



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Final report on Higher Education Programme

**English Philology Bachelor's Program
Sulkhan-Saba Orbeliani University**

Evaluation date: 12th of October

Report Submission Date
7th of December 2023

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Sulkhan Saba Orbeliani University Limited Liability Company
Identification Code of Institution	204426834
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Nihada Delibegović Džanić, University of Tuzla, Bosnia and Herzegovina
Member (Name, Surname, HEI/Organisation, Country)	Mariam Kilanava, The state teaching university of physical education and sport, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Revaz Tabatadze, University of Georgia Georgia
Member (Name, Surname, HEI/Organisation, Country)	Anna Kiasashvili, employer, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamta Tskhovrebadze, International Black Sea University, LLC, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Aleksandre Kalandadze, Ivane Javakhishvili Tbilisi State University, student, Georgia

¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ინგლისური ფილოლოგია
Name of Higher Education Programme (in English)	English Philology
Level of Higher Education	Bachelor's degree
Qualification to be Awarded ²	Bachelor of Arts in English Philology
Name and Code of the Detailed Field	Language Acquisition- 0231
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ 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 Education Programme⁴

English Philology at the Bachelor's level

The volume of the educational program of English philology is 240 credits. Compulsory study courses of the main field of study - 138 ECTS, university/faculty compulsory study courses - 24 ECTS and foreign language component - 24 ECTS, and within the framework of 54 credits, the student has the opportunity to choose elective courses of the main field of study of 30 ECTS - and elective courses of other programs operating at the university with the volume of 24 ECTS.

The Quality Assurance documentation provided to the experts was relevant and up-to-date. The National Center for Educational Quality Enhancement taking provided all documents in a very short period. Most documents were available both in Georgian and English. Experts had the opportunity to interview the whole range of stakeholders, including top university management, faculty management, academic staff, employers, alumni, and students. Experts also visited facilities and the library during the visit.

▪ Overview of the Accreditation Site Visit

The site visit took place on 12th of October. On 9th of October, the expert panel held a preparatory meeting with the representative of the National Centre for Educational Quality Enhancement. thanks to a Zoom link provided by the National Center for Educational Quality Enhancement (NCEQE).

During this meeting, the necessary issues related to the evaluation were discussed and sufficiently clarified. The board of experts was effectively supported by the representatives of the NCEQE, who were physically present at the University during the site visit. The efficient interpretation was provided by NCEQE. The board and, specifically, the chair express their deepest gratitude to all involved in the preparation of the site visit. Special gratitude is expressed to the representatives of NCEQE who made sure that the whole process goes smoothly. NCEQE representatives were available to the members during the whole process. The report was written by the whole team and several online meetings were organized to make sure general consensus on comments and assessments was reached. The chair of the panel expresses her deepest gratitude to the whole team for their active and efficient participation.

• Brief Overview of Education Programme Compliance with the Standards

Contents	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
Standard					

⁴ When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

English Philology Bachelor's Programme	Substantially complies with requirements with requirements	Substantially complies with requirements with requirements	Complies with requirements	Complies with requirements	Complies with requirements with requirements
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Recommendations:

It is recommended to:

- Conduct a deep and comprehensive evaluation of the labor market's needs and demands and trends and needs of the international labor market to make the program objectives achievable.
- Revise program objectives and secure that the labor market's needs and demands and trends and needs of the international labor market are met.
- Revise the learning outcome C as the realistic outcome that would result from the program would be "Uses English Language (writing, reading, listening, speaking, vocabulary, grammar, communicative competence) knowledge at minimum B2 level."
- Introduce the subject "Stylistics of the English Language " as a compulsory component within the primary field of study, thereby enriching the curriculum and providing students with a comprehensive understanding of linguistic and stylistic elements.
- Revise the existing subject "Academic Writing" and replace it with a more tailored and specific course titled "Academic Writing for Philologists" to better align with the specialised academic needs of the students.
- Reevaluate and potentially augment the credit allocation for pivotal competence-forming subjects such as "Introduction to Linguistics," "Introduction to Philology," "Introduction to Literary Studies," and other related courses.
- Thoroughly reassess the volume of instructional material designated in the syllabi, notably exemplified in courses like "History of English Literature of the 17th-18th Centuries" and others. Critically evaluate the adequacy of the weekly material coverage in relation to the syllabus and consider necessary modifications to achieve a balanced and manageable workload for students.
- Scrutinise the training courses comprehensively, emphasising the establishment of appropriate prerequisites tailored to each course. Ensure that the prerequisites are aligned with the demands of the curriculum and adequately prepare students for the challenges inherent in each course.
- Incorporate the outcome-related thematics and relevant assessment criteria more precisely in the following courses: "History of American Literature of the 19th Century"; "XX Century Georgian Poetry", "English Language for Business", "Corpus Linguistics", " French Language A1", "Modern American Literature (1960-present)" and " World Civilisations and Georgia".
- Evaluate the pertinence of the "practice" component within the programme. Accordingly, consider removing the current "practice" component from the mandatory training courses of the programme's primary study area by refining and optimising the practical elements in the other teaching courses.
- Add an elective course in research methods appropriate to the study level to the program to effectively foster research skills and successfully achieve the learning outcomes presented within the Bachelor's thesis syllabus.
- To tailor the teaching method descriptions based on the specific course content and intended outcomes of the program. To make greater clarity and alignment between teaching methods and the outcomes of each course.

- To apply “The Rule for the Prevention, Detection, and Response to Plagiarism“ consistently or in the case of need to regulate the plagiarism matters differently (if the programme specifics require the different approach) - HEI must introduce such regulations in the relevant documents and ensure that they are accessible and known in advance to the students.

Suggestions for the programme development

- Conduct a thorough review and necessary adjustments to the provided scores for the B2 level certificate (TOEFL IBT), ensuring accuracy and consistency with established language proficiency standards.
- To make the program preconditions clearer it is suggested to indicate the aimed segment and the exact dates and other relevant details related to the legislation the program intends to consider while accepting the applicants as students.
- We suggest that, concerning the problem of plagiarism, more effort should be invested in prevention than punishment.

- **Brief Overview of the Best Practices (if applicable)⁵**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

Sulkhan-Saba Orbeliani University has been informed of the contents of the accreditation draft report submitted by the panel of experts and communicated to the National Center for Educational Quality Enhancement. The HEI shares some reconditions proposed by the panel of experts. In this section we first include all recommendations, followed by the argumentative position of HEI and additional elaboration by the panel of experts on the reason why the panel expresses its disagreement with argumentative position of HEI and retains the recommendation.

Recommendation 1: Conduct a deep and comprehensive evaluation of the labor market's needs and demands and trends and needs of the international labor market to make the program objectives achievable.

Answer from Sulkhan-Saba Orbeliani University: Within the framework of the development of the new "English Philology" program by Sulkhan-Saba Orbelian University, a detailed analysis of the labor market was carried out. The aim of the mentioned research was to outline the trends and requirements in the labor market in the direction of the "English Philology" specialty. The research included the evaluation of the program by the employer, as well as the vacancies available on the employment portal (<https://www.jobs.ge/> , <https://www.marketer.ge/> and <https://www.hr.ge/>) and the 2022 analysis of the labor market of Georgia, published by the Ministry of Economy and Sustainable Development of Georgia. The target audience of the employers within the scope of the research was the representatives of the fields of education, tourism, business and international relations, who indeed are the main stakeholders in the field of English philology. In addition, as part of the labor market research, the program was compared with similar programs of both Georgian and foreign universities in order to take into account their best practices. Within the framework of the best practices of similar programs of international universities, the university added the following courses to the program: "US History and Geography" as a compulsory course and "History of American Literature of the 19th Century", History of American Literature of the 20th Century (until 1960) and “Contemporary American Literature (1960-Present)”as elective courses. Moreover, it should be noted that the program was positively evaluated by both Georgian and foreign colleague-professors (University of Warsaw). In particular: they noted that the program provided students with theoretical knowledge and fosters to develop practical skills that correspond to the demands and needs of the labor market. The program envisages the preparation of highly qualified

⁵ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

graduates who can continue their studies at the Master's level. Accordingly, the university does not share the mentioned recommendation.

Answer from the panel of experts: The panel of experts does not share the argumentative position of the HEI and highlights the fact that the requirements of the local labor market, and trends and needs of the international labor market are partially taken into account. In order to meet potential labor market needs and demands, market research was conducted and it included the evaluation of the program by the employers. The HEI did not reach the main stakeholders in the field of English Philology and it was confirmed during the interviews. This, unfortunately, limits the opportunity to provide a deep and comprehensive picture of the demands and needs of the labor market. During the site visit the representatives of the HEI also highlighted that the rationale behind this orientation towards local labor market exclusively is the language of instruction, i.e. Georgian with an English component. The trends and needs of the international labor market must be considered and the panel of experts recommend that is the HEI should establish a mechanism of permanent communication with potential employers that are the main stakeholders in the field of English Philology in order to secure a continuum in fulfilling the requirements of the local market and trends and needs of the international market, which is highly important.

Recommendation 2: Revise program objectives and secure that the labor market's needs and demands and trends and needs of the international labor market are met.

Answer from Sulkhan-Saba Orbeliani University: Based on the objectives of the English program, it is clear that the program provides training of qualified and competitive specialists in the local market. Moreover, the objectives of the program include the teaching of such components of the field of English philology as British and American culture and literature. The program develops the student's ability to communicate fluently in English for different audiences. Foreign personnel are also involved in the program. Taking all this into account, the program ensures the preparation of specialists not only for the Georgian market, but also for the foreign market. In addition, it is worth noting the fact that as part of the external evaluation of the program, the program was positively evaluated by foreign specialists, which automatically indicates that the English philology program corresponds to the trends and requirements of the international labor market.

Answer from the panel of experts: The panel of experts does not share the argumentative position of the HEI. The representatives of the HEI confirmed during the interviews that their primary focus is on the local market as the language of instruction is Georgian. The program does include courses in American and British culture and literature, but it does not include other relevant compulsory courses that the panel of experts elaborated in the report. The argument that the external evaluation by two foreign experts cannot be accepted as the automatic recognition of correspondence to the needs and requirements of the international labor market.

Recommendation 3: Revise the learning outcome C as the realistic outcome that would result from the program would be "Uses English Language (writing, reading, listening, speaking, vocabulary, grammar, communicative competence) knowledge at minimum B2 level."

Answer from Sulkhan-Saba Orbeliani University: The learning outcome C "Uses English language (writing, reading, listening, speaking, vocabulary, grammar, communicative competence) knowledge at B2+ level for written and spoken purposes in general and specialized situations, including solving complicated and unexpected issues" is written realistically. According to the curriculum, English language skills 1-4 are offered as a compulsory course for students in I-IV semesters; which allows them to study the English language thoroughly at the B2 level.

The mentioned courses (English language skills 1-4) are taken at least at B2, but students in the third and fourth year will study a large part of the subjects in English (eg: "Theoretical Grammar of the English Language", Text Analysis, "Reviewing-Referencing English Language Text"), That helps them further deepen their acquired knowledge to B2+ level, improve vocabulary and grammar, speaking, listening and writing skills.

In addition, English Language FCE 1 and English Language FCE 2 are offered in the compulsory component of the core study area, which will further help students develop their English language skills. It is also worth noting the fact that in the optional component of the main field of study, such training courses as "CAE 1" and "CAE 2" are offered, after mastering which the student has the appropriate knowledge and skills of the C1 level in the English language. Taking into account all of this, the main courses of study provided by the bachelor's program of English philology ensure that the student possesses the appropriate level of English language (English language B2+).

Answer from the panel of experts: The panel of experts does not share the argumentative position of the HEI and points out that the learning outcome C should be revised as the realistic outcome that would result from the program would be "Uses English Language (writing, reading, listening, speaking, vocabulary, grammar, communicative competence) knowledge at minimum B2 level." The HEI in its argumentative position highlights that the study program incorporates English Language FCE 1 and English Language FCE 2. However, the FCE is designed to assess a solid upper-intermediate (B2) level of English proficiency not B2+. Optional components of the main field of study, such as "CAE 1" and "CAE 2" are offered, but these are not compulsory courses that all students take and that lead to learning outcomes relevant for all.

Recommendation 4: Introduce the subject "Stylistics of the English Language" as a compulsory component within the primary field of study, thereby enriching the curriculum and providing students with a comprehensive understanding of linguistic and stylistic elements.

Answer from Sulkhani-Saba Orbeliani University: In relation to the mentioned recommendation, the institution confirms the existence of a technical flaw in the curriculum. In the syllabus of the study course itself, the status of the "stylistics of the English language" course is indicated as "compulsory". Accordingly, the institution shares the mentioned recommendation.

Recommendation 5: Revise the existing subject "Academic Writing" and replace it with a more tailored and specific course titled "Academic Writing for Philologists" to better align with the specialised academic needs of the students.

Answer from Sulkhani-Saba Orbeliani University: The study course "Academic Writing", which is part of the university's mandatory educational component, provides the student with all the knowledge and skills necessary for creating an academic paper. In addition, it is worth noting the fact that the elements of academic writing specifically for students of English philology are integrated in the textbook of all levels of "English language skills" (English language skills 1-4), where each topic is aimed at strengthening the student's competencies in the field of English philology, equipping them with the necessary knowledge and skills, which implies the development of academic writing skills in accordance with the unique requirements of the field of philology. For example, in the textbook "New Language Leader Coursebook, Intermediate" the following topics:

- Study and Writing Skills:
- Making notes while reading
- A for and against essay
- A report describing a chart
- An opinion-led essay; Planning your essay

For example: in the textbook - "New Language Leader Coursebook, Upper-Intermediate" the following topics:

- Study skills: identifying fact and opinion. writing skills: an opinion led essay; avoiding repetition
- Study skills/writing - writing your opinion on globalization (8.1). Study skills: Summarizing topic sentences, paraphrasing. Writing skills: a summary.
- Summarizing: an article (10.3). Study skills: writing a bibliography, referencing. Writing skills: An advantages and disadvantages essay complex sentences conclusions.

Accordingly, the institution does not share the mentioned recommendation.

Answer from the panel of experts: The panel of experts does not share the argumentative position of the HEI. In consideration of the best interests of undergraduate students pursuing English philology and the broader cultivation of essential skills, the programme should incorporate a specialised course titled "Academic Writing for Philologists." This strategic enhancement is envisioned to fortify students' competencies and equip them with

the requisite knowledge and skills specific to the demands of academic writing within the domain of English philology.

Recommendation 6: Evaluate the pertinence of the "practice" component within the programme. Accordingly, consider removing the current "practice" component from the mandatory training courses of the programme's primary study area by refining and optimising the practical elements in the other teaching courses.

Answer from Sulkhan-Saba Orbeliani University: This recommendation is duplicated in sub-standard 2.2 (see answer on p. 4-5), which due to its content does not apply to sub-standard 1.4, and therefore, the specific recommendation should be removed.

Answer from the panel of experts: The panel of experts removes this recommendation as it is listed under 12. In relation to the substandard 2.2.

Recommendation 7: Reevaluate and potentially augment the credit allocation for pivotal competence-forming subjects such as "Introduction to Linguistics," "Introduction to Philology," "Introduction to Literary Studies," and other related courses.

Answer from Sulkhan-Saba Orbeliani University: The mandatory courses of the program "Introduction to Linguistics", "Introduction to English Philology" and "Introduction to Literary Studies" are taught by staff with doctorate degrees in philology who have many years of teaching experience. The syllabi created by them are drawn up according to the level of the bachelor's degree, taking into account the complexity of the study course (introductory courses, which are covered in the following semesters), the language of instruction (Georgian language), the volume of pages of the main literature to be processed, which the student can freely process within the framework of independent hours. At the same time, the main part of the material is processed within the contact hours. With all of this in mind, the training courses are given appropriate credit. Accordingly, the institution cannot share the mentioned recommendation.

Answer from the panel of experts: The subjects aimed at fostering competency, such as "Introduction to Linguistics," "Introduction to Philology," and "Introduction to Literary Studies," are allocated insufficient hours in direct correlation to the credits assigned to them. The learning objectives, weekly activities, and assessment criteria outlined for these subjects do not sufficiently facilitate the comprehensive understanding and practical application within the limited contact and independent study hours stipulated by the credited allocation.

Recommendation 8: Conduct a comprehensive review of both core and elective subjects within the programme, with a specific focus on modifying syllabi where duplications in study literature are prevalent. Ensure that the curriculum is updated and diversified to optimise the learning experience.

Answer from Sulkhan-Saba Orbeliani University: Literature is not repeated within the core and elective courses of the program, and if the same literature is indicated, the topic and book chapters differ. T. Gamkrelidze, Z. Kiknadze, I. Shaduri, and N. Shengelia, "Theoretical Linguistics Course," 2008, are indicated as the main literature in the training courses "Introduction to Linguistics" and "Theoretical Linguistics" mentioned by the experts, although different chapters of specific textbooks are used in both syllabuses, which does not mean duplicating literature in training courses. As for the book - Arn. Chikobava, "General Linguistics, Volume II: Basic Problems", 1983, this textbook is indicated as the main literature in the course "Theoretical Linguistics", and in the course "Introduction to Linguistics", another textbook by the same author is given. In particular: Arn. Chikobava, Introduction to Linguistics, Tbilisi, 2008. Accordingly, duplication in training courses is not fixed here either. This recommendation represents a factual inaccuracy and should be withdrawn.

Answer from the panel of experts: The panel of experts withdraws this recommendation.

Recommendation 9: Thoroughly reassess the volume of instructional material designated in the syllabi, notably exemplified in courses like "History of English Literature of the 17th-18th Centuries" and others. Critically evaluate the adequacy of the weekly material coverage in relation to the syllabus and consider necessary modifications to achieve a balanced and manageable workload for students.

Answer from Sulkhan-Saba Orbeliani University: The amount of material of the study course "History of English Literature of the 17th-18th centuries" mentioned by the experts corresponds to the student's weekly workload and the specifics of the study course are taken into account. Namely: fiction works are read in the native language and fiction is mastered by the student during several weeks. For example: if a student reads Milton's Paradise Lost in week 2 and does a general overview of the work in the seminar, in week 3 he discusses themes, characters and interpretations from the same work, and in week 4 he does a comparative analysis. This means that the student load is balanced and manageable.

Answer from the panel of experts: As highlighted by the expert panel, a significant concern arises regarding certain subjects including "History of English Literature of the XVII-XVIII Centuries," where the volume of weekly material designated for coverage seems notably extensive. This situation inherently prompts inquiries into the sufficiency of allocated independent study hours and the necessary assimilation of relevant content. Specifically, the sheer volume of material, coupled with classroom activities, modes of inquiry, and overall assessment of students, appears practically unmanageable within the existing framework.

Recommendation 10: Scrutinise the training courses comprehensively, emphasising the establishment of appropriate prerequisites tailored to each course. Ensure that the prerequisites are aligned with the demands of the curriculum and adequately prepare students for the challenges inherent in each course.

Answer from Sulkhan-Saba Orbeliani University: The institution shares the mentioned recommendation.

Recommendation 11: Incorporate the outcome-related thematics and relevant assessment criteria more precisely in the following courses: "History of American Literature of the 19th Century"; "XX Century Georgian Poetry", "English Language for Business", "Corpus Linguistics", " French Language A1", "Modern American Literature (1960-present)" and " World Civilisations and Georgia".

Answer from Sulkhan-Saba Orbeliani University: The institution shares the mentioned recommendation.

Recommendation 12: Evaluate the pertinence of the "practice" component within the programme. Accordingly, consider removing the current "practice" component from the mandatory training courses of the programme's primary study area by refining and optimising the practical elements in the other teaching courses.

Answer from Sulkhan-Saba Orbeliani University: Taking into account the requirements of the labor market, an important practical component of the program is the mandatory training course "Internship". The syllabus takes into account such organizational issues as the approval of the receiving organization within the framework of the practice, the writing of the practical work to be performed in the receiving organization based on the specifics. In addition, to ensure practice, the university has entered into memorandums with fifteen companies. The memoranda signed with the mentioned practice facilities takes into account the appropriate number of students, as well as the purpose of the practice, the learning outcomes and the duration of the training course. The practice is led by qualified staff who have all the necessary competencies to run the given component. In the practice component, the person responsible for the student will be defined as a representative of the university, as well as a competent person of the receiving organization. Accordingly, both the receiving organization and the commission created at the faculty take part in the assessment of the student during the internship.

It is also worth emphasizing the fact that the presence of practice in the program is welcomed and positively evaluated by all colleagues - professors within the collegial evaluation. They make the following points: "The program offers both an undergraduate thesis and a practicum component, which is an impressive proposition"; "The practical component is especially welcomed, since, as far as I know, Georgian universities do not stand out in this respect."; "The program includes a practical component which is worth commending." Accordingly, the institution does not share this recommendation.

Answer from the panel of experts: The expert panel posits that the current component lacks clarity and is ambiguous in its intended purpose. To enhance the practical facet, the university can bolster the practical elements within the subjects integrated into the program. This approach would not only fortify students' subject-specific competencies but also preclude the inherent ambiguity associated with this component. Furthermore, students, in most cases, do not acquire knowledge that aligns with the practical applications within various organizational structures provided as MOUs (Memorandum of Understanding).

Recommendation 13: Add an elective course in research methods appropriate to the study level to the program to effectively foster research skills and successfully achieve the learning outcomes presented within the Bachelor's thesis syllabus.

Answer from Sulkhan-Saba Orbeliani University: The program includes courses that are directly aimed at developing research skills. For example, the courses "Academic Writing", "Reviewing-Referencing English Language Texts" and "English Language Stylistics" fully provide students with the transfer of knowledge and development of skills necessary at the undergraduate level. Furthermore, the addition of an expert-suggested research skills training course as an elective cannot be included in the achievement component of the program's learning outcomes. Accordingly, the institution does not share the mentioned recommendation.

Answer from the panel of experts: The expert panel does not endorse the arguments presented by the university in 2.2 substandard. In response to the university's rationale, it can be asserted that the course "English Language Stylistics" predominantly emphasises aspects related to stylistics, poetry/novel analysis, or translation within its weekly thematics rather than concentrating on research-related skills development components. Similar deficiencies of research-related elements are noted in the "Essay Writing" and "Academic Writing" courses. The course "Reviewing-Referencing English Language Texts" in its weekly thematics primarily focuses on referencing academic articles, publications, books or films; accordingly, the outcomes state that the students, upon completing the course, will define the formal characteristics of resume, review or abstract and be able to analyse and generalise scientific authentic text which is correspondingly presented in assessment criteria within the intermediary and final exams (referencing, reviewing, annotating). The course aims to teach the technics of annotation or reviewing academic papers and their formal characteristics and develop the skills to apply them. Considering the fact that the mandatory BA thesis is primarily a research-related component of the program, through which a student must demonstrate the relevant skills, it is essential for the program to have integrated a course primarily oriented on research skills development to make the vivid connection of the program and its courses' outcomes instead of distributing the research skill development elements in various courses and at different levels. The recommended course even in the section of the elective courses was indicated in the narrative provided by the expert panel as a potential version, within the relevant substandard.

Recommendation 14: Tailor the teaching method descriptions based on the specific course content and intended outcomes of the program. To make greater clarity and alignment between teaching methods and the outcomes of each course.

Answer from Sulkhan-Saba Orbeliani University: In the training courses named by experts: "History of English literature of the XVII-XVIII centuries", "History of English literature of the 17th-18th centuries", "History of English literature of the 20th century", "History of English literature of the 19th century", "History of English Literature of the Middle Ages and Renaissance" and "History of 19th Century English Literature" is provided as an oral survey, where students orally discuss a specific literary work, analyzing its plot, characters, themes, artistic features and historical context; Then a short discussion between the lecturer and the students in a question-and-answer format will take place on a specific topic. The oral examination in the seminar, along with other teaching methods (lecture, paper presentation/defense, midterm/final written exam) really reaches the outcomes listed in the course syllabi.

In addition, the following assessment methods are used in the training course "English for Media Literacy": interactive lecture/assignment, presentation, mid-term written/oral exam, which involves a variety of practical activities such as "work in pairs, group work, role-playing". The mentioned activities are described in the main literature of the training course. Accordingly, the mentioned practical activities are logically related to the learning outcomes of the training course.

As for the training courses "FCE 1" and "FCE 2" they include various activities to improve different language skills. These are writing, reading, listening, speaking. The training course uses the following methods to develop these skills:

- Reading: reading comprehension exercises, text analysis and vocabulary building; integration of terminology (improved understanding of complex texts and expanded vocabulary); Grammar Focus Tasks/Activities (raising grammatical awareness and ability to use language structures)
- Writing: written assignment (argumentative essay, report, analytical paper, etc.); letter and e-mail writing practice (improved student's ability to produce well-structured essays; report, analytical paper, etc.; ability to write formal and informal correspondence);

- Listening: authentic listening tasks (enhanced listening comprehension skills); Note-taking practice (improved ability to extract key information)
- Conversation: role-playing simulations; group discussions, presentations (improved oral communication and ability to manage real situations); Debates on contemporary/diverse issues (ability to express one's own opinion and engage in structured discussions using sectoral vocabulary).

Accordingly, the fact noted by experts that employers expect students to possess strong problem-solving skills, the ability to deal with complex situations and make effective decisions is not relevant to the objectives of the FCE 1 and FCE2 course. The university does not share this recommendation

Answer from the panel of experts: The expert panel does not share the university's position regarding the substandard 2.3. The recommendation made by the expert panel predominantly focuses on teaching rather than assessment methods, as mostly articulated in the argumentation. The general presentation of teaching methods creates ambiguity in establishing a clear connection between the outcomes and the corresponding activities. The inclusion of "First Certificate in English (FCE 1)" and "First Certificate in English (FCE 2)" as examples in the recommendation serves to illustrate the imperative for explicit clarification of teaching methods and activities geared towards achieving the defined outcomes. On the one hand, the call for a detailed explanation of teaching methods and conveyed activities underscores the need for providing a more explicit enumeration of teaching methods/activities within the above-mentioned courses or at least at a program level in the relevant section.

Recommendation 15: Apply “The Rule for the Prevention, Detection, and Response to Plagiarism“ consistently or in the case of need to regulate the plagiarism matters differently (if the programme specifics require the different approach) - HEI must introduce such regulations in the relevant documents and ensure that they are accessible and known in advance to the students.

Answer from Sulkhan-Saba Orbeliani University: According to the "The rule for the Prevention, Detection, and Response to Plagiarism" in effect at the university, the procedures for checking bachelor's/master's/doctoral theses are regulated. According to subsection 2 of Article 6 of the same rule, if plagiarism is confirmed in the Master's/Bachelor's thesis/project and in the dissertation, the thesis is not evaluated with a positive score, the student is given the opportunity to present the thesis in the next semester. The mentioned issue can be regulated in detail/differently by relevant regulatory documents. Due to the fact that the bachelor's thesis is not a scientific research paper in its essence, the mentioned procedure is carried out - according to the syllabus of the "bachelor's thesis", which is a regulatory document. In particular, a student with an FX grade is allowed to submit a bachelor's thesis in the same semester. It should be noted that undergraduate students and graduates took part in the expert interview panel, whose answers correspond to both the procedures and the actual circumstances described in the regulatory document ("Bachelor Thesis"). Based on that, the university's plagiarism procedures are regulated both in the "The rule for the Prevention, Detection, and Response to Plagiarism", as well as in other regulatory documents according to educational levels, such as: "Procedure for Planning, Completing and Assessing Master's Thesis", rules for planning, execution and evaluation of the master's project" and "Statutes of doctoral studies", which serve to obtain the necessary information for the student of a specific level. Therefore, a specific recommendation is an advice based on its content

Answer from the panel of experts: The expert panel partially does not share the HEI's position regarding the substandard 2.4. "The Rules of Plagiarism Prevention, Detection, and Response" (hereinafter "The Rule") in effect at the university promote scientific and academic activities at Sulkhan-Saba Orbeliani University and protect the norms of academic integrity. The requirements of The Rule apply to the university's academic/scientific staff and students and it provides guidelines to all engaged actors. According to subsection 2 of Article 6 of the same rule, "if plagiarism is confirmed in the Master's/Bachelor's thesis/project and in the dissertation, the thesis is not evaluated with a positive score, the student is given the opportunity to present the thesis in the next semester". The Rule does offer a possibility to regulate the plagiarism matters dissimilar to the first sentence of subsection 2 of Article 6, in particular – the plagiarism matters “can be regulated in detail/differently by relevant regulatory documents”. The HEI's position regarding the essence of a Bachelor's Thesis, in particular, that it is not a scientific research paper, **can be agreeable**, considering the study level and the skills of undergraduate students it's controversial to believe the student can produce an intellectual work which could be regarded as a “scientific work”. Nevertheless, the programme perceives Bachelor's Thesis as a “piece of research” and The Rule's norms

may be applicable, at least in the context of academic integrity. The Indexed System of Evaluation and Indicators (negative grades) of Bachelor's Thesis syllabus indeed provides an opportunity for a student with FX grade to retake the final exam (in the case of Bachelor's Thesis – the public defense) in 1-5 days after the declaration of the results. Within the framework of Bachelor's Thesis evaluation system, the student must accumulate at least 20 points in the supervisor's assessment and a minimum of 15 points in the reviewer's assessment components. Furthermore, the public defense of the Bachelor's Thesis is valued at 30 points, where the student has to accumulate at least 16 points to pass the final assessment component. Overall, with the bare minimum scores in all assessment components the student accumulates 51 points which is a sufficient grade to pass the course. **The HEI's appeal to the FX grade matter is irrelevant** as it does not relate to the case of plagiarism and it refers to the public defense retake possibility. The plagiarism matter regulation in the Bachelor's Thesis syllabus corresponds to The Rule as it also states that "in any case of detection of plagiarism, the bachelor's thesis will not be accepted for defense in the current semester" (please refer to the 9th page of the English language version of the syllabus). Therefore, the statements of HEI's undergraduate students and graduates panel do not correspond to HEI's plagiarism matter regulations. The Rule and regulatory document ("Bachelor's Thesis" syllabus) do not contradict each other, on the contrary – they regulate plagiarism matters in the same manner.

The HEI's rules for Bachelor's Thesis plagiarism matters are indeed inconsistent, and the contradictory answers during the interview panels may be considered an "act of kindness" from HEI. The 2.4 substandard requires HEI to use the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection, and response. We believe that when it comes to the plagiarism matter, it's part of HEI's autonomy to decide which approach it will take (strict or soft) towards students of different study levels, educational programmes, etc. The higher the study level is, the stricter approach may be used. As long as HEI ensures academic integrity and plagiarism prevention, the University is free to use any appropriate measures when regulating plagiarism matters. It must be noted that the non-uniform approach may have its risks as some students might not be the subjects of the "act of kindness" and it fully leaves the decision to be made to the HEI's discretion. The existing rules have to be either uniform or HEI should introduce regulations that will indeed regulate plagiarism matters differently for Bachelor's thesis. Moreover, if the institution does not follow its rules, the documents that regulate the plagiarism prevention, detection, and response for BA thesis lose their meaning and the requirements of 2.4. standards will not be fully attainable. We highly encourage HEI to decide which approach it will take toward undergraduate students and incorporate the norms that will indeed give them a chance to resubmit the thesis to check for plagiarism once again, which will correspond to HEI's argumentative position and students' statements

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

not applicable

III. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. 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.

1.1 Programme Objectives

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Programme objectives are clearly established to certain extent. They consider the specificity of the field of study, the level and the educational programme and to a certain extent reflect what knowledge, skills and competences the programme illustrates the contribution to the development of the field and the society. Programme objectives are consistent with the mission, objectives, and strategy of the HEI.

The requirements of the local labor market, and trends and needs of the international labor market are partially taken into account. In order to meet potential labor market needs and demands, market research was conducted and it included the evaluation of the program by the employers. However, those employers are not the main stakeholders in the field of English Philology, which limits the opportunity to provide a deep and comprehensive picture of the demands and needs of the labor market. The trends and needs of the international labor market were not considered as a target one. During the interviews the representatives of the HEI claimed that the rationale behind this orientation towards local labor market exclusively is the the language of instruction, i.e. Georgian with an English component. To secure a continuum in fulfilling the requirements of the local labor market, and trends and needs of the international labor market , the HEI should establish a mechanism of permanent communication with potential employers.

Mobility exchange programs with partner institutions is one of the important strengths of the program regarding the internationalization. Namely, it was articulated during the interviews with the staff that the program envisions activities related to receiving international students through mobility exchange programs. The HEI offers the list of courses which are available in English to students in mobility. However, international students who do not know Georgian will not be able to enroll in the program as full time students. It is suggested that the HEI consider increasing the number of courses in English, which will contribute to the internationalization of the program which will not be limited only to students who wil come through mobility programs.

The English Philology program encompasses five primary objectives, focusing on a comprehensive understanding of English Philology, British and American culture and literature. These objectives include the practical application of acquired knowledge, the development of effective communication skills, the attainment of proficiency in a second foreign language, the cultivation of the ability to research and critically analyse materials relevant to linguistic or literary aspects, the cultivation of ethical principles essential for professional conduct within the realm of English Philology, and the ongoing pursuit of knowledge enhancement, skills refinement, and professional advancement (Programme, Page 2). These outlined objectives substantially align with the program content and anticipated outcomes of the program's study courses.

The program encompasses introductory components such as "Introduction to Linguistics," "Introduction to Literary Studies," and "Introduction to English Philology," as well as field-specific courses like "British-American Language and Culture," "Lexicology of the English Language," and the "English Language Skills"

1,2,3,4, FCE 1,2 courses etc. These course offerings reflect a comprehensive approach that caters to the particularities of the field and corresponds to the study level. However, the panel of experts believes that only a few core philology courses cannot prepare students to acquire a broad knowledge of the field of English Philology, including the structure and composition of the English Language, peculiarities of British and American culture and literature, and the ability to apply acquired knowledge in practice as described in the Program objectives;

The program's defined objectives reflect the field-related knowledge. It encompasses theoretical courses, notably "Theoretical Phonetics of the English Language," "History and Geography of Great Britain," "Theoretical Grammar of the English Language," and "History of the English Language". Additionally, the program emphasises skill development aspects, particularly within practical courses such as "Essay Writing," "Text Analysis," and the "English Language Skills" 1,2,3,4 courses. Furthermore, it underscores the development of competencies through practice-oriented courses like "Reviewing and Referencing of English Texts" and "Text Analysis."

As indicated in the self-evaluation report (SER), the program equips students with the essential skills and competencies necessary to fulfil the increasing demands of the local labour market. It also prepares them for further academic pursuits at the next level of study, which includes master's degree programs and one-year teacher training courses. This, in turn, enables them to enhance their qualifications, apply their competencies and abilities in practical and public endeavours, and advance their careers. Ultimately, this multifaceted preparation contributes to society's intellectual, moral, cultural, and socio-economic development (SER p.6).

Upon examining the documents, it becomes evident that the program tries to enable students to advance to higher levels of education and meet labour market requirements. This is made possible by ensuring that students attain at least a B2 level in the English language, a B1 level in another foreign language, and by fostering communicative and English philology-related competencies among program graduates (SER, p.7).

The program aspires to align with the University's mission, which is characterised by the following key elements: Creation and Dissemination of Knowledge: The University aims to generate and share knowledge in the fields of humanitarian, social, and fundamental sciences. This is achieved through the dedicated efforts of both highly motivated young researchers and experienced practising professionals. These efforts are supported by appropriate infrastructure and material, as well as non-material resources. The outcome is reflected in a comprehensive range of educational products, including both traditional and innovative approaches.

Fostering a Learning and Research Environment: The University strives to establish an environment that nurtures free and creative thinking. This environment offers individuals the opportunity to realise their maximum potential, thus contributing to the transformation of society (University mission).

In the context of program development, during interviews with the heads of the program, a question arose regarding the innovative aspects integrated into the program. According to their responses, the program's innovative elements are primarily represented by including online lectures. Furthermore, it was noted, during interviews, that the program's staff involved in the program implementation have undergone training sessions focused on online and hybrid teaching methodologies, as during the pandemic, the HEI had to switch to online learning. Currently, all courses are delivered as in-class courses, but professors from partner institutions living abroad will have the possibility to deliver lectures online.

Based on the information presented in the provided documentation and during the interviews, the following conclusions can be drawn:

According to the provided documentation, the labour market analysis reveals demand for English language teachers at various levels, with 14 out of 23 organisations requiring such professionals. Additionally, three organisations are in need of translators (labour market analysis p.11). The labour market analysis also indicates that students express an interest in the field of pedagogy. However, the program offers just one course specifically dedicated to English language teaching methodology, alongside three elective courses related to translation. It's important to note that the program aims primarily to focus on English philology and is designed with a level-related approach, not primarily oriented toward translation or pedagogy. However, it incorporates the courses covering such aspects.

The program's distinctiveness is highlighted through its integration of various elements, including literature ("History of English Literature of XVII-XVIII Centuries," "History of English Literature of the 20th century"), linguistics ("Introduction to Linguistics," "Corpus Linguistics"), theoretical and practical aspects ("Theory and Practice of Translation"), and courses designed to enhance writing skills ("Academic writing," "Reviewing and Referencing of English Texts," "Essay writing"). This diverse range of content underscores the program's characteristics.

The labour market analysis suggests a high demand for graduates with expertise in English Philology. It presents examples of universities in Georgia expanding their English philology programs to meet this demand. As the heads of the program stated during the interviews, the mandatory practice component of the program is a crucial element, ensuring that graduates are well-prepared to meet labour market requirements by being proficient in the English language and having the skills to apply theoretical knowledge in practical contexts (self-evaluation document, p.7, interview results). HEI offers intensive courses for students whose proficiency level is lower so that they can reach the B1 level during the first semester.

The program addresses the growing demands of the international education and labour market. The university has developed an internationalisation strategy, including plans for international projects, student and staff exchange programs with foreign partner universities, and encouraging student participation (self-evaluation document, p.8). During the interviews, these strategic initiatives were further confirmed by the staff to be involved in the program implementation, current and alumni of the IR program currently operating at the university.

The program's commitment to internationalisation is evident through several aspects:

Memoranda with International Organizations: The program has established agreements with 20 international organisations, reflecting its dedication to fostering international partnerships. These memoranda likely encompass collaborative efforts in various endeavours.

International staff involvement: Internationalization is also reflected in the engagement of international staff, particularly in language skill-oriented courses such as "FCE" 1 and 2.

Mobility exchange programs: As articulated by the staff to be involved in program implementation, the program envisions activities related to receiving international students through mobility exchange programs.

The program, as it was originally submitted to the accreditation expert panel, is accessible and publicly available on the university's website.

The academic and invited staff were involved in the development of the program, as indicated during the interviews. Additionally, the records in the form of minutes provided by the university representatives substantiate this involvement.

Evidences/Indicators

- Educational programme;
- Mission, objectives and strategy of the HEI, its faculty/school/main educational unit and/or structural unit;
- Analysis of the demands of labour market and employers;
- Minutes;
- Website;
- Interview results.

Recommendations:

- It is recommended to conduct a deep and comprehensive evaluation of the labor market's needs and demands and trends and needs of the international labor market to make the program objectives achievable.
- It is recommended to revise program objectives and secure that the labor market's needs and demands and trends and needs of the international labor market are met.

Suggestions for the Programme Development

- The HEI should consider increasing the number of courses in English, which will contribute to the internationalization of the program.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	<input type="checkbox"/>	<input checked="" 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 specifics of the study field.
- Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

It is stated in the Programme that one of the learning outcomes is to be able to describe events, main principles, concepts, theories, and methods of philology, and the learning outcomes are connected with the courses. However, the courses Introduction to Linguists, Lexicology of the English Language have only 3 ECTS. The panel of experts recommends that the HEI assigns more ECTS to these core linguistic courses. (Please refer to the relevant recommendations in 1.4)

The program's learning outcomes align with the requirements of the National Qualification Framework and the Sectoral Benchmark of Higher Education in Language Proficiency. These outcomes encompass knowledge, skills, responsibility, and autonomy.

The program's objectives encompass five key aspects. These objectives aim to center around acquiring a comprehensive knowledge of English Philology, developing communication skills, achieving proficiency in a second foreign language, gaining the ability to research and critically analyse field-specific materials, and instilling a sense of responsibility in adhering to ethical principles in the professional practice of English Philology (the program, p.2). The stated objectives are linked to the intended outcomes of the program. This connection is evident in the program's narrative, which highlights what graduates should possess in terms of knowledge, events, principles, concepts, theories, and philological methods. It also emphasises proficiency in English at B2+ level for various purposes, from general to specialised situations, even in challenging and unexpected circumstances.

However, when it comes to the outcome C and proficiency at B+, it does not seem realistic after the meticulous analysis of the program and syllabi. The HEI should deliver the information accurately and instead of promising proficiency in English at B+2 the realistic outcome would be "Uses English Language (writing, reading, listening, speaking, vocabulary, grammar, communicative competence) knowledge at minimum B2 level."

Outcomes A and B directly correlate with Objectives A and B of the program. Outcome D indicates that the program's focus on acquiring a second foreign language aligns with Objective C. The ability to analyse literary and linguistic works and apply them to practical problem-solving, the formulation and transmission of texts relevant to practical activities, the completion of a Bachelor's Thesis, and the implementation of theoretical knowledge in practical projects in the English Philology field, as presented in Outcomes E, F, and G, are related to Objective D. Furthermore, the aspect of responsibility and autonomy is associated with Objective E (the program, p.2-3). This interconnectedness between program outcomes and objectives tries to ensure that graduates are well-equipped with the necessary knowledge, skills, and ethical principles to excel in the field of English Philology while fostering autonomy and responsibility.

The program's learning outcomes are mostly integrated into the curriculum. For instance, Outcome A can be directly linked to courses such as "History and Geography of Great Britain," "British-American Language and Culture," and "Introduction to English Philology." Similarly, Outcome C is related to courses focused on English language skill development, including "English Language Skills" 1, 2, 3, and 4. This alignment between the program's outcomes and the content of the study courses makes the outcomes realistic, mostly achievable, and measurable. While most courses provide sufficient criteria for assessing the attainment of program outcomes, it's worth noting that some courses lack the necessary assessment criteria to meet the requirements for outcome achievement fully. This above-mentioned topic is elaborated on in 1.5 substandard, with particular attention given to allocating three credits to the course "Introduction to Linguistics". This course is one of the key linguistic courses that should discuss fundamental processes related to the domains of morphology, syntax, phonetics, phonology, semantics. It will not be possible to achieve the desirable outcome with 3 ECTS only. This allocation is designed to address Outcome E, which requires graduates to analyse literary and linguistic works by applying literary studies and linguistic methods to solve practical problems. This approach aligns with the program's level of study courses.

The program is designed to meet the requirements of the National Qualifications Framework by incorporating various field-related components. These include theoretical and practical courses and the Bachelor's thesis component, which is envisioned as a research/practical paper. The program covers linguistics, literary studies, and translation aspects within the courses. The program orients on providing students with a comprehensive understanding of the target language or languages and insights into the relevant cultural and social context, encompassing literature, history, culture or philosophy. This approach is in alignment with the Sectoral Benchmark of Higher Education in Language Proficiency for Levels VI and VII of the National Qualifications Framework (doc. Sectoral Benchmark of Higher Education in Language Proficiency, I and II Cycles of Higher Education Levels VI and VII of the National Qualifications Framework, p. 5-6).

Program learning outcomes are partially consistent with the employment demands (see 1.4) of the programme graduates and enable them to continue their education to the next level of education. It was revealed during the interviews that the HEI distributed the questionnaire to different stakeholders, including potential employers from different backgrounds and their feedback was taken into account in the creation of the program. The graduates will be able to continue the education on the next level of education.

As mentioned in substandard 1.1, the program is attentive to the principal demands of the labour market. Its primary objective is to educate graduates with the required knowledge and skills to meet the expectations of the labour market.

The documents provided and the results of the interviews demonstrated that the academic and invited staff to be involved in program development participated in shaping the program's outcomes. During the interview sessions, employers emphasised that the university had considered their suggestions and initiatives in the form of integration of courses related to translation and teaching methodology into the program, particularly those oriented on problem-solving aspects, highlighting the university's responsiveness to input from external stakeholders. The vision of the expert panel on the teaching methodologies to be utilised within the program is discussed in 2.2 substandard.

During the interview sessions, employers mentioned being briefed on the program's learning outcomes. The active participation of stakeholders, including academic and invited staff, is substantiated by the documentation provided, specifically minutes N 06-23.

Evidences/Indicators

- Educational programme;
- Programme Syllabi;
- Programme Objectives and Learning Outcomes Mapping and Curriculum Mapping;
- Learning outcomes target marks and assessment plan;
- Sectoral Benchmark of Higher Education in Language Proficiency, I and II Cycles of Higher Education Levels VI and VII of the National Qualifications Framework;
- Minute N 06-23;
- Self-Evaluation Report of Higher Education Programme;
- Website;

Recommendations:

- It is recommended to revise the learning outcome C as the realistic outcome that would result from the program would be “Uses English Language (writing, reading, listening, speaking, vocabulary, grammar, communicative competence) knowledge at minimum B2 level.”

Suggestions for Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	<input type="checkbox"/>	X	<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 evaluation cycle 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

In accordance with its regulations and international accreditation standards, the higher education institution has appropriate mechanisms for evaluating the learning outcomes. In order to collect and analyze data, University and Faculty Quality assurance units follow clear protocols for collecting and analysing data. In order to obtain a

comprehensive view of the evaluation, the evaluation group is properly organized, with members having diverse roles. The methods, including direct and indirect mechanisms on a regular basis, are highly effective. The feedback schemes are adequate and well-designed.

During the interviews, all relevant parties were found to be adequately informed and engaged in the evaluation process procedures. In addition to describing their role in the general process, the academics and invited staff showed an openness to developing their skills further. In accordance with the periodicity relevant to the field of the programme, the learning outcomes of teaching and scientific research components are evaluated. The peculiarities of the study area and education level are properly considered. It was stated in SER and to a certain extent confirmed during interviews that all the relevant parties revealed to be informed and engaged in evaluation procedures. The representatives of the students pointed out that they were informed about the process, and it is clear and understandable.

According to the "Quality Assurance Mechanisms, Assessment Results and their Application Procedure" document, the attainment of educational program learning outcomes and the evaluation of learning outcomes for bachelor's, master's, and doctoral degree programs occur annually. For mandatory courses, the evaluation is conducted each term, as specified in the program's requirements ("Quality Assurance Mechanisms, Assessment Results, and their Application Procedure", p.7-8).

The program employs various direct evaluation methods presented within the study courses. These methods include intermediate and final assessment criteria, encompassing activities such as presentations, close and open questions, and written and oral examination forms. Furthermore, the indirect assessment of the program outcomes is conducted through external program evaluations by institutions such as the University of Warsaw, Caucasus University, and Samtskhe-Javakheti University, proved through the provided documentation.

The engagement of external stakeholders in the evaluation of learning outcomes is ensured. It is mentioned in the SER and confirmed during interviews that Considering the program's specifics, students, graduates, teaching staff and employers were surveyed using a pre-designed structured questionnaire. Surveys of interested parties are conducted by the Quality Service every six months and annually. The survey was anonymous and addressed various questions related to the structure of the program and its components by interested parties. The results obtained from the survey are used to develop the program and thereby improve the learning outcomes assessment process. Procedurally, based on the comments of interested parties in the survey, program managers and faculty will develop recommendations, which will then be reviewed by the quality management department and recommendations will be made. The abstract will be presented to the academic committee. On the other hand, the Council, on the basis of the recommendations, establishes an action plan, which identifies the areas for improvement, the relevant responsible persons and the deadlines.

The document "Learning Outcome Targets and Assessment Plan of English Philology Bachelor's Program" provided by the university offers a comprehensive breakdown of the program's learning outcomes, their alignment with specific courses, target grades, and the associated semesters. According to this document, the ECTS grading (ranking) scale serves as the benchmark for the program's learning outcomes. Under this scale, students who receive a positive final assessment of their learning outcome are graded as follows: 10% receive an A grade, 25% receive a B grade, 30% receive a C grade, 25% receive a D grade, and the remaining 10% receive an E grade (p.3).

The program outcomes, as stated in the interviews, were introduced to the academic, scientific, and invited staff. This introduction of program outcomes was substantiated by the minutes recorded in document N 07-23, which is associated with the Council of the Faculty of Social Sciences meeting. The document demonstrates that the program's outcomes were shared and discussed with the relevant stakeholders, ensuring transparency and collaboration in the program's development and alignment with academic and scientific objectives.

It was confirmed during the interviews that the staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes. The HEI regularly organizes different seminars, workshops, training for staff implementing the program that are related to the development of the abovementioned skills. It was mentioned in the SER and confirmed in during the interviews that the HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes. Namely, surveys of interested parties are conducted by the Quality Service every six months and annually. The results obtained from the survey are used to develop the program and thereby improve the learning outcomes assessment process. Procedurally, based on the comments of interested parties in the survey, program managers and faculty will develop recommendations, which will then be reviewed by the quality management department and recommendations will be made. The abstract will be presented to the academic

committee. On the other hand, the Council, on the basis of the recommendations, establishes an action plan, which identifies the areas for improvement, the relevant responsible persons and the deadlines.

HEI has the mechanisms to ensure that programme learning outcomes assessment results are utilized for the improvement of the programme, which means, that if necessary, programme content and/or learning outcomes and/or assessment system and/or teaching resources are modified and developed.

Evidences/Indicators

- SER;
- Programme and syllabi (all annexes, including mandatory and elective courses);
- Interview with University and Faculty Management, staff and students;
- "Quality Assurance Mechanisms, Assessment Results and their Application Procedure";
- "Learning Outcome Targets and Assessment Plan of English Philology Bachelor's Program";
- Documentation on the External review by foreign experts;
- Minute N 07-23;
- Website.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI’s methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme designed by Sulkhan Saba Orbeliani University adheres to the regulations prescribed by Georgian legislative standards and is harmonised with the European Credit Transfer System (ECTS). Notably, the programme is tailored to the requisites of the first level of higher education, reflecting a comprehensive balance between the curriculum's content and complexity.

Furthermore, the educational programme's statutes are in compliance with the regulations stipulated by the legislation. The programme is structured to encompass a total of 240 ECTS credits, distributed in the following manner:

24 ECTS - University Compulsory Courses;

24 ECTS- Second Foreign Language Component;

1. German/French/Russian A1;
2. German/French/Russian A2;
3. German/French/Russian B1.1;
4. German/French/Russian B1.2.

138 ECTS - Compulsory courses of the core field of study;

Within the framework of 54 ECTS credits, the student can choose the elective courses of the core field of study with the volume of 30 ECTS and the elective courses of other programmes operating at the university with the volume of 24 ECTS.

Upon enrollment in the undergraduate programme, the students are distributed into classes based on their results from the compulsory English placement test, which serves as a determinant of their level of language proficiency. This test is administered to all students and is pivotal in categorising students into the respective English language proficiency levels. Based on the assessment outcomes of the placement test, students will be assigned to the following English language proficiency levels:

1. English language (A2) - 41 - 51 points
2. English language (B1.1) – 52 - 61 points
3. English language (B1.2) – 62-71 points
4. English language (B2.1) - 72 - 81 points
5. English language (B2.2) - 82 - 100 points

During the application process at the university, students holding international certificates that validate their English language proficiency at the corresponding assessment level are exempt from the mandatory English language course requirement. Notably, the 24 foreign language credits stipulated within the program structure are to be fulfilled through elective courses.

Specifically, students possessing a B2 certificate or alternative certifications demonstrating their proficiency at the B2 level, including FCE, IELTS (5.5-6.5), TOEFL Paper (513-547), TOEFL CBT (183-210), and TOEFL IBT (65-78), are eligible for exemption from the English course.

It is important to rectify an inaccuracy in the programme description related to the TOEFL IBT, where the B2 level competence test score is inaccurately indicated; it must be within the range of 72-94, rather than 65-78 as initially indicated. This adjustment ensures precision and clarity for prospective students evaluating their eligibility for exemption based on their language proficiency credentials.

The subjects covered by the programme mostly correspond to the teaching level. The program includes theoretical and practical subjects corresponding to the purpose of the programme (to train qualified and competitive specialists with modern theoretical-practical knowledge, sectoral and general (transferable) competencies relevant to the academic degree of Bachelor of Humanities).

A critical observation highlights the imperative to reassess the credit allocation for the competence-forming subjects outlined in the curriculum, alongside the overall number of designated subjects, as they present potential challenges in attaining the programme's stated educational outcomes. In response, it is recommended to undertake a comprehensive review of the curriculum, with a particular focus on assigning a relatively substantial number of credits to pivotal competence-building subjects such as "Introduction to Linguistics", "Introduction to English Philology", "Introduction in Literary Studies", etc.

The program's courses are designed with admission prerequisites for the subsequent components. During the interview, the expert panel asked the university's academic staff about the prerequisites, specifically focusing on the requirement of English language skills at level 4 (B2.2) for the course "Stylistics of Georgian Language." In response to this query, the academic staff provided a statement that the course includes compulsory literature presented in the English language. To effectively meet the course's learning outcomes, students will need to engage with this literature using their English language skills at the B2.2 level.

Moreover, the expert panel emphasises the significance of refining students' proficiency as prospective English language philologists, necessitating the inclusion of the subject "English Language Stylistics" within the block of mandatory training courses within the primary field of study. This strategic adjustment is essential to fostering the development of pertinent knowledge and skills vital to the students' comprehensive understanding of the specifics of the English language, thereby enhancing their competency as future professionals in the field of English philology.

Following a thorough analysis of the programme, it has been determined that students are required to undertake a bachelor's thesis during the eighth semester of their undergraduate studies, thereby earning 12 credits upon successful completion. Although students are introduced to some research techniques within the framework of different courses, it is notable that the compulsory university course, academic writing, is inclusive of other academic majors. The research-related aspects are discussed in 2.2. substandard.

In consideration of the best interests of undergraduate students pursuing English philology and the broader cultivation of essential skills, the programme should incorporate a specialised course titled "Academic Writing for Philologists." This strategic enhancement is envisioned to fortify students' competencies and equip them with the requisite knowledge and skills specific to the demands of academic writing within the domain of English philology. This targeted approach is expected to facilitate a more focused and tailored learning experience, ensuring the comprehensive development of students' academic writing proficiency in line with the unique demands of their field of study.

Based on the comprehensive programme analysis conducted by the expert panel, it has been determined that the inclusion of an independent 6-credit "Practice" component within the mandatory training courses of the primary field of study lacks clarity in its intended purpose. The generalistic nature of this component renders it ambiguous in terms of the specific practical experiences students are expected to undertake. Notably, the programme's stated learning outcomes allude to the student's understanding of the fundamental aspects of the practice's subject matter within the scope of English philology, as well as the integration of theoretical and practical knowledge within a designated problematic context.

However, it is essential to underscore that the identified potential objects of practice, including schools, language centres, and similar institutions, are not currently integrated into the university's curriculum, consequently leading to a lack of preparation for such practical engagements. This discrepancy is further underscored by the absence of key training courses, such as teaching methods and educational psychology, which are crucial for equipping students with the requisite competencies essential for engaging in the identified potential practice settings.

In light of this, a comprehensive review and revision of the "Practice" component, coupled with a strategic integration of pertinent training courses tailored to practical engagements, are recommended. This revision aims to ensure the alignment of the programme's practical components with the evolving demands of the contemporary job market and to equip students with the essential skills and knowledge required for professional practice within the field of English philology.

Evidences/Indicators

- Self-assessment report;
- Educational programme and the syllabi;
- The documents proving the participation of interested parties in the development of the programme;
- University website;
- The labour market research;
- The memoranda;
- Results of the interviews.

Recommendations:

It is recommended to:

- Introduce the subject "Stylistics of the English Language " as a compulsory component within the primary field of study, thereby enriching the curriculum and providing students with a comprehensive understanding of linguistic and stylistic elements.
- Revise the existing subject "Academic Writing" and replace it with a more tailored and specific course titled "Academic Writing for Philologists" to better align with the specialised academic needs of the students.

Suggestions for the programme development

- Conduct a thorough review and necessary adjustments to the provided scores for the B2 level certificate (TOEFL IBT), ensuring accuracy and consistency with established language proficiency standards.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

1.4 Structure and Content of Educational Programme

x

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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the discernible outcomes demonstrated within the curriculum of the BA programme in English Philology at Sulkhan Saba Orbelian University, it is evident that the courses offered are mainly congruent with the anticipated programme goal. Notably, the specific course outcomes align with the fundamental requisites for an undergraduate degree.

Generally, a logical connection exists between the content and the expected results of the courses offered within the program. For instance, consider the course "British-American Language and Culture." The learning outcomes for this course encompass the understanding of key aspects of British and American culture, including social norms (such as family and gender roles), holidays and festivals, leisure activities, sports, and the arts. The course content is structured to align with these outcomes, ensuring that students acquire the intended knowledge and insights regarding British and American culture, including the above-mentioned aspects. In the course "Lexicology of the English Language," one of the expected outcomes revolves around the comprehensive understanding of the fundamental unit of language – a word. This understanding encompasses aspects such as the word's semantic structure, semantic transpositions of words, phraseology, borrowings, and more. These topics are listed within the course as follows: Meaning of the word; Morphological and semantic structure of word; Denotative and connotative meaning of word (course syllabus). It's worth highlighting that in the course "History of American Literature of the 19th Century," one of the intended outcomes claims a student defines and describes the worldview positions and creative characteristics of various writers, as well as analyses the themes and issues they address and understand the distinctive artistic methods employed by these writers (course syllabus). This course is designed to provide students with a deep understanding of the American literary landscape of the 19th century, enabling them to explore and interpret the works of different authors, their unique perspectives, and their creative techniques. However, it's observed that the specificity of artistic methods is not explicitly outlined in the syllabus. Another aspect to consider is that one of the intended outcomes of the course "XX Century Georgian Poetry" is that a student is knowledgeable about literary texts' professional and extensive research methodology. However, the syllabus does not explicitly specify when students will be introduced to this research methodology, and consequently, the evaluation criteria for this outcome are not clearly outlined. Another outcome presented within the same course states that at the end of the course, the students will have knowledge of literary processes, have a refined creative taste, and will be capable of independently selecting valuable poetic works beyond the course materials. During the interview session, a question was raised regarding the criterion for measuring and evaluating this outcome. The course instructor expressed the view that teaching and assessing literary taste is entirely feasible. However, the expert panel considers that the formation of literary taste within the course or the selection of valuable poetic works beyond the course by students cannot be accordingly measured through the list of assessment criteria currently presented within the course. In the course "English for Business," one of the intended outcomes for students is to apply the theoretical knowledge acquired in the field of tourism in practical scenarios, which includes conducting statistical and marketing research.

However, it's observed that this particular aspect is not prominently featured in the weekly topics of the course. Additionally, the assessment criteria for assessing students' achievement of this outcome are not explicitly stated. Another outcome of the same course relates to establishing oral and written communication in English within a business environment led in a foreign language. However, it's noted that the syllabus does not offer a clear and measurable approach to assess the student's ability to communicate effectively in such a business environment.

The assessment methods primarily utilised in the courses include presentations, written and verbal examination forms, homework assignments, reports, and translation exercises. These methods are suitable for assessing students' performance in both theoretical and practical courses. However, it's important to acknowledge that some courses may have learning outcomes that are not entirely measurable using the presented evaluation methods. For example, an elective course presented within the core field of study, "History of 19th-century American Literature", states outcomes according to which students will be able to read, discuss, and engage in literary analysis of fictional texts. This includes their ability to interpret, paraphrase, and translate the provided materials (the course syllabus). The assessment methods for this particular outcome need to be carefully tailored to effectively measure these skills, which are distinct from some of the more traditional assessment methods like presentations or written assignments. In the context of the course outcome that involves defining the historical-cultural and contemporary relations of the USA, the experts raised a question during the interview. They inquired about the rationale behind including the translation aspect in the course's intended outcomes. The course instructor explained that including the translation aspect in the course actively engages and maintains students' interest in the subject matter. However, it's worth noting that in the course syllabus, there is no explicit emphasis on translation within the list of assessment methods and their corresponding criteria. Instead, the primary assessment methods are written assignments and presentations. The absence of specific details related to translation evaluation within the criteria of the written assignments suggests that the course will not have an accurate means of measuring and assessing the mentioned translation-related outcome. This assessment criteria gap could hinder the course's ability to gauge set outcome achievement. In the second Foreign Language Component course - "French Language A1," the evaluation method is based on an essay presentation format task. However, it should be noted that the course outcomes do not explicitly emphasise the development of writing skills from the student's perspective. To enhance the clarity and logical connection between the intended outcome and the relevant evaluation criteria. In the course "Corpus Linguistics," the provided outcomes primarily focus on principles of Corpus Linguistics, students' engagement in small-scale research, and creating a small-sized corpus. However, it should be highlighted that the course syllabus lacks explicit content related to these outcomes in the thematic section. In one of the elective courses within the core field of study, specifically "Modern American Literature (1960-present)," one of the intended outcomes is for students to analyse literary texts, understand the era, recognise literary trends, and form their own opinions. The evaluation criteria provided for this course use a point-based assessment system: 1 point is awarded for a correct and exhaustive answer. In contrast, 0.5 points are given for an answer that is incomplete and contains mistakes. The expert panel considers this formulation of evaluation criteria not to be an accurate measurement of the outcomes specified in the syllabus. In particular, the criteria do not specify the nature, types of errors, or correct answers that will be considered during the assessment. In the course "World Civilizations and Georgia," one of the intended outcomes is to consider the relative Georgian identity of civilisations and introduce it into the cultural world. However, the course syllabus does not specify an appropriate assessment method for measuring this outcome, particularly the introduction of identity into the cultural world.

Based on the examples provided, the expert panel emphasises the importance of precisely measuring the outcomes specified in the program courses. This precision is essential to ensure that the assessment methods align with the intended learning outcomes within the courses. Enhancing the accuracy and transparency of assessment criteria makes it possible to evaluate the program outcomes more effectively and with greater clarity. Besides, integrating the outcome-related, clearer and more detailed list of topics within the syllabi, presenting the practical application of theoretical knowledge and research methods more explicitly into the courses' within the weekly topics could serve to achieve the set outcomes successfully.

The allocation of course credits predominantly reflects a careful consideration of the course content, e.g. the "History of English Literature of the Middle Ages and Renaissance" is given 6 ECTS, "History and Geography of Great Britain" comprises 3 ECTS, while "Theoretical Grammar of the English Language" totals 5 ECTS, etc.

Primarily, the ratio of contact and independent hours of the subjects included in the programme is kept in view of the content of the subject. For example, the subject "British-American language and culture" is given - 3 ECTS credits (75 hours), being distributed as: 30 hours are contact hours (lectures - 13 hours; seminars - 13 hours; midterm and final exams - 4 hours, and 45 independent hours).

The fact that competence-forming subjects (Introduction to Linguistics, Introduction to Philology, Introduction to Literary Studies, etc.) are not given enough hours is directly related to the credits assigned to the subjects. Accordingly, the body of experts believe that the subjects forming the mentioned competences should be given much more credits.

Within several courses offered by the programme, there exists an evident recurrence of core literature. Notably, in the context of the courses such as "Introduction to Linguistics" and "Theoretical Linguistics," a duplication of essential textbooks is observed, namely:

1. Arn. Chikobava, "General Linguistics, Volume II: Basic Problems," 1983, pages 243-250.
2. T. Gamkrelidze, Z. Kiknadze, I. Shaduri, and N. Shengelia, "Theoretical Linguistics Course," 2008, chapter, pages 472-488.

This notable replication of core texts underscores their enduring significance and authority within the domain of linguistic instruction, presumably contributing to a comprehensive understanding of the subject matter across various related courses.

As identified by the panel of experts, a noteworthy concern arises in relation to several including "History of English Literature of the XVII-XVIII Centuries," wherein the volume of weekly material designated for coverage appears notably extensive. This circumstance inherently raises queries regarding the adequacy of allocated independent study hours and the requisite assimilation of pertinent content.

Notably, the course coordinator emphasises that students are tasked with processing a substantial body of work, encompassing approximately 100-120 pages of fictional literature, alongside a significant portion of the primary texts deemed crucial as per the outlined syllabus.

This juxtaposition underscores the potential challenges associated with effectively managing the comprehensive workload and thoroughly comprehending the designated literary corpus within the stipulated time frame.

The list of literature provided in the courses offered by the program spans a range of publication years, from as early as 1963 in the case of the course "Modern American Literature (1960- Present)," to as recent as 2023 in the university compulsory course "Communication, Presentation, Discussion Techniques." The selection of literature for each course is determined by the specific topics and themes covered in that course. This variation in the publication years reflects the relevance of the literature to the subject matter and ensures that students have access to a wide range of materials that suit the course content and objectives.

During the comprehensive evaluation of the programme by the expert panel, alongside the insights garnered from interviews conducted with academic and visiting faculty members, a notable observation surfaced pertaining to the semester structure of teaching courses within the programme. In specific instances, it was determined that the prescribed prerequisites for certain subjects were not meticulously adhered to. For instance, the course "History of English Literature of the XVII-XVIII Centuries" is delivered applying two English textbooks: Alexander's "A History of English Literature" (2000) and Sanders' "The Short Oxford History of English Literature" (1994). The identified prerequisites for this course encompass "English Language Skills 2 (B1.2)" and "History of English Literature of the Middle Ages and Renaissance."

Evidently, this formulation raises concerns as it implies that even students possessing a certain degree of language proficiency may encounter challenges in effectively processing the provided material, thereby highlighting a potential discrepancy in the alignment between the prerequisites and the actual demands of the course content.

Evidences/Indicators

- Self-assessment report;
- Educational programme and the syllabi;
- Correspondence map of training courses and learning outcomes
- University website;
- The memoranda;
- Results of the interviews.

Recommendations:

It is recommended to:

- Reevaluate and potentially augment the credit allocation for pivotal competence-forming subjects such as "Introduction to Linguistics," "Introduction to Philology," "Introduction to Literary Studies," and other related courses.
- Thoroughly reassess the volume of instructional material designated in the syllabi, notably exemplified in courses like "History of English Literature of the 17th-18th Centuries" and others. Critically evaluate the adequacy of the weekly material coverage in relation to the syllabus and consider necessary modifications to achieve a balanced and manageable workload for students.
- Scrutinise the training courses comprehensively, emphasising the establishment of appropriate prerequisites tailored to each course. Ensure that the prerequisites are aligned with the demands of the curriculum and adequately prepare students for the challenges inherent in each course.
- Incorporate the outcome-related thematics and relevant assessment criteria more precisely in the following courses: "History of American Literature of the 19th Century"; "XX Century Georgian Poetry", "English Language for Business", "Corpus Linguistics", "French Language A1", "Modern American Literature (1960-present)" and "World Civilisations and Georgia".

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	x
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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 achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Admission to the bachelor's programme is contingent upon the results of the unified national exams, as indicated in the ranking document. Alternatively, in accordance with the regulations outlined in the Georgian law on higher education, admission may occur through administrative registration and the rector's directive, subject to specific conditions as outlined by the law. For candidates seeking entry, successful completion of the English language exam is the mandatory component within the foreign language segment of the unified national exams.

Prospective enrollment in the English philology undergraduate programme on a mobility basis is feasible biannually, within the stipulated time frames established by the Ministry of Education and Science of Georgia. Such enrollment is subject to adherence to mandatory procedures and regulations prescribed by the university.

Furthermore, admission into the undergraduate programme, whether through conventional means or via transfer from a recognized foreign higher educational institution, is contingent upon the decision issued by the Ministry of Education and Science of Georgia.

The university has developed a methodology for planning the student body. This methodology outlines the university's procedures and criteria when admitting students to its programs. During this process, various factors are evaluated and considered, including programme-specific requirements, the availability of human, financial, and material resources necessary for programme implementation. It is mentioned during the interviews that the HEI aims to enroll 30 students in the first generation, but also has the mechanisms to secure the sustainability of the program should a smaller number of candidates show interest for the first year of program implementation.

These considerations are crucial in ensuring a comprehensive and well-informed approach to student admission, ultimately contributing to the programme's effectiveness and relevance within the educational landscape.

Information about the prerequisites for admission to the program is provided in the program and self-assessment documents. However, the prerequisites are presented in a general manner. According to the program's prerequisites, the university will determine student admission based on compliance with the legislation of

Georgia Higher Education. This suggests that the specific admission criteria and requirements may be subject to Georgia's legal regulations and higher education standards. It should be noted that the information provided in the program and on the university's website lacks specific details about the order number or issue date of the concrete law related to the prerequisites for admission to the program. This kind of absence of clarity can make it challenging for prospective applicants who wish to enrol in the program to fully understand the nature of these prerequisites and the timeline or procedure associated with them. Clarity regarding the specific requirements and any associated legislation dates currently in force will provide applicants with a clear and comprehensive understanding of the admission process.

The program is primarily conducted in the Georgian language but incorporates an English component through courses offered in English. As per one of the program outcomes, students - (program outcome F) Formulate and transmit texts of specific content related to practical activities, own responsible opinions on important issues of English Philology and argumentative conclusions in written and verbal form, observing the appropriate terminology, in Georgian and English, for the target audience, using modern information technologies (program.p.3). Accordingly, the program includes a component related to the knowledge of the Georgian language, which is reflected in the specified program outcomes mentioned above. During the interview, the expert panel inquired whether the inclusion of translation-related courses implied that future student should possess a certain level of proficiency in both Georgian and English languages and demonstrate their language skills through practical translations. The university's representatives clarified that the program is specifically aimed at the Georgian-speaking segment of individuals or residing in Abkhazia or those from highland regions of Georgia. Besides, if the applicants overcome the minimum threshold in the national exams in the Georgian language, it means that he/she acquires the Georgian language at a sufficient level. The response provided insight into the program's target audience, indicating that it is designed to serve individuals who acquire the Georgian language minimum at a low level set as a threshold for the national exams. However, some ambiguity remains regarding the international students or those living in Abkhazia, a highland region of Georgia whose native language is not Georgian and wishing to enrol in the program. The above-mentioned details regarding the program's focus on the Georgian-speaking segment of the intended audience in the provided version of the program are not clearly defined in the prerequisites for admission to the program but indicate that the language of the program is Georgian with English components. The expert panel considers the clarity in the admission criteria will assist applicants who want to enrol in the program in determining whether they are eligible for the program and whether it aligns with their linguistic background. Accordingly, the expert panel suggests that the program's admission prerequisite be formulated in more detail to enhance its clarity. This would involve establishing a logical connection between the admission requirement and the program's content, ensuring that students possess the relevant knowledge, skills, and competencies. Additionally, making the prerequisite for admission more explicit can contribute to a clearer and more precise understanding of who the program is intended for and what qualifications are expected from the students.

The program's prerequisites for admission are provided in the program documentation and on the university's website. This information is publicly accessible.

Evidences/Indicators

- English Philology undergraduate educational program;
- Regulation of the learning process of the HEI;
- "Methodology for determining the number of academic and invited staff according to the programs;
- University website;
- Educational programme;
- Self-assessment report;

- Methodology for planning the number of students;
- University website;
- Results of the interviews.

Recommendations:

Suggestions for the programme development

- To make the program preconditions clearer it is suggested to indicate the aimed segment and the exact dates and other relevant details related to the legislation the program intends to consider while accepting the applicants as students.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	x	<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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

It is stated in SER that the undergraduate education program in English Philology ensures the development of the student's practical and research skills through such compulsory courses as: English language skills 3; English Language Skills 4; First Certificate in English (FCE 1); First Certificate in English (FCE 2); Academic Writing; Communication, Presentation, Discussion Techniques; Essay Writing; English for Media Literacy; Internship and Bachelor Thesis. However, the panel of experts strongly believes and recommends the introduction of courses (Academic Writing for Philologists and These Writing Master Class that would develop student's research skills.

The above-mentioned can be supported with the following: BA thesis as a compulsory program component is largely oriented towards research-related aspects. According to the syllabus, the bachelor's thesis is a piece of research that must be completed by the student in accordance with the instructions of the supervising professor and the regulations of the university and defended publicly at the end of the bachelor's program. Its purpose is to develop the skills of an undergraduate student in the field of English philology to carry out research work, to present it in written and oral form, and

to observe the principles of research ethics (Bachelor's thesis syllabus). Accordingly, the course assesses the ability of a student to justify the novelty and present research results, e.g. 4 points are allocated if the student gives the information about the novelty presented in the bachelor's thesis in a justified and complete manner, discusses the practicality of the research innovations, logically and consistently presented the research results, discussed their practicality, substantiated the issue of the relationship between the research results and the goals set at the beginning of the research, in the introduction (BA thesis syllabus).

An analysis of the program's documentation reveals that some courses within the curriculum try to incorporate the research skills development-oriented aspects with the forms of weekly topics, e.g., the study course -"Essay Writing" or the course - "Academic Writing", primarily focusing on text structure rather than research content. However, one hour is allocated for the lecture on research-related topics and two for the practical work in the same section. According to the compulsory course "FCE 2", one of the outcomes states: In accordance with the topic, collects specific materials to conduct small-scale research in English philology; analyses sectoral terminology so that to be able to read and process scientific literature in his/her major field, as well as to draw up a scientific text (a conference report, analytical abstract, scientific article, etc.); formulates the main provisions of the paper with relevant conclusions and recommendations, carries out a research or project/paper of a practical nature. Nevertheless, the course syllabus does not present the relevant topic in the weekly theme. The elective course "Corpus Linguistics" centres on the role of linguistic corpora in linguistic research. However, research topics are only occasionally addressed in this course, notably during the seventh academic week when corpus-based scientific research is discussed, which is intended to be evaluated with an oral assessment form.

Contemplating the information presented above, the expert panel considers that to cultivate research skills comprehensively, an additional course on research methods suitable for the academic level should be integrated into the program, even as an elective one. Considering the study level peculiarities and the moments that the BA thesis is integrated into the program as a compulsory one primarily oriented on the research-related aspects, such kind of course could serve as an introductory overview, consolidating the research elements from various existing courses. This would provide students with the opportunity to both learn about and undertake practical, small-scale research tasks, thus reinforcing the practical research skills stipulated in the program components appropriate to the study level.

As recommended in 1.4. a comprehensive review and revision of the "Practice" component, coupled with a strategic integration of pertinent training courses tailored to practical engagements, are recommended. This revision aims to ensure the alignment of the programme's practical components with the evolving demands of the contemporary job market and to equip students with the essential skills and knowledge required for professional practice within the field of English philology.

The HEI signed the agreements/memorandums with the following employers: Ltd Cerodena, Ltd School New Generation, The Reforms and Research Group, Ltd Poliglotti, Ltd Polyglot + translation agency, Green Pole, Cambridge Educational Corner, Ltd English Book Education, Ltd BN Company, Ltd "Bagrationi 2012", Smart Hub, Ltd „GN Invest“, Branch of foreign non-corporate legal entity "Chance", LEPL. Tbilisi Sopiko Chiaureli Public School N54 and LEPL. Tbilisi Public School N50. The number of students, objectives, outcome and duration of practice is envisage, but the panel of experts recommends redign of the practical part, as elaborated in 1.4.

Evidences/Indicators

-

Recommendations:

- Evaluate the pertinence of the "practice" component within the programme. Accordingly, consider removing the current “practice” component from the mandatory training courses of the programme’s primary study area by refining and optimising the practical elements in the other teaching courses.
- Add an elective course in research methods appropriate to the study level to the program to effectively foster research skills and successfully achieve the learning outcomes presented within the Bachelor’s thesis syllabus.
- **Suggestions for the programme development**
- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The teaching methods briefly presented in the program document are listed in the course syllabi more specifically. The provided list of teaching methods is presented in a lecture/seminar format. It encompasses some approaches, such as group work, electronic resources, practical exercises, e-learning (which addresses to ensuring electronic/ distance learning in case of necessity), interactive lectures, brainstorming, audio-visual techniques, discussions, working with books, explanatory methods, demonstrations, electronic and library-based research, written assignments, presentations, and oral communication which correspond to the level of education and aim to ensure student’s engagement in the learning process. Within the courses, these above-mentioned methods are articulated in a general manner and are intended to be adaptable to yield different outcomes across various courses. However, a closer examination of specific courses, such as "History of English Literature of the XVII-XVIII centuries," "History of English Literature of the 17th-18th Centuries," "History of English Literature of the 20th Century," "History of English Literature of the 19th Century," "History of English Literature of the Middle Ages and Renaissance," and "History of English literature of the 19th century," reveals that the desired results in these courses often centre on students participating in discussions, substantiating their viewpoints with

arguments. Although the teaching methods are referred to in a general sense, with "seminar" being the only specified term, they are implicitly associated with this particular outcome. In the course "English for Media Literacy," the teaching methods listed include group work, electronic resource utilisation, and practical assignments. One of the outcomes of this course involves the activities of writing news articles or conducting interviews in English. While it is apparent that the practical work mentioned above, as the teaching method within the course, should logically support this outcome, the formulation remains general, lacking specific details regarding the nature of practical activities. A similar case is observed in the "First Certificate in English (FCE 1)" and "First Certificate in English (FCE 2)" courses, where specific outcomes are linked to general teaching methods without explicit clarification of the associated activities. Besides the above-mentioned and following interviews with employers, some specific skill-development-connected aspects had been revealed, particularly the demand for students to possess strong problem-solving skills. Employers underscored their preference for candidates who can adeptly navigate challenging situations and find effective solutions. In this context, it is noteworthy that one of the program's intended outcomes is directly related to this demand - C. Uses English Language ... knowledge at B2+ level for written and spoken purposes in general and specialised situations, including solving complicated and unexpected issues (program. p.2). Considering the above-mentioned and after reviewing the syllabi, it appears not to be outlined a direct connection in the program regarding the teaching methods specifically tailored for the cultivation of problem-solving skills. These methods are not evidently outlined within the courses offered in the program, which could present an opportunity to enhance the alignment between the program's set outcomes, the expectations of the labour market, and the teaching methods embedded within the program. Therefore, it is important to bridge this gap by incorporating teaching methods that explicitly target the development of problem-solving competencies. Consequently, the expert panel recommends refining the general teaching method descriptions and tailoring these descriptions based on the specific course content and intended outcomes. This approach will offer greater clarity and alignment between teaching methods and the objectives of each course.

Evidences/Indicators

- The English Philology Program;
- SER;
- Program Syllabi;
- Interview results.

Recommendations:

- To tailor the teaching method descriptions based on the specific course content and intended outcomes of the program. To make greater clarity and alignment between teaching methods and the outcomes of each course.
-

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input type="checkbox"/>	x	<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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent, reliable and complies with existing legislation. It is elaborated in SER, but also confirmed during the interviews with students and staff that the evaluation of the level of achievement of the students' learning results is based on the evaluation system determined by the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the rules for calculating credits for higher educational programmes".

The evaluation components and methods of each study unit of the English philology curriculum take into account the special characteristics of the study unit, correspond to the learning outcomes of this study unit, and give an assessment of the achievement of the learning outcomes. Depending on the evaluation method used, the evaluation criteria are developed by the head of the study course and written in detail in the course curriculum, which ensures the transparency and availability of the evaluation system.

The HEI has procedures that secure that student performance assessment is transparent, accessible and compliant with legislation. The purpose of the student's knowledge assessment is to quantify the student's level of performance and his suitability to the planned learning outcomes of the program part (defined in the curriculum). The evaluation of the performance level of the student's learning result is prepared in a 100-point system. The evaluation of the performance level of the student's learning result includes an intermediate evaluation (maximum 70 points) and a final evaluation (maximum 30 points), the sum of which is the final evaluation (100 points). The format of the partial and final evaluation has a defined lower qualification limit, which is written in the curricula of the same courses. The head of the course may use a different class system than in the syllabus of a particular course. Typically, a unified approach is mainly used in the assessment system, but the head of the course may use a different assessment system, which is defined by a specific program and syllabus, thus the regulation underlines the importance of respecting academic freedom. The intermediate and final evaluation is done in a written and/or oral form, the structure of which can be an examination form (open and closed type), theoretical question, homework, presentation, participation in a discussion, work in a group, etc. about the proposed work. It is worth noting that the course syllabuses define in detail the assessment methods, the number of questions, the answer headings and general point values, the requirements and criteria for the academic style of the paper. Moreover, the evaluation system of the syllabus includes articles for managing periodic surveys that is an opportunity to periodically check the level of knowledge of the material passed in the previous lecture days. It can be done in different ways - filling in the closed / open question, working in a working group, discussion, presentation, solving the case, etc.

Assessment methods and components are known to students in advance. The utilization of the credits offered by the student's course of study is confirmed by a positive assessment of the performance of the work according to the curriculum. A student who does not receive 41 points in the semester calculation and the final exam cannot

take the supplementary exam. A student with 41-50 points is entitled to take an additional exam. The student must take the supplementary exam in the same semester at least 5 calendar days after the announcement of the result. Through the electronic management system of the study process operating in the university, the student has the opportunity to familiarize himself with the curricula from the beginning during the process of registration for departments and to learn the main components of the evaluation at the beginning of the curriculum. During the course studies, the student has the opportunity to check his current evaluations in the electronic system and to receive a timely response to the results achieved. The teacher records the result achieved in each assessment component in an electronic diary. The electronic student system and e-mail create an opportunity for effective and simple communication between the lecturer and the student.

During students' evaluation the HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response. It was elaborated in detail in SER, but also confirmed during the on-site visit that academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms are used in student evaluation. The university has a plagiarism program: "Strikeplagiarism.com". The program provides, searches and systematically identifies data removed from other sources. It helps to evaluate the text and shows their location. The anti-plagiarism system detects identical fragments of the analyzed document, which are found in different databases, in the vastness of the Internet. In StrikePlagiarism.com system, the university checks the paper.

It is stated in "The Rule for the Prevention, Detection, and Response to Plagiarism" that In case of plagiarism, the student's thesis is cancelled. In case of plagiarism in bachelor's/master's and dissertation papers, the paper is not evaluated, and the student is allowed to submit the paper in the following semester". However, during the interviews, students/graduates mentioned several times that it was possible to resubmit the thesis without waiting for the following semester. As a result of the information received from several panels, we can say that the statements made regarding plagiarism mechanisms were contradictory and we saw a lack of awareness of the mechanism in general. The experts tried to recheck whether it was possible to resubmit the paper before the next semester and if it was in accordance with the HEI's regulations. "The rule for the Prevention, Detection, and Response to Plagiarism" document does mentions other possible response mechanisms to plagiarised works, however it must be regulated in detail/differently by relevant regulatory documents (for instance, regulations of doctoral studies, rules for planning, execution and evaluation of master's thesis). Unfortunately, we saw no evidence of different regulatory norms in force which could justify and explain the contradictory statements on the students/graduates panel. Therefore, the panel of experts recommends that "The Rule for the Prevention, Detection, and Response to Plagiarism" should be applied consistently or in the case of need to regulate the plagiarism matters differently (if the programme specifics require the different approach) - HEI must introduce such regulations in the relevant documents and ensure that they are accessible and known in advance to the student. Moreover, concerning the problem of plagiarism, we suggest that more effort should be invested in prevention than punishment.

Appealing of students' assessment results is ensured. This is known to students in advance. Based on the evaluation results, the university has developed an appeal process that is known to the students in advance. The regulation of the study process of the university has an article on appeal of the results of the evaluation (examination/term), which describes the appropriate step-by-step procedures according to which, if you are not satisfied with the study results of the periodical.

Students' assessment appeal process is transparent and objective. In the case of inquiries or examinations, the student can turn to the dean with an elaborated appeal. The student assessment appeal process is objective and transparent. If the request is approved, the learning process management service will reflect the corresponding change in the students' electronic database.

The Faculty regularly analyzes the assessment results, reviews the results, identifies gaps and responds appropriately to the Faculty Council. According to the quality assurance rule in force at the university, one of the mechanisms is the evaluation of the learning process, which takes place once every six months. In the assessment mechanism of the educational process, based on the analysis of the results of the educational process, it is determined how well the educational work was carried out, the effectiveness of the educational methods,

areas of development in the implementation of educational work. Moreover, the level of academic preparation of students and the pedagogical qualities of teaching staff are explained.

Evidences/Indicators

- Educational programme and syllabi;
- "Regulation of the learning process" of the HEI;
- Student electronic system - <https://student.sabauni.edu.ge>;
- “The rule for the Prevention, Detection, and Response to Plagiarism“
- Document - “Indicator of monitoring student's academic performance”
- Document - “Annex 2. Conclusion on the evaluation of the educational process”
- www.StrikePlagiarism.com;
- Interviews

Recommendations:

- To apply “The Rule for the Prevention, Detection, and Response to Plagiarism“ consistently or in the case of need to regulate the plagiarism matters differently (if the programme specifics require the different approach) - HEI must introduce such regulations in the relevant documents and ensure that they are accessible and known in advance to the students.

Suggestions for the programme development

- We suggest that, concerning the problem of plagiarism, more effort should be invested in prevention than punishment.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

	Complies with requirements	<input type="checkbox"/>
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2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Substantially complies with requirements	x
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Considering the pre and post-submitted documents, the interview results from the structural HEI's units, the faculty representatives, and the respected students/graduates, the accreditation expert group was able to evaluate the presented programme and discuss its compliance with the 3rd standard.

Sulkhan-Saba Orbeliani University creates a student-centered educational environment and accordingly implements all available services and monitors their quality throughout the academic year to ensure their timeliness and effectiveness. We would like to start the first assessment of the 3rd standard from the consultation and support services regarding the planning of the learning process and improvement of academic achievements of the Sulkhan-Saba Orbeliani University students. Different representatives of each structural unit of the HEI are involved in a logical sequence of acts that make up the educational process. Mainly, the Faculty representatives provide the majority of services linked to student learning processes. HEI's learning process managers and specialists ensure an uninterrupted running of the university's educational process and offer students services associated with the educational process. They manage academic registration of students in the electronic database (such as registration of students on subjects, registration of students of the relevant direction and semester on new study courses, student distribution into groups, adding new study courses/sources to the electronic database, uploading the students' study schedule, etc.). During the interview session with students and graduates, the accreditation expert group verified the execution of learning process management regulations and also received additional information. The students stated that the faculty sends them a recommended subject list that is relevant to their academic semester and takes into account their academic performance. Furthermore, HEI's specialists also provide counselling services to students, as well as to academic/invited staff regarding the education process. Besides the learning process managers and specialists, the programme supervisor and Faculty Dean monitors student engagement, and academic performance and make appropriate decisions based on the results. At the beginning of the semester, during the administrative registration period (except in exceptional cases) the student wishing to have an individual study plan shall apply to the Dean of the Faculty. The application must substantiate the need to develop an individualised curriculum, which must be accompanied by relevant supporting documents (if any). Depending on the occasion, the Dean of the Faculty reviews the application in consultation with the Subject Management Service (if necessary, as well as with the Financial Service) and makes a decision on the development of an individualised curriculum for the student. The student's individual curriculum is reflected in the student e-database by the Learning Process Management Service. The programme supervisor guarantees the effective implementation of the academic program in accordance with the university's

strategic strategy and in case of need, makes interventions in the programme. Moreover, students can consult their study course lecturers, who hear the student's needs and act accordingly.

The HEI's student affairs manager has been giving students guidance and assistance with finding work and developing the skills needed in their careers. The mechanisms for fostering student's and graduate's professional development and advancement are included in consultations and activities (for instance, instruction in CV and cover letter writing, getting letters of recommendation, interview techniques, filling out job search forms, communication, effective presentation, etc.). The students receive personalised job offers and also have an opportunity to view other job offers that are not connected to their main qualification fields. The student affairs manager cooperates with civil, private, and public sector employers and maintains a database with various job opportunities. In this regard, the student affairs manager provides Individual and group career counselling to all interested students. Furthermore, the university offers internal internships that last up to 3 months.

The Sulkhan-Saba Orbeliani University has even more student-friendly activities, the number of which it plans to increase in the near future (for instance, introducing more student clubs).

From the very beginning, HEI integrates its students into the internal university environment. During the interview session with the students and graduates, we clearly see how welcoming the university was to the students and provided any necessary assistance to further stimulate their integration processes. The students and graduates panel provided information concerning implemented activities that focused on student integration via club activities, welcome parties, tours in the university, public lectures with prominent figures involved, etc.

Students are offered to participate in local and international projects, creative-performing activities, and student mobility programs. The framework of the provided programme gives students an opportunity to study abroad in the frame of the ERASMUS+ program and bilateral agreements. The HEI has many international partners and plans to expand their number even more. The language proficiency of HEI's students enables them to freely participate in exchange mobility programs and according to provided statistics, the number of outgoing students is increasing each year.

Evidences/Indicators

- SER;
- "Regulation of the learning process" of the HEI;
- Document- Organizational Manual;
- Document - Assessment system document (Excerpt from the regulation of the educational process of Sulkhan-Saba Orbeliani University LLC (Approved by Order # 87-19 of 22 July 2019; Approved by the revised version by Order #45-23 of 27.02.23);
- Document - Individual body plan (Excerpt from the regulation of the educational process of Sulkhan-Saba Orbeliani University LLC (Approved by Order # 87-19 of 22 July 2019; Approved by the revised version by Order #45-23 of 27.02.23);
- Document - Student & staff in international projects;
- Internationalization policy and mechanisms
- Graduate and student satisfaction survey results;
- Implemented and planned student initiatives/projects;

- Interview results;
- HEI's website.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	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 doctoral students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure 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 of appropriate competence.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the program framework and the attached documentation, the program will involve a total of 35 personnel, comprising 22 academic and 13 invited personnel. Qualification documentation for the personnel to be involved in the program has been presented as attached files. Upon reviewing this Documentation, it is becoming clear that the program will include personnel possessing the necessary qualifications to effectively instruct the program's courses. It is noteworthy that an examination of the personnel documentation revealed that several instructors, in addition to their university degrees, hold internationally recognised Certificates in English language instruction (such as CELTA and TESOL), which can be considered as a valuable asset.

In accordance with the university's methodology for determining the number of academic and invited staff, the workload for affiliate staff should not exceed 40 hours, as stated in the document of the current semester workload. However, it is worth noting that, in one case, the hourly workload of an affiliate staff member is indicated as 45 hours, of which 5 hours are allocated for lectures. It should be also noted that the subsequent discussions with the academic staff revealed that this particular staff member also holds another position within the university, and the increased workload may be attributed to these additional responsibilities. Nevertheless, considering the Georgian legislation (Labour Code of Georgia) which stipulates a maximum weekly workload of 40 hours, the expert panel suggests revising the staff workload in this particular case to ensure alignment with the university's and legislative regulations.

The numerical data reflecting the academic and scholarly output of the personnel set to participate in the program during the current semester are available in the form of a semester workload document within the provided documentation.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	13	6	5	6
- Professor	3	0	0	2
- Associate Professor	10	6	4	4
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Visiting Staff	22	7	1	0
Scientific Staff	0	0	0	0

Evidences/Indicators

- Ratio of the academic/scientific/invited staff to the number of students enrolled on the programme;

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

- Personal files of the staff (CV, Diploma);
- Workload scheme;
- Labour Code of Georgia. Article 24. (2);
- Methodology for determining the number of academic, scientific and visiting staff of the program;
- Interview results.

Recommendations:

-

Suggestions for Programme Development

- To meet the University’s and legislative regulations, it is suggested to revise the workload of the affiliate staff of the university to be involved in the program implementation.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

The 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.

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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

At Sulkhan Saba Orbeliani University, a comprehensive protocol exists for the assessment of the activities of both the academic faculty and visiting scholars. This protocol involves a thorough evaluation of professors'

pedagogical, scientific research, and other institutional contributions. Based on the assessment results, the institution implements different rewards, including financial ones.

Assessment happens in two main directions: on the one hand, students evaluate both invited and academic staff through specially prepared questionnaires. On the other hand, staff perform self-assessment. It should be noted as a particularly good practice that the self-assessment questionnaire, together with the assessment of the past semester, also includes such questions that allow the staff to calculate their desire to improve their qualifications in this or that field.

Subsequent inquiries have substantiated that the Faculty of Social Sciences at Sulkhan Saba Orbeliani University conducts annual evaluations of personnel engaged in programs subject to accreditation. Administrative representatives have emphasised the incorporation of evaluation outcomes during academic staff competitions, serving as a mechanism to foster and incentivize the professional advancement of the faculty.

Brief notifications are regularly dispatched to professors and instructors apprising them of university events, international collaboration opportunities including grant competitions, and academic mobility programs designed to facilitate the continuous professional development of program-involved staff. Pertinent information is also accessible through the university's official website. If the personnel satisfies specific requirements, the institution budget includes parts, which are used to finance their participation in international projects, researches and conferences and the publishing of their articles in the international science journals.

In the course of the interviews, professors specifically highlighted the presentation of Erasmus programs as a notable event in this regard. Instances of academic mobility were also validated through these discussions.

The institution has a well-stocked library with all the necessary resources, which might be needed for academic and research work. From the campus of the university and outside it (using the name and password given in the library) they can connect to main scientific databases (EBSCO package, HeinOnline, Elsevier, etc).

Amidst the pandemic, the management of Sulkhan Saba Orbeliani University facilitated access to a suitable virtual platform for its professors and teachers. Detailed guidelines for the platform's utilisation were formulated and distributed among the faculty. Confirmatory evidence from the interviews underscored the proficiency of the professors in delivering video lectures.

Evidences/Indicators

- Personnel statistics
- List of trainings
- Quality assurance mechanisms, assessment results and their application procedure
- The rules of planning, evaluation and promotion of scientific research activities
- Order N164-22 - on determination of a one-time monetary bonus for the performance of the annual scientific workload of academic staff
- Sulkhan-Saba Orbelian University Academic/Visiting Staff Evaluation Result
- Sulkhan-Saba Orbelian University Conclusion on the evaluation of the educational process
- Statistical information about the participation in international projects

- Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The educational program is provided with the library, informational and digital resources, which enable it to achieve its aims and learning objectives. Library has a rich book selection and some of them, which are used in mandatory subject syllabi, are accessible to students in physical and digital form. In case of necessity, student or academic personnel can request to digitise specific books or buy new books. Librarians always help students if they need to scan a few pages or make copies.

It is worth noting how flexible the student portal is in getting students access to specific materials. Professors can upload electronic versions of the textbooks they will be covering during the semester for students, including necessary literature, additional articles and their own guides.

The institution has access to international electronic library databases, including contemporary scientific periodicals and different digital resources. Information on these is available for everyone on the website of the university. Students and personnel both noted during the interviews that there have been no problems using the electronic databases or materials and that the university provides training on how to use them in practice.

The library has an electronic catalogue where students and staff can find information about the book they need. If necessary, the university library cooperates with the public library of the parliament and provides all necessary resources to those who wish to do so. The university website contains instructions on using library services and electronic databases.

Evidences/Indicators

- Visit to the library;
- web-site : <https://www.sabauni.edu.ge/ka/content/chven-shesakheb/biblioteka>
- Interviews with the university and faculty administration, heads of programme, academic and invited personnel, students.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	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 the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The English Philology Bachelor Programme is supposed to be financed from the faculty and university budget, only part of which is from tuition fees paid by the students. The budget of the programme is calculated for 30 students per year and corresponds to the requirements for academic and invited staff salaries, library resources, including books, periodicals, journals and other electronic resources, organising conferences, seminars, public lectures, financing academic staff scientific activities and other direct or indirect expenses.

The financial provision of the educational programmes is carried out centrally in the University (according to the expenditure categories of the University's budget income and expenses). University administration assured the experts panel that they will run the programme even if the predefined number of students are not accepted on the programme for the first intake. They will compensate for the financial sustainability of the programme from the central budget as it is directly linked to the strategic plan of the University.

Evidences/Indicators

- Self-Evaluation Report
- Budget
- Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

3. Providing Teaching Resources	Complies with requirements	x
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Internal Quality Assurance at Sulkhani-Saba Orbeliani University is maintained by the Quality Assurance Office, which operates in accordance with the Statute of Quality Assurance Mechanisms, Assessment Results and their Application Procedure. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on semester and annual surveys, involving all stakeholders to analyse assessment results to maintain effective monitoring, identify objectives with strategic development and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, programme evaluation is consistent at university and assessment results are generally utilised for programme improvement.

Programme quality assurance is based on the PDCA - "plan -do - check - act" principle. Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of the programme staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is prepared with the involvement of academic and administrative staff. The self-assessment process and relevant task distribution among the working group has ensured to work on the relevant possibilities for future development.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposely identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services.

Evidences/Indicators

- Self-Evaluation Report;
- Quality Assurance Mechanisms, Assessment Results and their Application Procedure;
- Survey reports and forms;
- Methodology of planning, formulating and developing educational programme and its approval procedure;
- Interview results.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

External quality assurance at Sulkhan-Saba Orbeliani University is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University generally reviews recommendations and suggestions and the findings are introduced to the head of the programmes for further consideration. The QA Office ensures compliance of the developments with the received recommendations. External evaluation mechanisms also include peer evaluation by Georgian and Foreign colleagues and in the case of English-language/joint educational programs, the authorization and accreditation standards of the relevant national and/or internationally recognized accreditation institutions.

The English Philology bachelor's educational programme was evaluated by the professors from Georgian HEIs - Caucasus University, Samtskhe Javakheti State University, New Higher Education Institute; and from Poland – University of Warsaw, Institute of English Studies. Evaluations highlighted the importance of the program, requirement of the professionals with the relevant qualification, peculiarities of the theoretical knowledge and practical skills and the potential of the programme fulfilling the labour market requirements.

Evidences/Indicators

- Self-Evaluation Report;
- Quality Assurance Mechanisms, Assessment Results and their Application Procedure;
- Peer Evaluations;
- Survey reports and forms;
- Methodology of planning, formulating and developing educational programme and its approval procedure;
- Interview results.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	<input type="checkbox"/>	<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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

For programme development and service improvement, the QA Office at university ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. Surveys with academic staff, students, graduates, and employers are central tools for implementing strategic visions of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organised. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

University has implemented the practice of a four-stage questionnaire analysis. Initially, data are collected by individual questionnaires. Then, received data is compared with the corresponding components of a benchmark year and the previous reporting. On the third stage, mid-term assessment results are grouped and compared to the corresponding mid-term results of the benchmark year and the previous reporting period. And finally, quality assessment results are produced and compared with those of the benchmark year and the reporting period.

The HEI ensures benchmarking for the best available practices to develop a competitive and individual programme. The programme takes into consideration the experiences of the local and foreign universities – Caucasus University, Georgian American University; Gori State University; Sukhumi State University. Jesuit University Ignatianum in Krakow Pázmány Péter Catholic University in Hungary University of Ostrava in Czech Republic. Through the analysis of analogue programs, many common courses and features have been observed that affected the elaboration process of the programme, programme team also introduced the new courses and skills in accordance with the international practices. Therefore, the programme team has considered local Georgian realities and demands, and incorporated both local and international practices and requirements.

Evidences/Indicators

- Self-Evaluation Report;

- Quality Assurance Mechanisms, Assessment Results and their Application Procedure;
- Survey reports and forms;
- Evaluation reports;
- Methodology of planning, formulating and developing educational programme and its approval procedure;
- Interview results.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

4. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: **Sulkhan-Saba Orbeliani University**

Name of Higher Education Programme, Level: **English Philology Bachelor's Program**

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Nihada Delibegović Džanić , signature



Accreditation Expert Panel Members

Mariam Kilanova, signature

M. Kilanova

Revaz Tabatadze, signature



Anna Kiasashvili, signature



Tamta Tskhovrebadze , signature



Aleksandre Kalandadze, signature

