian language 3 (15 credits), Sumerian or Hittite language 1, 2, 3 (15 credits, 5+5 +5) and optional Akkadian language 4, Sumerian language 4, Hittite language 4. Depending on the scope and specificity of the field, the program includes mandatory study courses: Middle River history, History of Asia Minor, Pre-Asian literature, Pre-Asian religions, Pre-Asian art (glyptics), Pre-Asia Diplomacy, Pre-Asia Law. Teaching and learning methods, course material and literature ensure the achievement of the program goal.

The mandatory literature specified in the syllabi corresponds to the learning outcomes of the course.

The program's study courses and the number of credits correspond to the program's learning outcomes. Therefore, programmatic learning outcomes (knowledge, skills and responsibility/autonomy) are achievable. Compulsory and additional literature, learning/teaching methodology based on the syllabi provide access to learning outcomes. The content written in the course syllabi corresponds to the learning outcomes, which in turn correlates with the corresponding level of higher education.

#### **Programme 4: Assyriology, level VII (MA)**

The contents of the study courses of the Master's program of Assyriology included in the cluster are described in the respective syllabi. Learning outcomes (described in accordance with the qualification framework), course content (main topics) Number of credits corresponds to the learning outcomes of the program (in the knowledge, skills and responsibility/autonomy part).

Training courses are based on learning outcomes and ensure their achievement. The number of credits corresponds to the learning outcomes of the educational program. The syllabus of each study course of the program corresponds to the descriptor of the corresponding level of higher education, field characteristic, learning outcome of the program.

The analysis of the structure, subjects and learning outcomes of the master's program in Assyriology proves that the courses are fully in line with the field of study and ensure the achievement of the learning outcomes outlined in the program. The content of the training courses corresponds to the field of Assyriology and the master's level.

Compulsory (60 ECTS credits), optional (30 ECTS credits) training courses of the program provide:

- the ability to interpret works of various genres written in the dead languages of the ancient Middle East, Sumerian, Akkadian and Hittite, to process texts with the help of syllabaries and dictionaries (Akkadian Tests 1, Akkadian Text 2, Sumerian Texts 1, Sumerian Texts 2, Hittite Texts 1, Hittite Texts 2) ;
- in-depth access and analysis of the essence of linguistic, literary, historical-cultural and social events and processes of ancient Pre-Asia using modern scientific research methods (Ancient Pre-Asia literature and its research tradition 1, Ancient Pre-Asia literature and its research tradition 2, Ancient Art of Pre-Asia and its research methods, Hittite religion and its research methods, paleography of ancient Pre-Asia).

The program's optional courses: Medicine in the Ancient Near East, Migrations in the Ancient Near East, Micro-ethnos of the Ancient Near East serve the same purpose.

A master's student can take optional subjects from other master's programs of a related profile (from the master's program of Arabic studies: comparative grammar of Semitic languages, Hebrew language; from the archeology program, archeology of the Great Mesopotamia), as well as to deepen knowledge of a foreign language.

The learning outcomes of the training courses are aligned with the learning outcomes of the program. The results of the teaching and research components provide the learning outcomes of the program.

The syllabuses of the training courses contain the name of the course (in Georgian and English), course author(s), lecturer(s), code, status, number of credits, number of hours (hourly workload of the student - lecture, seminar, independent work hours), admission to the course Prerequisites, objective, learning outcomes according to the qualification framework, teaching and learning methods, evaluation system (forms and grades), academic integrity, course content (lecture/seminar topics and compulsory and supporting literature for each topic).

### **Programmes 5-6: Caucasiology, level VI (BA), Georgian and Russian**

Description and Analysis - The Bachelor's program in Caucasia will comprehensively study the Caucasus region - the ethnos living in the Caucasus, their languages (Ibero-Caucasian languages: Circassian, Abkhazian, Ubykhur, Chechen, Ingush, Batsbur, Khundzur, Andiur, Didour, Lakur, Archibuli, Udiur, Tabasaranul, Lezgiurberi and Arai of the region -Caucasian Azerbaijani and Ossetian languages, as well as the languages of ancient civilizations of Paleo-Caucasian origin: Khattian, Hurrian-Urartian, Etruscan, Sumerian, Kassite; the foundations of Iberian-Caucasian, Areal and Paleo-Caucasian linguistics; the history and culture of the peoples of the Caucasus, the role of the Caucasians in the conception of the pre-recultures (civilizations) of mankind and settlement, the main and problematic issues of linguistics and anthropology (Caucasian ethnolinguistics, mythology-ethnology, Caucasian archeology, folklore and literature of Caucasian peoples) and key problems of physical anthropology. Urartu L, also from the point of view of teaching the genetic relationship with Etruscan and Sumerian languages and cultures. Only within the framework of this program is it possible to show/teach a unified picture of the languages and cultures of the peoples of the Caucasus and adjacent (surrounding) regions.

Depending on the specifics of the field, the program is represented by 7 modules: 1. Abkhazology, 2. Circassianology, 3. Nakhology, 4. Dagestanology, 5. Ossetology; 6. Azerbaijanology; 7. History of the peoples of the Caucasus.

The purpose of the bachelor's program in Caucasia is to prepare a competitive Caucasologist (linguist, historian) who is equipped with extensive humanitarian knowledge, who will have appropriate field skills and competencies in the historical-philological aspect, corresponding to the modern labor market and academic space, as well as international standards and requirements in the field.

The purpose of the program is:

1. To develop for students a whole outlook on the origin - formation - development of the peoples of the Caucasus;
2. To create an adequate representation of the glottogenesis of the Iberian - Caucasian language family;
3. To clearly outline the key aspects and features of the socio - economic, public - political, statehood, cultural - civilizational evolution of the region from the archaic periods to the present day;
4. On the basis of historical - comparative and descriptive linguistics, historical science, on the basis of methodological pluralism, to show the past stages of the languages, culture, formation of ethnos (linguistic and ethnogenesis), historical development of the Paleo - Caucasian people of the Caucasus region.
5. To teach the student the problems of biological evolution, prehistory and cultural evolution of the Caucasian man.

A prerequisite for receiving a bachelor's academic degree is the accumulation of 240 ECTS credits by the student and completion of 170 credits (50+120) of the main program. The 120 ECTS credits of the main (profiling) specialty are distributed as follows: 30 ECTS credits are allocated to the mandatory training courses of the specialty, 40 ECTS to the mandatory subjects of the module; 40 ECTS credits – for the optional subjects of the specialty, and 10 ECTS credits – for the bachelor's thesis.

It can be said that the content and number of credits of the training programs ensure the achievement of the learning outcomes defined by this program;

The content and learning outcomes of the major field courses ensure that the learning outcomes of the program are achieved.

The study material specified in the syllabus ensures the achievement of the learning outcomes of the program.

### **Programmes 7-8: Caucasiology, level VII (MA), Georgian and Russian**

Overall, the presented MA program of Caucasian Studies is written for four semesters (total - 120 ECTS credits). Compulsory subjects (general and module) - 75 credits, optional subjects - 15 credits; and the master's thesis - 30 credits.

The prerequisite for awarding the academic degree of Master is the accumulation of 120 ECTS credits by the student and the completion of the educational and scientific component of the program (90+30 ECTS credits).

The goal of the master's program in Caucasia is to prepare a competitive graduate equipped with deep and systematic knowledge of the modern labor market and academic space, as well as international standards and requirements in the field, who, taking into account the interdisciplinary nature of the field of specialization, possesses complex knowledge about the region, sectoral and general transferable skills, through which they can:

1. Adoption of modern methods of research and application in practice; deepening of knowledge in the key issues of Caucasia by emphasizing the peculiarities of autochthonous languages spread in the region;
2. deepening of methodological preparation and their use in scientific researches; conducting small-scale complex research using diverse linguistic sources, based on their critical analysis;
3. Thorough knowledge of the main directions, concepts, specifics and discussion topics of modern Caucasology (according to the software module chosen by the student) and practical application;
4. To prepare and conduct scientific research work using the positive results of Georgian-Western practice based on the understanding of modern Caucasian research methods, theoretical and field language materials within the framework of interdisciplinary approaches for one's own research project;
5. Descriptive description and proper analysis of Amatui language using published linguistic texts, corpus linguistics and linguistic primary sources; Written and verbal presentation of a structured linguistic narrative.
6. Realization of one's own research results, conclusions and arguments on the fundamental issues/problems of Caucasia with the academic and professional community, in compliance with academic ethics; independent academic work and work in academic groups; Contribute to the academic field with the latest knowledge, exchange and spread knowledge in the academic and non-academic society, popularize Caucasian studies;
7. Self-esteem, respect for one's own and different opinions; Respecting the linguistic, ethnic diversity and cultural heritage of the Caucasus region, local mentality-values, showing good-neighborly attitude and tolerance.

Getting to know the whole program showed us that its content and the number of credits largely ensure the achievement of the learning outcomes defined by this course.

The content and learning outcomes of the core area of study ensure that the learning outcomes of the program are achieved.

Among the syllabi presented in the first module of the BA program of Caucasology, students are offered the subject - "History and culture of the Abkhaz people", which, in our opinion, due to its topical nature and the abundance of materials, may require even more presentation of historical topics (especially in its title it is emphasized "History"); Otherwise, it is even possible to divide it into two 5-5 credit subjects - one would discuss issues of ethnic history of Abkhazians, and the other would be devoted to ethnography and culture of Abkhazians. We think that the educational literature indicated in the syllabus would be enriched even more by the inclusion of the fundamental researches of the famous Georgian-Abkhazian historian Zurab Anchabadze; also, it would be good to include the works of the famous researcher of Abkhazian toponymy and onomastic, prof. Paata Tskhadaya.

The study material indicated in the syllabi largely ensure the achievement of the learning outcomes of the program.

## Evidences/Indicators

- Presented educational program with attached syllabus;
- curriculum map;
- the results of the evaluation of the learning outcomes of the study course/subject;
- educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Results of the interview.

### General recommendations of the cluster:

### General suggestions of the cluster:

### Recommendations and suggestions according to the programmes:

#### Programme 1: Armenology, level VI (BA)

Recommendation(s): None

Suggestion(s): None

#### Programme 2: Hebrew Studies, level VI (BA)

Recommendation(s): None

Suggestion(s): 1.5.1 “Meira Maadia. To succeed in Hebrew” (Israel 2009) is indicated as one of the auxiliary textbooks in the syllabuses of the compulsory courses for the specialty “Modern Hebrew Language: Hebrew 1 – including Hebrew 6”. It would be good if you could specify the level of the mentioned textbook according to the courses.

#### Programme 3: Assyriology, level VI (BA)

Recommendation(s): None

Suggestion(s): None

#### Programme 4: Assyriology, level VII (MA)

Recommendation(s): None

Suggestion(s): None

#### Programme 5–6: Caucasiology, level VI (BA), Georgian and Russian

Recommendation(s): None

Suggestion(s): None

#### Programme 7–8: Caucasiology, level VII (MA), Georgian and Russian

Recommendation(s): None

Suggestion(s): None



## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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### 2.1 Programme Admission Preconditions

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

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#### Cluster and individual evaluation

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

According to the results of the self-assessment report of the cluster, the documentation attached to it and the results of the accreditation visit, the prerequisites for admission to the programs are logical and transparent, corresponding to the level of education. Admission prerequisites are logically related to the content of the program, learning outcomes, level of education, qualifications awarded and language of education, ensure the inclusion of persons with relevant knowledge and skills in the program and comply with the applicable legislation. Admission of students to the program is carried out in accordance with the methodology of planning the number of students.

The prerequisite for admission to the program is defined in accordance with the Law of Georgia on Higher Education and the Order No. 127 of the Minister of Education and Science of Georgia dated March 28, 2005 on the approval of the regulations on holding Unified National Higher Education Entry Exams.

Prerequisites for admission to the programs are available to everyone: information is posted on the university's website and is also accessible on social networks. Additional information will be provided to applicants at open days and information meetings.

According to the self-evaluation report, the admission of foreign citizens to Georgian and Russian-language undergraduate programs of Armenology, Hebrew Studies, Caucasiology is carried out in accordance with the legislation of Georgia.

There is no such record in the contents of the undergraduate educational programs of Armenology and Assyriology. In the content of the undergraduate educational program of Assyriology, in particular in the prerequisites for admission, the Unified National Entry Exams are mentioned. There is no reference to the admission of foreign nationals to the program.

In the content of the Russian-language undergraduate educational program of Caucasiology, the prerequisites for admission to the program do not specify which level of Russian language knowledge the applicant has to master in order to study in the said program.

According to the self-assessment report of the cluster, the enrollment of foreign citizens in MA programs of Oriental studies is carried out in accordance with the legislation of Georgia. Also, based on the results of the internal qualifying competition. There is no such record in the self-report and content of the program, nor in the contents of the Assyriology master's program, in the prerequisites for admission.

### **Description and Analysis – Programme 1 (Armenology, Level VI)**

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public, relevant for the level and accessible for individuals, who wish to choose this program as a major or minor. Preconditions for the admission to the program are in accordance with the Law of Georgia on Higher Education and order of the Minister of Education and Science of Georgia №127 of March 28, 2005, on Approval of the Provision of conducting the Unified National Examinations, which are an essential prerequisites for citizens of Georgia. Enrollment for foreign citizens follows the legislation of Georgia (Order of the Minister of Education and Science of Georgia dated December 29, 2011 No. 224/Ո). Mobility from other faculties of TSU and other higher educational institutions to the undergraduate program is carried out in accordance with the legislation of Georgia. According to the self-evaluation report, the admission of foreign citizens to Georgian bachelor's programs of Armenology is carried out in accordance with the legislation of Georgia. There is no record of acceptance of foreign students in the content of the undergraduate educational program of Armenology.

#### **Evidences/Indicators**

- 
- Structure and content of the programme (Annex N2, folder BA Armenology);
  - Web-page of the program: <https://www.tsu.ge/ka/programs/98>;
  - Site-visit and interview with the head of the program.
  - Self-Evaluation Report
- 

### **Description and Analysis – Programme 2 (Hebrew Studies, Level VI)**

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public and accessible for individuals, who wish to choose this program as a major or minor profession. Preconditions for the admission to the program are in accordance with the Law of Georgia on Higher Education and order of the Minister of Education and Science of Georgia №127 of March 28, 2005, on Approval of the Provision of conducting the Unified National Examinations.

Those prerequisites for the programme 2 are:

For the citizens of Georgia – the Unified National Examinations;

For citizens of foreign countries – in accordance with the legislation of Georgia;

Mobility from other faculties of TSU and other higher educational institutions to the undergraduate program is carried out in accordance with the legislation of Georgia.

#### **Evidences/Indicators**

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- Structure and content of the programme (Annex N2, folder BA Hebrew Studies);
  - Web-page of the program: <https://www.tsu.ge/ka/programs/99>;
  - Site-visit and interview with the head of the program.
  - Self-evaluation report
- 

#### **Description and Analysis – Programme 3 (Assyriology, Level VI)**

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public and accessible for individuals, who wish to choose this program as a major or minor profession. Preconditions for the admission to the program are in accordance with the Law of Georgia on Higher Education and order of the Minister of Education and Science of Georgia №127 of March 28, 2005, on Approval of the Provision of conducting the Unified National Examinations.

Those prerequisites for the programme 3 are:

For the citizens of Georgia – the Unified National Examinations;

For citizens of foreign countries – in accordance with the legislation of Georgia;

Mobility from other faculties of TSU and other higher educational institutions to the undergraduate program is carried out in accordance with the legislation of Georgia.

#### **Evidences/Indicators**

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- Structure and content of the programme (Annex N2, folder BA Assyriology);
  - Web-page of the program: <https://www.tsu.ge/ka/programs/96>;
  - Site-visit and interview with the head of the program;
  - Self-evaluation report
- 

#### **Description and Analysis – Programme 4 (Assyriology, Level VII)**

The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public and accessible. Those prerequisites for the MA program are as follows:

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1. Results of the Unified Master's Exam and internal selection competition (written exam in the history and religion of the ancient east);
  2. Knowledge of a foreign language at B2 level – in the content/structure of the program it is not specified, which language should it be. In order compare, in case of Caucasian studies European languages – English, French or German are requested.
  3. The right to study at the Master's program of Assyriology is granted to: People with a academic degree of Bachelor / BA degree in Assyriology or with an academic degree equivalent to it
- 

a) Assyriology specialty (major/minor);

b) Another specialty, if during their undergraduate studies s/he accumulated at least 15 credits from the Assyriology program with a focus on Assyriology profiling disciplines;

### Evidences/Indicators

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- Structure and content of the programme (Annex N2, folder MA Assyriology);
  - Web-page of the program: <https://www.tsu.ge/ka/programs/168>;
  - Site-visit and interview with the head of the program;
  - Self-Evaluation Report.
- 

### Programme 7-8 (Caucasiology, level VII, Georgian and Russian)

The following are eligible to study at the Georgian and Russian-language MA programs of Caucasiology in Georgian and Russian languages:

- A person with a BA or equivalent academic degree in the following fields of study: 1. Arts, humanities; 2. Social sciences, journalism and information;
- a bachelor who has completed an additional (minor) program in Caucasiology;

In accordance with the current legislation of Georgia, the prerequisites for admission to the second level of higher education / master's degree are:

- Passing the National Unified Master's exam;
- Results of internal qualifying competition. An internal qualifying competition implies:
  - 1) confirmation of knowledge of one of the European languages (English/German/French) at the B1 level by an exam or an internationally recognized certificate. (with the perspective of improving language skills to the B2 level before completing the master's program).;
  - 2) passing the specialization written exam. The exam program, entrance exam questions and literature are posted on the TSU Faculty of Humanities website.

According to the self-assessment report of the cluster, the enrollment of foreign citizens in master's programs of Oriental studies is carried out in accordance with the legislation of Georgia and also, based on the results of the internal qualifying competition. There is no such record in the self-report and program content regarding the MA programs in Caucasiology.

### Evidences/Indicators

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- Structure and content of the programme (Annex N2, folder MA Assyriology);
  - Web-page of the program: <https://www.tsu.ge/ka/programs/163> (Georgian);
  - Web-page of the program: <https://www.tsu.ge/ka/programs/164> (Russian);
  - Site-visit and interview with the head of the program;
  - Self-Evaluation Report.
- 

#### General recommendations of the cluster:

#### General suggestions of the cluster:

#### Recommendations and suggestions according to the programmes:

##### Programme 1: Armenology, level VI (BA)

Recommendation(s): None

**Suggestion(s):** 2.1.1 Information in the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** 2.1.2 Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s):** None

**Suggestion(s):** 2.1.3 Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

2.1.4 It should be indicated in the preconditions for admission, which foreign language should be mastered at B2 level (English, French or German)

**Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s):** None

**Suggestion(s):** 2.1.5 Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

**Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s):** None

**Suggestion(s):** 2.1.6 Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the

admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

**Programme 7: Caucasiology, level VII (MA), Georgian**

**Recommendation(s):** None

**Suggestion(s):** 2.1.7 Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

**Programme 8: Caucasiology, level VII (MA), Russian**

**Recommendation(s):** None

**Suggestion(s):** 2.1.8 Information on the preconditions for admission to the undergraduate educational program of Armenology should be added that the admission of foreign citizens to the program is carried out in accordance with the legislation of Georgia.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1:</b> Armenology, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2:</b> Hebrew Studies, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3:</b> Assyriology, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4:</b> Assyriology, level VII	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5:</b> Caucasiology, level VI, Georgian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6:</b> Caucasiology, level VI, Russian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7:</b> Caucasiology, level VII, Georgian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8:</b> Caucasiology, level VII, Russian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

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

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### Cluster and individual evaluation

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

Educational programs grouped in this cluster are in compliance with the requirements of the standard. Learning outcomes like ensuring the development of students' practical, scientific, research and transferable skills, are clearly represented in the syllabuses of all the programs.

The list of local and international academic journals, where academic personnel and students can publish their papers, has been provided. However, an indication of the journals used by students was missing and not provided on our request. The scientific report of the TSU Faculty of Humanities has also provided a list of all the international, local and student conferences, which took place in the last five years. In terms of scientific interest, this list is quite diverse, it includes general faculty conferences, but it also includes thematic or targeted conferences developed specifically for the students of programs grouped in a cluster.

In the annual scientific reports (2017–2021) of the TSU Faculty of Humanities information about grants for local and foreign research projects can be found, grouped by institutes or centers (Institute of Caucasiology, Institute of Oriental Studies, Israel Center). Exact figures of students participating in those projects are missing, but as we have been informed during the interviews most of these grant projects (e.g. Shota Rustaveli National Science Foundation), have a mandatory precondition of involving students as young researchers. Furthermore, according to the self-evaluation report, on the basis of order N39/04 dated 23.12.2015 issued by the Rector and Head of Administration on the facilitation of implementation of targeted scientific-research projects at all TSU faculties, targeted-scientific projects involving students were implemented with internal funding by the university at the Faculty of Humanities in 2015–2016. These projects also included students of the programs grouped in this cluster.

In our interviews the students and graduates of the programs grouped in this cluster confirmed their participation in conferences and scientific research, along with their lecturers and academic supervisors. They highlighted that they regularly receive information regarding the upcoming conferences, projects, grants, etc. via SMS, e-mail, social media platforms from the faculty and personally from the heads of their respective programs.

According to the labor market survey, questionnaire forms and interviews with students and graduates, revealed that the majority of the graduates are employed by their education level and degree, except for students of Hebrew Studies (previously Hebrew-Aramaic Studies). It is worth mentioning that this program underwent broader modification, and considering students' and graduates' opinion, in the renewed program special emphasis was placed on practical language teaching, which should increase the chances of professional employment.

TSU has signed memoranda with dozens of legal entities like ministries, associations, schools, research centers, other institutes and universities, colleges, foundations, libraries, museums, representatives of the private sector, etc. These memoranda aimed at facilitating educational practices and internships for students of the programs grouped in the cluster (and not only for them). It would be highly appreciated if the documentations as well certifying the results of the practice were presented.

#### **Evidences/Indicators**

- Annex N9, Labor Market Survey;
- Annex N10, Agreements and memorandums;
- Annex N15, Survey/questionnaire forms of the programs;
- Annex N16, Scientific report 2017-2021 (word document);
- Annex N16, Scientific report 2017, Scientific report 2018, Scientific report 2019, Scientific report 2019, Scientific report 2020, Scientific report 2021 (PPT files).
- Self-Evaluation Report
- Site visit and interview results.

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

2.2.1 TSU administration should document for purposes of programme evaluation and advertisement on the basis memoranda with partnering organizations, which and now many educational practices and internships for students in the respective programs were facilitated (certification of results).

#### **Recommendations and suggestions according to the programmes:**

**Programme 1: Armenology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 7: Caucasiology, level VII (MA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 8: Caucasiology, level VII (MA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### Cluster and individual evaluation

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

All programmes of this cluster do have only a few students (according to the provided data 42 in total), which limits the application of different teaching and learning methods in very small groups or individual tutoring. Understandably, all course curricula and syllabi of the given programmes refer to the usual classical teaching and learning methodologies (lecture, seminar discussion, learning assignments, group discussions etc.). Innovative forms of teaching and learning are missing (design-thinking process, project-based learning, inquiry-based learning, use of digital humanities etc.). None of the teaching staff mentioned any training or exercises for improving their teaching capabilities or the opportunities for the exchange of teaching and learning experiences in the small programmes with only a handful of students participating in class. These small numbers of students might even be a unique opportunity of fully student-centered teaching and learning, but require certain methods. However, in most of the programmes the number of teaching staff is limited. In order to overcome the limitations of student numbers

## Evidences/Indicators

- Programme documents (curricula and syllabi)
- Interviews with teaching staff, students, graduates and administrators
- Self-Evaluation Report

### General recommendations of the cluster:

### General suggestions of the cluster:

### Recommendations and suggestions according to the programmes:

#### Programme 1: Armenology, level VI (BA)

Recommendation(s):

Suggestion(s):

#### Programme 2: Hebrew Studies, level VI (BA)

Recommendation(s):

Suggestion(s):

#### Programme 3: Assyriology, level VI (BA)

Recommendation(s):

Suggestion(s):

#### Programme 4: Assyriology, level VII (MA)

Recommendation(s):

Suggestion(s):

#### Programme 5: Caucasiology, level VI (BA), Georgian

Recommendation(s):

Suggestion(s):

#### Programme 6: Caucasiology, level VI (BA), Russian

Recommendation(s):

Suggestion(s):

Programme 7: Caucasiology, level VII (MA), Georgian

Recommendation(s):

Suggestion(s):

Programme 8: Caucasiology, level VII (MA), Russian

Recommendation(s):

Suggestion(s):

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is

transparent, reliable and complies with existing legislation.

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### Cluster and individual evaluation

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

For each programme, a student evaluation system is set up and each syllabus describes the evaluation method and form used; the teaching methods are made clear and are adapted to the learning outcomes of the course. The evaluation of learning outcomes is made easier for teachers and students alike as teaching methods are adapted to each course's objective. The evaluation system is approved by Order N3 of the Minister of Education and Science of Georgia dated January 5, 2007 and the student's learning results and achievements are evaluated accordingly. Students receive their evaluation by the help of the learning process management system (lms.tsu.ge) and the e-learning portal (e-learning.tsu.ge).

The educational programs include two assessment forms –intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points). The assessment component integrates different assessment methods (homework demonstration, working in groups, presentation, oral/written survey, the performance of practical/theoretical tasks, working in a participation in discussions, etc.)

The grading system is based on a 100–point scale with assessments according to:

Positive grades:

- (A) - Excellent - the rating of 91-100 points;
- (B) – Very good - - the rating of 81-90 points
- (C) - Good - the rating of 71-80 points
- (D) - Satisfactory - the rating of 61-70 points
- (E) - Enough - the rating of 51-60 points

Negative grades:

- (FX) - Did not pass - 41-50 points of rating, student needs more work to pass and is given the right to take the exam once more;
- (F) – Failed - 40 points and less, which means that the work carried out by the student is not enough and he /she has to learn the subject from the beginning.

There are procedures for appealing the examination results.

During their interview, academic staff mentioned that each evaluation form and component had a specific share in the final evaluation from the total evaluation score (100 points), which is reflected in the specific syllabus and is communicated to students at the beginning of the academic semester. Each professor decides how to distribute the points according to the components, depending on the different activities and the specifics of the subject. Students confirmed this information as well and there was not any miscommunication regarding this process.

During the interview, students mentioned that the university has a mechanism for appealing the results and midterm and final exams within 48 hours after receiving exam scores in the electronic system - <http://lms.tsu.ge>, which is comfortable for them. As it was mentioned, they do



not use it often because their exams are evaluated fairly. But they remembered the experiences of the students who appealed and their papers were reviewed against regulations and rules.

All the students mentioned that supervisors and academic staff are actively involved in the process of evaluating the progress of the BA and MA students and while working on research and thesis. During the interview, students raised that academic staff are open for any kind of question and anytime especially, when the consultation time is over, still students can ask to make an appointment to discuss the topics. The feedback is mutual between students and academic staff.

### **Evidences/Indicators**

- Interview with students and alumni
- Mechanisms for evaluating program learning outcomes
- BA and MA Program and Curriculum
- Electronic portal: Lms.tsu.ge
- Electronic portal: e-learning.tsu.ge
- Interview with Program supervisors
- Order N3 of The Minister of Education and Science of Georgia

### **General recommendations of the cluster:**

### **General suggestions of the cluster:**

### **Recommendations and suggestions according to the programmes:**

#### **Programme 1: Armenology, level VI (BA)**

Recommendation(s): None

Suggestion(s): None

#### **Programme 2: Hebrew Studies, level VI (BA)**

Recommendation(s): None

Suggestion(s): None

#### **Programme 3: Assyriology, level VI (BA)**

Recommendation(s): None

Suggestion(s): None

#### **Programme 4: Assyriology, level VII (MA)**

Recommendation(s): None

Suggestion(s): None

#### **Programme 5: Caucasiology, level VI (BA), Georgian**

Recommendation(s): None

Suggestion(s): None

#### **Programme 6: Caucasiology, level VI (BA), Russian**

Recommendation(s): None

Suggestion(s): None  
 Programme 7: Caucasiology, level VII (MA), Georgian  
 Recommendation(s): None  
 Suggestion(s): None  
 Programme 8: Caucasiology, level VII (MA), Russian  
 Recommendation(s): None  
 Suggestion(s): None

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 5: Caucasiology, level VI, Georgian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6: Caucasiology, level VI, Russian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7: Caucasiology, level VII, Georgian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8: Caucasiology, level VII, Russian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

#### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

#### Cluster and individual evaluation

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

Students receive guidance from each professor if needed. Professors are free regarding the consultation and students can contact them anytime and directly ask for any information related to their course. Supervisors and professors are open anytime, in case of consultation, if students need any assistance from their side, they get it immediately without any restrictions. The building which houses all 8 programmes features several spaces designed to facilitate student / academic consultation.

Moreover, students confirmed that they have access to TSU's Career support services, supporting internships and future employment opportunities. They receive emails on a daily basis regarding new conferences, new job opportunities and any activities in which they may wish to be involved.

The interview revealed the positive attitude of students towards academic staff. They are always open to sharing all kinds of information and advice with students in order to improve the educational program and learning processes. Moreover, students mentioned during the sessions that they are treated as equals and future colleagues, this attitude and behavior on the part of the staff is motivating for the students. Additionally, students have access to all information related to conferences, internships, and training which are held inside the University. A Moodle Free Online Learning Management System (e-learning.tsu.ge) is provided to help students access all the above-mentioned.

Furthermore, an electronic system for managing the learning process allows all students to create an individual learning plan through their "profile", learn about the grades received in the teaching courses they have completed, receive current information related to the learning process, etc. Also, lms.tsu.ge and e-learning.tsu.ge portals are actively used for communication with students inside and outside of the university. They have access for free on electronic resources such as JSTOR, Elsevier, the world's largest international Publisher, journals indexed in the Web of Science and Scopus databases and others.

In terms of enhanced mobility, special grants and an Erasmus+ mobility grant will be made available for BA and MA students. During the interview, students mentioned that there was a chance to participate in exchange programs, but they did not because of their private reasons, not because the university could not offer. One of the students (MA Program in Caucasiology) said that she participated in the Erasmus + exchange program during her MA and it gave her a

big chance. But the university considers and presents in the self evaluation form that the internationalization should be more improved.

Additionally, some students mentioned that there are some courses where 2 or 3 students are enrolled in specific programs. In this case, their courses are like individual courses and all the staff are dedicated to these specific students which is an additional profit for them.

#### **Evidences/Indicators**

- Interview with students and alumni
- Electronic portal: Lms.tsu.ge
- Electronic portal: e-learning.tsu.ge
- Interview with Program supervisors

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

#### **Recommendations and suggestions according to the programmes:**

##### **Programme 1: Armenology, level VI (BA)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 3: Assyriology, level VI (BA)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 4: Assyriology, level VII (MA)**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s):**

Suggestion(s):

Programme 7: Caucasiology, level VII (MA), Georgian

Recommendation(s):

Suggestion(s):

Programme 8: Caucasiology, level VII (MA), Russian

Recommendation(s):

Suggestion(s):

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

The master's thesis can be supervised by the academic and invited staff involved in the program, chosen by the student (after the selection of the probable topic of the thesis), in consultation with the head(s) of the degree program. In this way, both the student's freedom and autonomy are ensured, and on the other hand, it is ensured that the student has a qualified supervisor who is perfectly able to guide the student's master's thesis.

The supervisor, based on the agreement with the student, has regular consultations. The frequency of consultations is appropriate to the specifics of the master's thesis and research topic. The supervisor advises the student in the correct formulation of the title of the research topic, in planning the research activity, in the structural, stylistic and academic decoration of the paper. Also, at various stages of work on the thesis, the supervisor advises the student on the progress of the research.

In terms of enhanced mobility, special grants and an Erasmus+ mobility grant will be made available for BA and MA students. During the interview, students mentioned that there was a chance to participate in exchange programs, but they did not because of their private reasons, not because the university could not offer. One of the students (MA Program in Caucasiology) said that she participated in the Erasmus + exchange program during her MA and it gave her a big chance. But the university considers and presents in the self evaluation form that the internationalization should be more improved.

Furthermore, a number of conferences which take place at TSU will be accessible to students to be used as platforms to present their findings. The publishing of research data will be funded if the impact of the paper is high enough.

Moreover, students are also taken on expeditions and practice in the museum. Although museums in general do not sign memorandums, course leaders help students through personal contacts to do internships in museums, which is one of the great opportunities and experiences for their professional development. Also, students of Hebraistics have specially prepared excursions, where they get to know the synagogue, the Jewish quarters.

<b>Data related to the supervision of master's/doctoral students</b>	
<b>Programme 1 (name, level)<sup>7</sup></b>	
Number of master's/doctoral theses supervisors	<b>11</b>
//Number of doctoral thesis supervisors	
Number of master's students	<b>3</b>

---

<sup>7</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.



//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	<b>3.66</b>
Ratio - supervisors of doctoral theses/doctoral students	

### Evidences/Indicators

- Interview with students and alumni
- Electronic portal: Lms.tsu.ge
- Electronic portal: e-learning.tsu.ge
- Interview with Program supervisors

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1: Armenology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 5: Caucasiology, level VI (BA), Georgian**

Recommendation(s): None

Suggestion(s): None

**Programme 6: Caucasiology, level VI (BA), Russian**

Recommendation(s): None

Suggestion(s): None

**Programme 7: Caucasiology, level VII (MA), Georgian**

Recommendation(s): None

Suggestion(s): None

**Programme 8: Caucasiology, level VII (MA), Russian**

Recommendation(s): None

Suggestion(s): None

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

<b>3. Student Achievements, Individual Work with them</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
<b>Programme 1: Armenology, level VI</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2: Hebrew Studies, level VI</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3: Assyriology, level VI</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4: Assyriology, level VII</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5: Caucasiology, level VI, Georgian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6: Caucasiology, level VI, Russian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7: Caucasiology, level VII, Georgian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8: Caucasiology, level VII, Russian</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

### 4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

#### Cluster and individual evaluation

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

All eight programs in the cluster have sufficient teaching staff to enable proper specialized studies at the Bachelor's and Master's level. At the same time, very intensive and personal supervision is possible due to the extremely high supervision rate and small student groups.

#### Programme 1: Armenology

##### Program implementation staff:

The main academic staff of the Institute of Oriental Studies of the Faculty of Humanities of TSU are involved in the implementation of the program:

Natia Chantladze, Doctor of History, Associate Professor;  
Dali Chitunashvili, Doctor of Philology, Associate Professor;  
Visiting researcher of the Department of Armenology:  
Nino Aptsiauri, Doctor of History;  
Invited teachers:  
Tinatin Evdoshvili, Doctor of History;  
Nino Gokadze;  
Khatuna Gafrindashvili, Doctor of Philology;  
Irma Khositashvili, TSU doctoral student, specialty - Armenian Philology;  
Diana Ter-Baghdasarov, TSU doctoral student, majoring in Armenian philology;  
Lela Jejelava, Armenian language teacher at the TSU Language Center.

All persons involved in the implementation of the program at different times have graduated from the Faculty of Oriental Studies with a specialization in Armenology//Armenian Philology//Armenian Language and Literature.

#### Programme 1: Armenology, BA (VI)

Number of the staff involved in the programme (including	Number of Programme Staff	Including the staff with	Including the staff holding PhD degree in	Among them, the affiliated academic staff

academic, scientific, and invited staff)		sectoral expertise <sup>8</sup>	the sectoral direction <sup>9</sup>	
<b>Total number of academic staff</b>	<b>2</b>			
- Professor	0	0	0	0
- Associate Professor	2	2	2	2
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
<b>Invited Staff</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>—</b>
<b>Scientific Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>—</b>

The material and technical resources of the TSU Faculty of Humanities implementing the undergraduate program in Armenology (workrooms, computer equipment, branch library, Internet, etc.) fully correspond to the goals and results of the undergraduate program. Students of the program can use both faculty and university scientific libraries and computer resource centers that provide free access to digital resources and electronic databases of scientific literature. In this regard, the students of the program are provided by TSU with administrative and support staff with appropriate numbers and appropriate competence.

In essence, the presented educational program is in accordance with the requirements of the component of this standard.

#### **Evidence/indicators**

- Presented educational program with attached syllabi;
- Curriculum map;
- Results of the evaluation of the learning outcomes of the study course/subject;
- Personnel personal data and qualification documents
- Educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Interview results.

#### **Programme 2 : Hebrew Studies (BA, VI)**

**Description and Analysis** - Highly qualified specialists of the field participate in the implementation of the Bachelor's program of Hebrew Studies - both academic staff of TSU and invited guests. Each of them has an academic degree corresponding to the teaching-research course, teaching and research experience. Doctoral students lead practical classes.

Special courses are led by the main academic staff of the Institute of Oriental Studies and invited specialists:

1. Mamuka Butskhrikidze, associate professor, head of the program;

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<sup>8</sup> Staff implementing the relevant components of the main field of study

<sup>9</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

2. Lela Bakhtadze, Doctor of Philological Sciences, teacher of TSU Language Center;

3. Ketevan Kakitelashvili, Associate Professor, Institute of Cultural Studies of the TSU Faculty of Humanities;

**Invited lecturers:**

- Inga Zabakhidze, Doctor of History;
- Lela Tsitsuashvili, Doctor of Arts;
- Lasha Shakulashvili, visiting researcher of the National Library of Israel; Graduate student of Tel Aviv University's Chaim Rosenberg School of Archeology and Hebrew Studies and Oxford University's Yiddish Program in Rare Hebrew Languages;

7. Nona Nebieridze, **doctoral candidate in Hebrew studies.**

<b>Programme 2: Hebrew Studies (BA, VI)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>3</b>			
- Professor	0	0	0	0
- Associate Professor	2	1	2	2
- Assistant-Professor	1	1	1	1
- Assistant	-	-	-	-
<b>Invited Staff</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>—</b>
<b>Scientific Staff</b>	<b>-</b>	<b>-</b>		<b>—</b>

The material and technical resources of the TSU Faculty of Humanities implementing the Hebrew Studies BA program (workrooms, computer equipment, branch library, Internet, etc.) fully correspond to the goals and results of the bachelor's program. Students of the program can use both faculty and university scientific libraries and computer resource centers that provide free access to digital resources and electronic databases of scientific literature. In this regard, the students of the program are provided by TSU with administrative and support staff with appropriate numbers and appropriate competence.

In essence, the presented educational program is in accordance with the requirements of the component of this standard.

**Evidence/indicators**

- Presented educational program with attached syllabi;
- curriculum map;
- the results of the evaluation of the learning outcomes of the study course/subject;
- Personnel personal data and qualification documents

- educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Interview results.

### Program 3: Assyriology (BA, VI)

**Description and Analysis** - Highly qualified specialists of the field, who have the necessary competence for the development of learning outcomes of educational programs, the corresponding academic degree of the program and specific study course profile, teaching and research experience, participate in the implementation of the undergraduate program of Assyriology of the Faculty of Humanities of TSU.

The program is led by Prof. Irine Tatishvili, who has the knowledge and experience necessary for the development of the program, as well as the appropriate competence in the field of learning the program and is directly involved in the implementation of the program. As a whole, the specialization courses are led by the main academic staff of the Assyriology department of the TSU Faculty of Humanities, who were brought up at TSU Department of Assyriology. The mentioned specialists have undergone high-level scientific training in various well-known scientific centers of the mentioned field.

The number and workload of the academic/scientific and invited personnel implementing the program ensures the proper conduct of the educational process defined by the educational program and also the regular performance of scientific-research/creative/performing activities and other functions assigned to them. Quantitative indicators related to academic/scientific/visiting staff ensure program sustainability.

Program implementation staff:

Prof. Irine Tatishvili,  
 Assoc. Prof. Nino Samsonia  
 Assoc. Prof. Maya Gambashidze,  
 Prof. Levan Gordeziani,  
 Invited lecturer: M.Sc. Otar Gabunia.

<b>Programme 3: Assyriology (BA, VI)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>4</b>			
- Professor	1	1	1	1
- Associate Professor	3	3	3	3
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
<b>Invited Staff</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>—</b>

### Programme 3: Assyriology (BA, VI)

Scientific Staff	-	-	-
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The material and technical resources of the TSU Faculty of Humanities implementing the Assyriology undergraduate program (workrooms, computer equipment, branch library, Internet, etc.) fully correspond to the goals and results of the undergraduate program. Students of the program can use both faculty and university scientific libraries and computer resource centers that provide free access to digital resources and electronic databases of scientific literature. In this regard, the students of the program are provided by TSU with administrative and support staff with appropriate numbers and appropriate competence.

In essence, the presented educational program is in accordance with the requirements of the component of this standard.

#### Evidence/indicators

- Presented educational program with attached syllabi;
- Curriculum map;
- Results of the evaluation of the learning outcomes of the study course/subject;
- Personnel personal data and qualification documents
- Educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Results of the interview.

### Program 4: Assyriology (MA, VII)

**Description and Analysis** - The MA program of Assyriology of the TSU Faculty of Humanities is directly derived from the master's program of the mentioned department and is its direct continuation at the now extremely high master's level. In addition, as can be seen from the common cluster documentation, it has a certain conceptual connection with the MA program of Caucasiology as part of this cluster. In its implementation, highly qualified specialists of the field participate, who have the necessary competence to produce the learning results of educational programs, academic degree corresponding to the profile of the program and specific study course, teaching and research experience.

The program is led by Assoc Prof. Maya Gambashidze, who has the necessary knowledge and experience for the successful operation of the program, as well as appropriate competence in the field of teaching the program and is directly involved in the implementation of the program. As a whole, the specialization courses, as well as at the undergraduate level, are led by the main academic staff of the Assyriology department of the TSU Faculty of Humanities, who were brought up at TSU Assyriology department. The mentioned specialists have undergone high-level scientific training in various well-known scientific centers of the mentioned field.

The number and workload of the academic/scientific staff implementing the program ensures the proper management of the educational process defined by the educational program and also the regular performance of scientific-research/creative/executive activities and other functions assigned to them. Training of academic staff and scientific-academic ensures the sustainability of the program.

The specialization courses are led by the main academic staff of the Institute of Oriental Studies of the Faculty of Humanities of TSU:

Maya Gambashidze, Doctor of History, Associate Professor of the Assyriology Department of TSU.



Nino Samsonia, Doctor of History, Associate Professor of the Assyriology Department of TSU. The master's program is carried out on the basis of the Assyriology Department of the Institute of Oriental Studies of the Faculty of Humanities of TSU.

<b>Programme 4: Assyriology (MA, VII)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>2</b>			
<b>- Professor</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>- Associate Professor</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>- Assistant-Professor</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>- Assistant</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Invited Staff</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>—</b>
<b>Scientific Staff</b>	<b>-</b>	<b>-</b>		<b>—</b>

Here we would like to fully share the opinion of the program representatives regarding the fact that the interest of Georgian scientists in Assyriology - the languages of the peoples of the ancient East, issues of its history, social relations, culture, religion and archeology dates back to the beginning of the 20th century. The Chair of Assyriology was established with the initiative and support of Ivane Javakhishvili immediately after the establishment of Tbilisi State University. The great Georgian scientist felt the need to study this field and considered the search for the ancient historical-cultural connections of the Georgian tribes with the ancient Eastern societies to be a difficult task. The mentioned direction existed in the territory of the former Soviet Union only in St. Petersburg and Tbilisi, and at leading universities in Europe and America and still exists today. The department has close relations with the centers of Assyriology and Ancient Eastern civilizations in the universities of the world, which is a good basis for the internationalization of research. Based on this, we consider it expedient to maintain the presented program at the Faculty of Humanities of TSU.

The material and technical resources of the TSU Faculty of Humanities implementing the Assyriology MA program (workrooms, computer equipment, branch library, Internet, etc.) fully correspond to the goals and results of the MA program. Students of the program can use both faculty and university scientific libraries and computer resource centers that provide free access to digital resources and electronic databases of scientific literature. In this regard, the students of the program are provided by TSU with administrative and support staff with appropriate number and appropriate competence.

In essence, the presented educational program is in accordance with the requirements of the component of this standard.

#### **Evidence/indicators**

- Presented educational program with attached syllabi;

- Curriculum map;
- Results of the evaluation of the learning outcomes of the study course/subject;
- Personnel personal data and qualification documents
- Educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Interview results.

### **Program 5–6: Caucasiology (BA, VI, Georgian and Russian branches)**

**Description and Analysis:** Highly qualified specialists in the field, guest lecturers with relevant qualifications, teachers and researchers who have the necessary competence to produce the learning outcomes of educational programs, academic degree corresponding to the profile of the program and specific study course, teaching and research experience take part in the implementation of the Bachelor's program of Caucasian Studies of the Faculty of Humanities of TSU. Practicing teachers conduct foreign language workshops, practical classes, etc.

The program is led by Prof. Merab Chukhua, who has the knowledge and experience necessary for the development of the program, as well as the appropriate competence in the field of learning the program. He is directly involved in the implementation of the program. In general, the specialization courses are led by the main academic staff of the Caucasus Studies Institute of the Faculty of Humanities of TSU: 2 professors and 3 associate professors. Professor. Also academic staff and invited lecturers of the Institute of Oriental Studies of the Faculty of Humanities of TSU and other institutes of the relevant profile: professors, assoc. Professors and guest lecturers – 28 people in total.

The number and workload of the academic/scientific and invited personnel implementing the program ensures the proper conduct of the educational process defined by the educational program and also the regular performance of scientific–research/creative/performing activities and other functions assigned to them. Quantitative indicators related to academic/scientific/visiting staff ensure program sustainability.

The material and technical resources of the Caucasology JSC Institute of the Faculty of Humanities of TSU, which implements the bachelor's program of Caucasia (workrooms, computer equipment, branch library, Internet, etc.) fully correspond to the goals and results of the bachelor's program. The student of the program can use both faculty and university scientific libraries and computer resource centers that provide free access to digital resources and electronic databases of scientific literature. In this regard, the students of the program are provided by TSU with administrative and support staff with appropriate number and appropriate competence.

In essence, the presented educational program is in accordance with the requirements of the component of the given standard;

### Programme 5–6: Caucasiology (BA, VI, Georgian and Russian)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>12</b>			
- Professor	4	2	2	2
- Associate Professor	8	3	3	5
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
<b>Invited Staff</b>	<b>21</b>	<b>15</b>	<b>10</b>	<b>—</b>
<b>Scientific Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>—</b>

### Program 7–8: Caucasiology (MA, VII, Georgian and Russian branches)

Description and Analysis - Highly qualified specialists in the field, guest lecturers with appropriate qualifications, teachers and researchers who have the necessary competence to produce the learning outcomes of educational programs, academic degree corresponding to the profile of the program and specific study course, teaching and research experience participate in the implementation of the Caucasus Studies Master's program of the Faculty of Humanities of TSU.

Practicing teachers conduct foreign language workshops, practical classes, etc.

The specialization courses are led by the main academic staff of the Caucasus Studies Institute of the Faculty of Humanities of TSU:

1. Johnny Kvitsiani, associate professor;
2. Merab Chukhua, professor, program coordinator;
3. Tsira Baramidze, professor;
4. Revaz Abashia, associate professor;
5. Nana Machavariani, associate professor;

Also, the academic staff and guest lecturers of the Institute of Caucasus Studies of the Faculty of Humanities of TSU and other institutes of the relevant profile: Prof. M. Jikia, Prof. M. Chkhartishvili, Prof. N. Gelovani, Associate Prof. Ts. Lobzhanidze and others. Total - 28 persons.

The number and workload of the academic/scientific and invited personnel implementing the program ensures the proper conduct of the educational process defined by the educational program and also the regular performance of scientific-research/creative/performing

activities and other functions assigned to them. Quantitative indicators related to academic/scientific/visiting staff ensure program sustainability.

The material and technical resources of the Caucasology JSC Institute of the Faculty of Humanities of TSU, which implements the master's program of Caucasia (workrooms, computer equipment, branch library, Internet, etc.) fully correspond to the goals and results of the master's program. Students of the program can use both faculty and university scientific libraries and computer resource centers that provide free access to digital resources and electronic databases of scientific literature.

The smooth operation of the program for students of the master's program is ensured by the following material and technical resources;

Among them are TSU computer bases and computer centers; TSU and faculty resource centers; Libraries of Ivane Javakhishvili Tbilisi State University, TSU e-learning portal (<https://e-learning.tsu.ge/>)

TSU students and professors have unlimited and unlimited access to such electronic databases and journals as: EBSCO Publ., Cambridge University Journals, JSTOR, Scopus and others. <https://www.tsu.ge/ka/library/page/893>

In this regard, the students of the program are provided by TSU with the appropriate number and appropriate competence of administrative and support staff.

In essence, the presented educational program is in accordance with the requirements of the component of the given standard;

<b>Programme 7–8: Caucasology (MA, VII, Georgian and Russian)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise</b>	<b>Including the staff holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>13</b>			
- Professor	5	2	2	5
- Associate Professor	8	3	3	8
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
<b>Invited Staff</b>	<b>19</b>	<b>12</b>	<b>16</b>	<b>—</b>
<b>Scientific Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>—</b>

#### **Evidences/Indicators**

- Presented educational program with attached syllabi;
- Curriculum map;

- Results of the evaluation of the learning outcomes of the study course/subject;
- Personnel personal data and qualification documents
- Educational program, educational material/resources described in the attached syllabi, international electronic library databases;
- Results of the interview.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Programme 1: Armenology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 7: Caucasiology, level VII (MA), Georgian**

Recommendation(s): None

Suggestion(s): None

**Programme 8: Caucasiology, level VII (MA), Russian**

Recommendation(s): None

Suggestion(s): None

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

##### Cluster and individual evaluation

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

Introductory remark: this chapter 4.2 refers to the supervision of master's and doctoral theses. In the documents available there is only a list of master's theses in the direction of Caucasus studies (Appendix 8), but it is missing for the MA in Assyriology. In the direction of Armenology, Hebraistics and Assyriology, only the list of bachelor's theses is indicated.

##### Programme 7-8: Caucasiology (MA, VII, Georgian, Russian)

Description and Analysis - According to the documentation submitted for accreditation, it can be seen that 14 MA theses have been submitted for the academic degree of Master of Caucasiology during the years 2018-22 at both the Georgian and Russian MA programs of Caucasiology. The topics of the papers are distinguished by their diversity and fully correspond to the content, character and requirements of the educational programs.

Programme 7-8: Caucasiology (MA, VII, Georgian and Russian) <sup>10</sup>			
Number of supervisors of MA / Doctoral theses	Theses supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>11</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	6	3	3
- Professor	2	2	2
- Associate Professor	1	1	1
- Assistant-Professor	-	-	-
Invited Staff	3	3	—
Scientific Staff	-	-	—

The MA theses deal with the study of the languages including the Iberian-Caucasian language family, languages operating in the Caucasus in general, as well as studies on ancient, new and modern history, customary law, identity and general culture of the Caucasus. The MA students

<sup>10</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>11</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

are supervised by professors affiliated with TSU, as well as lecturers invited or otherwise involved in the implementation of the respective study program. From the study of the theses, we conclude that the MA students have qualified supervisors with relevant scientific-research experience in the respective field of research.

#### **Evidences/Indicators**

- Master's thesis presented
- The list of master's theses completed in 2018-22 with the names of the authors, supervisors and opponents.

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

#### **Recommendations and suggestions according to the programmes:**

##### **Programme 1: Armenology, level VI (BA)**

**Recommendation(s): N/A**

**Suggestion(s): N/A**

##### **Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s): N/A**

**Suggestion(s):**

##### **Programme 3: Assyriology, level VI (BA)**

**Recommendation(s): N/A**

**Suggestion(s): N/A**

##### **Programme 4: Assyriology, level VII (MA)**

**Recommendation(s): None**

**Suggestion(s): None**

##### **Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s): N/A**

**Suggestion(s): N/A**



**Programme 6: Caucasiology, level VI (BA), Russian**

Recommendation(s): N/A

Suggestion(s): N/A

**Programme 7: Caucasiology, level VII (MA), Georgian**

Recommendation(s): None

Suggestion(s): None

**Programme 8: Caucasiology, level VII (MA), Russian**

Recommendation(s): None

Suggestion(s): None

**Evaluation**

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

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.3 Professional Development of Academic, Scientific and Invited Staff

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

#### Cluster and individual evaluation

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

The educational programs grouped in a cluster are in compliance with the requirements of the standard component. The HEI conducts the evaluation of programme staff – academic and invited personnel annually, based on the rule of personnel assessment, defined by the decree №81/2018. Furthermore, at the end of each academic year a report on scientific activities of the academic staff is submitted, which describes academic publications, scientific projects, participation in conferences and other scientific activities.

According to the SER, the HEI informs the supervisors of the programs about the results of the evaluation, but it doesn't point out whether these results are utilized in staff management or promotion.

In the annual scientific reports of 2017–2021 of the Faculty of Humanities (Annex N16) detailed information/statistical data about local and foreign grant projects, conferences, and research can be found, with the participation of the academic and invited personnel of the programs, grouped by institutes or centers (Institute of Caucasiology, Institute of Oriental Studies, Israeli Center). More detailed information regarding the personnel's academic performance, achievements and publications are represented in Annex N6 (CV and Diplomas).

TSU fosters professional development of the academic and invited staff – carries out various kinds of scholarly activities, seminars, training, conferences. It is worth mentioning that participation in these activities are free. The HEI systematically strives to increase staff's qualifications in terms of implementing a modern information technology in teaching and research, which includes enhancing e-learning using the Moodle platform, anti-plagiarism, online training related to challenges of remote learning (during the Covid pandemics). In 2020 even the survey of academic and invited staff was conducted, regarding e-learning, and its challenges. The survey results indicated the need for further technical/supportive services.

The HEI promotes participation of academic, scientific and invited staff in international projects, researches and conferences, by financing their business trips, registration or publication fees from the budget of the faculty or university (central);

#### Evidences/Indicators

- Annex N6, CV and Diplomas of the personnel involved in the cluster programs;
- Annex N16, Survey of academic and invited staff on e-learning;
- Annex N16, Trainings organized by QA;
- Annex N16, Annual scientific reports of years 2017–2021;
- SER;
- Annex N16, Mobility of the Staff;
- Site visit and interviews

**General recommendations of the cluster:**

**General suggestions of the cluster:**

4.3.1 Consider administrative and pedagogical support for the teaching staff in introducing innovative teaching and learning methods especially for small student groups (design-thinking process, project-based learning, inquiry-based learning, use of digital tools etc.)

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

**Programme 1: Armenology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 7: Caucasiology, level VII (MA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 8: Caucasiology, level VII (MA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

## Evaluation

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

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

## Cluster and individual evaluation

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

Undergraduate and graduate programs grouped in the cluster are provided with library, information and digital resources. TSU students have access to the latest scientific literature and publications published in electronic scientific databases (Google Scholar, Web of Science, ScopusClarivate Analytics Web of Science/Journal Citation Report, Elsevier, JSTOR, EBSCO Host, Springer, HINARI, Cambridge University Journals, GALLICA, Érudit, ALUKA, Internet Archive). The university has its own electronic platform - LMS.TSU.GE, well-equipped classrooms and libraries.

The university learning environment (auditoriums, departments, library) is equipped with appropriate equipment, there is space in the university building for both independent and group work. Office space for individual consultations among students and teaching staff are missing.

The library fund includes the basic literature provided by the training courses. The library resources needed for the programs grouped in the cluster are located in reading rooms, libraries of the educational and scientific institutes of Oriental Studies and Caucasus Studies of the Faculty of Humanities. Teaching-methodical and scientific literature is available in branch offices, which are equipped with auxiliary technical means.

University library staff introduces students to library servers. It should be noted that the library has a properly arranged space for people with disabilities.

Bachelor's and master's programs of the cluster are provided with appropriate library, material and technical resources, which contribute to the achievement of program goals and learning outcomes. Library and electronic science databases are available for academic staff and students.

#### Evidences/Indicators

- Self-assessment report (SER);
- Interviews with students and academic staff;
- Actual state of TSU's infrastructure, documentation proving ownership of material resources;
- Electronic catalog of the library;
- University scientific library website;
- Access to international electronic library databases

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

**Programme 1: Armenology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 3: Assyriology, level VI (BA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 7: Caucasiology, level VII (MA), Georgian**

**Recommendation(s): None**

**Suggestion(s): None**

**Programme 8: Caucasiology, level VII (MA), Russian**

**Recommendation(s): None**

**Suggestion(s): None**

**Evaluation**

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

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Cluster and individual evaluation

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

According to the self-evaluation report, the programs grouped in the cluster are financed from the budget of the Faculty of Humanities, which is part of the overall TSU budget. The budget includes financial support of the university (up to 315.000 GEL in 2022), which is economically achievable for the programs. The faculty budget includes: the remuneration of the academic staff and invited specialists involved in the implementation of the programs, the maintenance and renewal of the material and technical base, the costs of participation in international conferences.

According to the information received during the accreditation visit, the BA and MA programs presented in the cluster with a small student contingent are not financially profitable for the university. Oriental and Caucasian Studies have a centuries-old history at TSU. Therefore, the university administration is ready to support the financial sustainability of the programs.

It is worth noting that the university administration has established a certain financial reward for the publication of articles in high-ranking, impact-factor scientific journals. However, it is not clear how far scholars from the cluster programmes received such rewards.

Academic staff implementing BA and MA programs presented in the cluster often participate in international scientific forums and have relevant experience, which positively affects the educational process. For the purpose of internationalization of programs and research, more institutional support of academic staff and students in terms of joining and cooperation in international sectoral associations is desirable. For example, cooperation with the International Association for Assyriology (<https://iaassyriology.com>) will be important in this regard.

ERASMUS + grants for students participating in exchange programs and Shota Rustaveli National Science Foundation grants for master's students are an effective mechanism for financial support of bachelor's and master's programs. However, the number of relevant partner universities with similar programmes like those in this cluster are extremely limited.

#### **Evidences/Indicators**

- Self-assessment report (SER);
- Interviews with students, academic and administrative staff;
- Financial documentation, budget;
- Additional meeting with TSU Chancellor Lasha Saghinadze

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

4.5.1 It is desirable to provide more institutional support to the academic staff and students involved in the programs, in terms of participation in international scientific conferences and cooperation with industry associations.

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

#### **Programme 1: Armenology, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

#### **Programme 2: Hebrew Studies, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** None

#### **Programme 3: Assyriology, level VI (BA)**

**Recommendation(s):** None

**Suggestion(s):** 4.5.2 More institutional support for academic staff and students



in terms of joining and cooperation in international sectoral associations is desirable. For example, cooperation with the International Association for Assyriology (<https://iaassyriology.com>) will be important in this regard.

**Programme 4: Assyriology, level VII (MA)**

**Recommendation(s):** None

**Suggestion(s):** 4.5.3 More institutional support for academic staff and students in terms of joining and cooperation in international sectoral associations is desirable. For example, cooperation with the International Association for Assyriology (<https://iaassyriology.com>) will be important in this regard.

**Programme 5: Caucasiology, level VI (BA), Georgian**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 6: Caucasiology, level VI (BA), Russian**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 7: Caucasiology, level VII (MA), Georgian**

**Recommendation(s):** None

**Suggestion(s):** None

**Programme 8: Caucasiology, level VII (MA), Russian**

**Recommendation(s):** None

**Suggestion(s):** None

**Evaluation**

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

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Teaching Quality Enhancement Opportunities

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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.

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### 5.1. Internal Quality Evaluation

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Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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#### Cluster and individual evaluation

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

The current quality management system at the university defines a unified approach to quality management issues and at the same time implies the division of functions and powers between the central office of the university and the quality assurance services created at the faculties. This approach ensures a certain independence of the faculties, allowing them to implement university-wide requirements, taking into account the specifics of the educational programs of the faculty. The central office develops recommendations, guidelines, instructions and coordinates the work of quality assurance services created at the faculties.

The University's current approach to the creation, evaluation and development of programs is reflected in the document "Procedures for Planning, Elaboration, Assessment and Development of Educational Programs", which establishes requirements for programs and regulates the process of planning, implementation and subsequent evaluation of programs. The use of this document in the process of evaluation (and self-evaluation of programs) ensures the transparency and complexity of the process - all procedures are regulated, the functions of the participants in this process are defined, pre-created unified forms are used, the content of the program and provision of resources, existing experience in implementing the program, opinions are subject to study and evaluation stakeholders (students and graduates, academic and invited staff, employers), etc.

According to the rules in force at the university, the process of program planning, development and evaluation is provided by the educational program committee (program head(s), representatives of faculty quality assurance service, academic staff, student(s), graduate(s), etc.).

According to the submitted documents and interview results, the clustered programs are the result of modifications to already existing programs (The bachelor program "Hebrew" is presented for the first time as an independent program. Its predecessor, the Jewish-Aramaic Studies Program, was accredited in 2011). In order to modify the programs, ensure compliance with the current legislation and standards and self-evaluation process, a working group was created, which included program managers, academic and visiting staff, administrative and support staff of the faculty and university. Also, students, graduates and employers (in the form of a survey) took part in this process. The work process consisted of several stages, all activities

were considered at the meetings of the committees of educational programs. Supporting this process is the function of the quality assurance department.

According to the self-assessment report: "The heads of the program used a complex approach, which implies, on the one hand, the processing and analysis of already existing information, and on the other hand, active cooperation with the involved parties, which was demonstrated by surveys of students, graduates, academic and visiting staff and employers. As a result of the analysis of the results of the surveys, the need to strengthen general and linguistic and cultural competences (logical, creative and critical thinking, analytical skills, ability to work in a team, deepening the knowledge of foreign languages, especially, the English language) appeared. Consequently, the teaching materials in the syllabi of the courses were updated and the teaching methods as well as the forms and criteria of assessment were improved. The changes of the program were implemented in this direction".

In the process of modifying the programs, the document "Labor market research and analysis of employers' requirements" was used. Some questions were raised about the date of this document and the possibility of its use - the document is dated 2023. At the same time, the university's self-evaluation report is dated January 9, 2023. During the visit, the experts received an explanation that the information was collected and processed until 2023, and the presented document has a summary character.

The document is quite detailed, includes information about programs grouped in a cluster (program goals, learning outcomes), describes and analyzes relevant information for programs (for example, feedback from employers, students and alumni surveys, analysis of survey results, etc.). It should be noted here that the question about the recommendations of employers, students and graduates and their consideration was asked during the interview with the heads of the programs. However, the experts did not get a comprehensive answer. Consequently, it was difficult to determine the extent to which these recommendations were taken into account and what impact implementation of these recommendations had on the program modification process. In this case, the experts used the information obtained as a result of interviews with other people (students, alumni) about the given recommendations: students and graduates of the programs spoke in detail about the programs, compared the existing and modified programs, and positively evaluated the changes implemented in the programs.

Information about meetings with students and graduates of programs grouped in a cluster is contained in the reports of the faculty's quality assurance service. All interview participants confirmed this circumstance and noted the role of the quality assurance service in this process (consultations, training, informational meeting, etc.). The academic staff of the program also noted that their activities are systematically assessed and their awareness of the results of the assessment is ensured, their opinions and needs are studied, conducting various activities to support their professional development (for example, training and were named). In addition, the interview participants confirmed the consistency of quality assessment, which is also confirmed by the reports of the quality assurance service (2018, 2019, 2020, 2021).

Based on the studied documents and the results of the interviews, it should be noted that:

- The university has a unified policy and requirements in matters of quality assurance, which ensures the stability of a unified internal quality assurance system. The principle of rational delegation of authority is applied, which ensures the freedom of the faculty

to implement the current quality assurance policy at the university, taking into account the characteristics of the programs.

- The program design and development approach, as well as quality assessment mechanisms and procedures, are relevant and sufficient for all programs grouped in a cluster. Quality assessment procedures are transparent. The participants and their functions in the process of assessing the quality of the program are identified. In the evaluation process, pre-created unified forms are used; there are mechanisms for documenting the results of the evaluation (for example, protocols, reports, etc.).
- The quality assessment process includes an assessment of the content of the program, an assessment of the conditions for the implementation of the program, an assessment of the provision of the program with the necessary resources, and other aspects important for the program. Quality assessment is complex and collaborative. Representatives of the university, students, graduates and employers participate in this process. At the same time, the issue of information reflection in the self-assessment report should be improved: it is desirable that the self-assessment report be more informative and include information about the activities actually carried out, which were confirmed by the results of the interview.
- An interesting practice is to use the potential of other faculties in the process of self-evaluation. So, for example, a labor market survey was conducted, the opinions of employers, graduates, and students were studied. Information was gradually provided to the self-evaluation group.

The above conditions apply to all programs grouped in a cluster. The documents presented by the university, the results of the interview and the circumstances indicated above together determined the assessment of the entire cluster and the educational programs grouped in the cluster - "Complies with requirements of the standard".

### **Evidences/Indicators**

- Self-Evaluation report;
- "Procedures for Planning, Elaboration, Assessment and Development of Educational Programs", Annex 1-17;
- BA Program „Armenology“ - Minutes of meetings of the committee on planning, design and development support (#01, 06.05.2022; #02, 19.05.2022);
- BA and MA programs "Assyriology" - Minutes of meetings of the committee on planning, design and development support (#01, 14.06.2022; #02, 24.11.2022);
- Bachelor's Program in „Hebrew“ - minutes of meetings of the committee on planning, design and development support (#01, 21.11.2022; #02, 20.11.2022);
- Bachelor's and Master's programs "Caucasiology" - Minutes of the session of the Council of Professors of the Educational and Scientific Institute of Caucasian Studies of the Faculty of Humanities of the University;
- Faculty Quality Assurance Service reports (meetings with students and graduates of the programs grouped in the cluster);
- Labor Market Research and Analysis of Employers' Requirements (2023);
- Document "Internal Quality Assurance";
- Quality Assurance Service Annual Reports (2018, 2019, 2020, 2021);
- Rules for Evaluating Educational and Research Activities;
- E-learning concept and administration rule;
- Forms for Establishing Compliance of Personnel Qualifications with Learning Outcomes in the Educational and Research Components of the Educational Program;

- Personnel assessment rules
- Forms of Assessment of Academic, Scientific, Invited Personnel; Survey of academic and visiting staff;
- Interview results

**General recommendations of the cluster:**

**General suggestions of the cluster:**

5.1.1 It is desirable that the Self-Evaluation report be more informative and include information about activities actually carried out, which were confirmed by the results of the interview.

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

**Evaluation**

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 8:  
Caucasiology, level VII,  
Russian

x



## 5.2. External Quality Evaluation

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

### Cluster and individual evaluation

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

According to the “External Quality Assurance” document, in Georgia, external quality assurance is carried out through authorization and accreditation”.

Programs grouped in a cluster are accredited (see: Self-Evaluation report “Information about Educational Programs”):

**Programme:**

**The date, number of the decision:**

Programme 1 (Armenology, VI Level)

№ 193, 28.10.11

Programme 2 (Hebrew, VI Level) \*

№ 194, 28.10.11

Programme 3 (Assyriology, VI Level)

№ 191, 28.10.11

Programme 4 (Assyriology, VII Level)

№ 214, 18.07.12

Programme 5 (Caucasiology (Language of Instruction:  
Georgian), VI Level)

№ 187, 28.10.11

Programme 6 (Caucasiology (Language of Instruction:  
Russian), VI Level)

№ 188, 28.10.11

Programme 7 (Caucasiology (Language of Instruction:  
Georgian), VII Level)

№ 226, 18.07.12

Programme 8 (Caucasiology (Language of Instruction:  
Russian), VII Level)

№ 208, 18.07.12

*\* The bachelor program "Hebrew" is presented for the first time as an independent program. Its predecessor, the Jewish-Aramaic studies Studies Program, was accredited in 2011.*

In the case of this component of the standard, the self-evaluation report (SER) describes the university's achievements in quality assurance, although the information provided refers to institutional activities and not to external evaluation of directly clustered programs. The SER, as well as other documents (for example, the Letter from Chair of IEP Steering Committee) do not contain information on any external evaluation of clustered programs after accreditation (2011/2012 - 2022). It should be noted that the results of institutional evaluation and authorization cannot be used as a relevant external assessment of programs, because the authorization standards do not imply an assessment of the content of programs.

To confirm compliance with the requirement of the standard ("Programme utilizes the results of external quality assurance on a regular basis"), the university was asked to additionally provide the conclusions of the external evaluation of programs for the post-accreditation period (2011/2012 - 2022)

During the visit, the university presented two external evaluation documents - conclusions of the external evaluation of the "Caucasiology" programs (BA, MA) and "Hebrew Studies" program (BA). External evaluations were conducted by individuals not affiliated with the university, as evidenced by official findings. The external evaluations are positive, the relevance of the programs is mentioned and recommendations for the development of the program are given.

The heads of other programs grouped in the cluster („Armenology“ - BA; „Assyriology“ - BA, MA) noted that the number of specialists in these fields is very small in Georgia and it is impossible to include them in the process of external evaluation of the programs. This opinion was shared by the heads of other programs.

However, the following circumstance should be noted: according to the document "Internal quality assurance", quality assurance services cooperate with local and foreign universities and various international organizations (ENQA, EURASHE, ESU, EUA, ABET, etc.). Also, there is an opportunity to involve employers in the process of systematic external evaluation of programs (all employers confirmed high interest in the programs, although only a few confirmed awareness of the programs). Therefore, there is an opportunity to use this cooperation for the purpose of external evaluation of the programs, although at this stage this opportunity has not been used.

From the above, it follows that:

- 1) Communication with employers to explore their requirements is confirmed, but their involvement in program development and external evaluation process needs to be improved;
- 2) One external assessment is confirmed only in the case of modified "Caucasiology" programs (BA, MA) and "Hebrew" (BA) programs. In the case of other programs, external evaluation is not confirmed;
- 3) It is not documented that any of the programs grouped in the cluster regularly used the results of external quality assessment in the post-accreditation period (2011/2012-2021). According to the heads of the programs, they had personal consultations with their colleagues,



including foreign specialists. The received feedback was used as a kind of external evaluation of the programs. According to the heads of the programs, no significant changes were made in the programs after the accreditation (2011/2012-2021) and there was no need for formal external evaluation. It should be noted that the bachelor program "Hebrew" is presented for the first time as an independent program, and in this case we are talking about its predecessor bachelor program "Jewish-Aramaic studies". It is recommended that program's heads in the future consider the need for systematic external evaluation of programs and move this process from a personal communication format to a formal, documented external evaluation format.

The above conditions apply to all programs grouped in the cluster.

The documents presented by the university, the results of the interview and the circumstances indicated above together determined the assessment of the educational programs grouped in the cluster - 1) program "Hebrew" (BA) – "Complies with requirements"; 2) programs "Armenology" (BA), "Assyriology" (BA, MA) and "Caucusology" (BA, MA)– "Substantially complies with requirements".

### **Evidences/Indicators**

- Self-Evaluation report;
- Document "Internal Quality Assurance";
- Document "External Quality Assurance";
- Letter from Chair of IEP Steering Committee (Final evaluation report and follow-up)
- Labor Market Research and Analysis of Employers' Requirements (2023);
- External assessments ("Hebrew", BA; "Caucusiology", BA, MA);
- Interview results.

### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

5.2.1 It is advisable that the university actively use the existing cooperation with local and foreign universities and/or establish new partnership relations for the purpose of external evaluation of the programs.

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

#### **• Recommendations to the programmes:**

##### **Programme 1 (Armenology, VI Level)**

5.2.2 External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.3 The results of the external evaluation of the program should be formalized in the form of an expert report.

**Programme 2 (Hebrew Studies, VI Level)**

None

**Programme 3 (Assyriology, VI Level)**

5.2.4 External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

5.2.5 The results of the external evaluation of the program should be formalized in the form of an expert report.

**Programme 4 (Assyriology, VII Level)**

5.2.6 External evaluation of the program should be carried out periodically and the results of the evaluations should be used

5.2.7 The results of the external evaluation of the program should be formalized in the form of an expert report

**Programme 5 (Caucasiology (Language of Instruction: Georgian), VI Level)**

5.2.8 External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

**Programme 6 (Caucasiology (Language of Instruction: Russian), VI Level)**

5.2.9 External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

**Programme 7 (Caucasiology (Language of Instruction: Georgian), VII Level)**

5.2.10 External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

**Programme 8 (Caucasiology (Language of Instruction: Russian), VII Level)**

5.2.11 External evaluation of the program should be carried out periodically and the results of the evaluations should be used.

**Suggestions to the programmes (if any):**

**Evaluation**

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1: Armenology, level VI</b>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2: Hebrew Studies, level VI</b>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3: Assyriology, level VI</b>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4: Assyriology, level VII</b>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5: Caucasiology, level VI, Georgian</b>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

<b>Programme 6: Caucasiology, level VI, Russian</b>	<input type="checkbox"/>	<b>x</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7: Caucasiology, level VII, Georgian</b>	<input type="checkbox"/>	<b>x</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8: Caucasiology, level VII, Russian</b>	<input type="checkbox"/>	<b>x</b>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

#### Cluster and individual evaluation

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

The University's current approach to the creation, evaluation and development of programs is reflected in the document "Procedures for planning, elaboration, assessment and development of educational programs", which regulates the process of program's assessment.

According to this document (Article 3): „Program assessment is a regular process, program committee assesses the educational program based on the results of surveys conducted every semester (head of the program and students take part in those surveys), results of the surveys on students' satisfaction with the University services, results of employers' survey, results of alumni surveys, information on program's academic and invited staff, information on material and technical resources as well as comparison and analysis of quantitative and qualitative indicators presented in the educational program report and by faculty's quality assurance service.

At the university, one of the quality assurance mechanisms is considered to be a student survey. However, it should be taken into account that a very small number of students study in clustered programs (see annexes to the Self-Assessment Report: Information about students and graduates). Therefore, the study of students' and alumni's opinions is carried out in the form of an interview with a focus group. Interviews with students and alumni were conducted in 2021, and the views expressed were taken into account in the process of modifying the programs. (confirmed by the provided documents and interview results).

At the university, internal quality assessment is carried out systematically, this is confirmed by the reports of the quality assurance service (2018, 2019, 2020, 2021). The evaluation process involves the study of various aspects, for example: annual report, 2021 - Promoting development of educational programmes; Internal Quality Assurance; Academic performance analysis; Surveying students, academic and invited personnel; Student participation in programme quality assurance mechanisms; External Quality Assurance (EQA); Evaluation of Institutional Effectiveness, etc.

Quality assurance annual reports describe assessments and achievements at the institutional level. However, these reports, as well as other documents, do not contain information about the results of the evaluation of programs grouped in a cluster (eg, internal and external periodic evaluation of programs, analysis of academic performance of students, dynamics of various statistical data, etc.).

According to the self-evaluation report: „Periodic monitoring and evaluation is conducted by the Quality Assurance Service of the Faculty; In the process of evaluation of educational program implementation participate: students, academic and invited staff participating in the program implementation, potential employers, faculty graduates and others“. Due to the lack of documented information, it is impossible to confirm or deny the fact of periodic monitoring of the programs grouped in the cluster (means the period after receiving accreditation - 2011-2012-2021). In this case, experts use the information obtained during the interview (students and program staff have confirmed that their surveys are done systematically). However, even in this case, it is not established what the results of the surveys were and what was improved after the surveys.

According to the self- evaluation report: „The quality assurance service of the university has developed a mechanism for collegiate assessment of educational programs, in which not only the persons implementing the program participate, but also students, employers, experts in the field both from the educational space of Georgia and from abroad“. It is confirmed that this mechanism has been developed. At the same time, the existence of a collegial evaluation of the programs grouped in the cluster and the participation of the program implementing personnel and Georgian and foreign experts in the evaluation of the programs are not documented (means the period after receiving accreditation – 2011/2012-2021).

Due to the lack of information, experts asked questions - whether there were similar foreign programs studied in the post-accreditation period and in the program modification process, what were the results of the study, what aspects were taken into account in the process of developing the program. Also, the university was asked to submit documentary material (additional required documents were not provided during the visit).

During the interview, the experts received an explanation that a review of several similar programs was carried out. Also, in the process of modifying the programs, the Subject Benchmark Statement of Higher Education in „Language Acquisition“ was used, which was developed taking into account foreign practices. Therefore, the use of this document means taking into account foreign practices.

It is worth noting that: 1) the sectoral characteristics of higher education were developed in 2022. At the same time, the question of the experts was related to the periodic study of foreign programs in the period after receiving the accreditation (2011/2012-2021); 2) It is not documented that after receiving the accreditation: „Periodically the programme is compared with similar programmes of foreign universities. To bring the programme in compliance with the modern requirements, the best international practices are applied“. Accordingly, the experts used the information obtained during different interviews; 3) It should be noted that the bachelor program "Hebrew" is presented for the first time as an independent program, and in this case we are talking about its predecessor bachelor program "Jewish-Aramaic studies".

In general, it should be noted that in the process of determining compliance with the requirements of the standard, a significant part of the information was obtained from the

results of the interview, which indicates the need to improve the process of documenting information.

The documents presented by the university, the results of the interview and the circumstances indicated above together determined the assessment of the entire cluster and the educational programs grouped in the cluster - "Substantially complies with requirements of the standard".

### **Evidences/Indicators**

- Self-Evaluation report;
- Annexes to the Self-Assessment Report (information about the number of students and graduates of the programs);
- "Procedures for Planning, Elaboration, Assessment and Development of Educational Programs", Annex 1-17;
- Labor Market Research and Analysis of Employers' Requirements (2023);
- Document "Internal Quality Assurance"
- Quality Assurance Service Annual Reports (2018, 2019, 2020, 2021);
- Rules for Evaluating Educational and Research Activities;
- E-learning concept and administration rule;
- Forms for Establishing Compliance of Personnel Qualifications with Learning Outcomes in the Educational and Research Components of the Educational Program;
- Personnel assessment rules;
- Forms of Assessment of Academic, Scientific, Invited Personnel;
- Survey forms;
- Armenology, BA report;
- Assyriology BA –MA report;
- Hebrew- Aramaic studies BA –MA report;
- Interview results.

### **General recommendations of the cluster:**

5.3.1 It is recommended to study and use the best international practices (similar programs) in order to bring the program in line with modern requirements, which in turn will contribute to the improvement of programs, internationalization and the possibility of implementing exchange programs.

5.3.2 In order to improve the program, it is advisable to use complex indicators of program results and evaluation of program effectiveness not only in the period of preparation for reaccreditation, but also systematically in the process of program implementation. Also, it is recommended to document the obtained results. This provides an opportunity to compare the information obtained in different periods and to study the dynamics of change.

### General suggestions of the cluster:

5.3.3 It is advisable that for each program an evaluation plan (scheme) be developed indicating the aspect of evaluation, the frequency of evaluation, evaluation methods, participants in the evaluation process, etc.

5.3.4 It is desirable to improve the involvement of employers and non-affiliated specialists in the process of program development and external evaluation.

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

#### Evaluation

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

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1: Armenology, level VI	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2: Hebrew Studies, level VI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3: Assyriology, level VI	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4: Assyriology, level VII	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5: Caucasiology, level VI, Georgian	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 6: Caucasiology, level VI, Russian	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 7: Caucasiology, level VII, Georgian	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme 8: Caucasiology, level VII, Russian	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: Ivane Javakhishvili Tbilisi State University

Name of Higher Educational Programmes, Levels: Caucasus Studies (BA, MA – Georgian; BA, MA – Russian), Armenian Studies (BA), Hebrew Studies (BA), Assyrian Studies (BA, MA)

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1: Armenology, level VI	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 2: Hebrew Studies, level VI	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 3: Assyriology, level VI	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 4: Assyriology, level VII	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 5: Caucasiology, level VI, Georgian	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 6: Caucasiology, level VI, Russian	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 7: Caucasiology, level VII, Georgian	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements
Programme 8: Caucasiology, level VII, Russian	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Substantially complies with requirements



Signatures

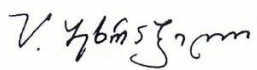
Chair of Accreditation Experts Panel

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Of the member(s) of the Accreditation Experts Panel

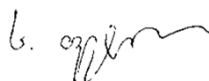
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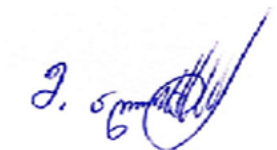
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