



Accreditation Expert Group Final Report on Higher Education Programme

English Language and Literature

Bachelor's Educational Program

LLC Caucasus International University

Evaluation Date 22nd of March 2024

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LLC Caucasus International University
Identification Code of Institution	201951637
Type of the Institution	University

Expert Panel Members

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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 ენა და ლიტერატურა
Name of Higher Education Programme (in English)	English language and literature
Level of Higher Education	VI
Qualification to be Awarded ²	Bachelor of English Philology
Name and Code of the Detailed Field	0231 Language Acquisition
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 ECTS
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)	None

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 language and literature at the Bachelor's level

The volume of the educational program of English philology is 240 ECTS. Mandatory components: 180 ECTS, including: University mandatory study courses (12 ECTS), Faculty mandatory study courses (9 ECTS), specialty mandatory study courses (159 ECTS). Elective components encompass 60 ECTS including: University elective study courses – (10 ECTS), Faculty elective study courses – (8 ECTS), Specialty elective study courses (27 ECTS) and Free Components: (15 ECTS).

▪ Overview of the Accreditation Site Visit

The site visit took place on 22nd of March 2024. On 1st and 15th of March 2024, the expert panel held preparatory meetings 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 these meetings, 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.

The Quality Assurance documentation provided to the experts was relevant and up-to-date. The National Center for Educational Quality Enhancement 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.

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

- **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					
English Language and Literature	Partially complies with requirements	Substantially complies with requirements	complies with requirements	Substantially complies with requirements	Substantially complies with requirements

- **Recommendations**

1. 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.
2. It is recommended to thoroughly revise program objectives and harmonize them with program learning outcomes.
3. It is recommended to revise the learning outcomes of the program and align them with the core subjects of the program.
4. It is recommended to revise the learning outcome in the skills section as the realistic outcome that would result from the program would be “the graduate settles communication on a wide range of problems and topics, at a level corresponding to minimum B2 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).”
5. It is recommended to correct the map of compliance of learning outcomes with training courses in order to accurately analyze the learning outcomes of the programme and determine the attainability of sectoral competencies;
6. It is recommended to conduct an English language test and assign students to appropriate English language proficiency groups;
7. It is recommended to rename the courses FCE and Teaching Methods (TKT).
8. It is recommended to sort the courses according to the fields.
9. It is recommended to review the curriculum of the program and align the content and the expected outcomes of the program in a number of syllabi;
10. It is recommended to revise the structure of the program and study courses in order to clarify their prerequisites and semester placement;
11. It is recommended to review and increase the number of credits of competence-forming subjects;

12. It is recommended to review the syllabus “Research Methods and Project Architecture“, modify its goal and integrate the textbooks that directly deal with research methods in linguistics and literature.
13. It is recommended to determine relevant teaching methods and evaluation forms for the courses in compliance with their specificity, complexity and transferability.
14. It is recommended to increase a minimum threshold for English language proficiency in the national examination.
15. It is recommended that the program take into account the possibility of other practices rather than teaching at schools or other institutions.
16. The course “Practice” can become elective, or the subjects focusing on the teaching methodology (Teaching Methodology (TKT)) can become compulsory.
17. The subject “Research methods and the architecture of the Bachelor’s project” can be divided into two separate courses. Moreover, the course “Research Methods” should be revised and adapted to the needs of the research methodology of English Language and Literature.
18. It is recommended to revise the assessment system in general and adjust the teaching methods accordingly, taking into account the specifics of the study course.
19. It is recommended to address the insufficient information provided to students regarding academic integrity, the university must implement comprehensive measures aimed at raising awareness and promoting ethical conduct among students.
20. It is recommended that academic staff with relevant experience be selected for all the courses.
21. It is recommended that a co-head position be established within the department to complement the existing head. The co-head should possess qualifications and expertise that align closely with the field of the department.
22. It is recommended to revise the university's workload structure to inclusively account for research and scientific productivity hours, ensuring equitable recognition and support for academic staff's multifaceted responsibilities.
23. It is recommended to regularly prepare workshops for the academic and invited staff, students and employers participating in the educational programme, in order to get them acquainted with the news related to the topics of quality development and actively participate in the development of internal quality;
24. It is recommended to expand the area of external collegial evaluation in order to present the validity of the educational programme in the Georgian labor market and to expand the scope and quality of their internationalization, to move the educational programme to a new stage of development.

▪ **Suggestions for Programme Development**

1. It is suggested to the HEI to consider increasing the number of courses in English, which will contribute to the internationalization of the program.
2. It is desirable for the institution to prepare an in-depth comparative analysis of the similar educational programmes of the Georgian higher education institutions in order to highlight the place of this programme in the Georgian educational space;
3. It is advisable to incorporate foreign professors into the program.

4. It is suggested to revise the program (considering the difficulty and prerequisites of the study courses) and modify the semester distribution of the subjects;
5. It is suggested to enrich the segment of elective study courses of the specialty with other European languages;
6. It is suggested to change the status of courses “History of England” and “British and American culture” to elective courses.
7. It is advisable to add the number of the academic staff with sectoral expertise, especially ones with PhD degree in the field in order to have the adequate number of the academic staff and the number of students.
8. It is desirable for the institution to always present potential budget calculations for a new educational programme with a detailed breakdown, so that the group of experts has a perfect idea of the data of the budget part calculated for the implementation of the educational programme in order to form specific views regarding the successful implementation of the programme.
9. It is desirable to review all the recommendations made by experts before the program starts functioning within the framework of monitoring, even though the offered study program is new.

- **Brief Overview of the Best Practices (if applicable)⁵**

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

LLC Caucasus International 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 N1. 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.

Recommendation N2 "It is recommended to revise program objectives and ensure that the labor market's needs and demands and trends and needs of the international labor market are met".

Answer:

These two recommendations possess absolutely the same content, only the sentences are arranged differently. In both cases, experts recommend that we deeply study "the needs and requirements of the labor market, as well as

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

the trends and requirements of the international labor market, in order to achieve the objectives of the programme."

The university has conducted employment market research with the primary objective to assess the relevance of the English language (philology) Bachelor's programme within the labor market. Furthermore, the research aims to illuminate key concerns relevant to employers, which may significantly influence the formulation of educational goals and objectives for the programme.

The research is focused on issues, such as:

- identification of the basic requirements of employers;
- assessment of the needs of the labor market, including the extent to which there is the demand for new personnel specializing in English language philology within the employment sector.
- identifying the criteria guiding employers in formulating staff recruitment and qualification requirements;
- determining the main characteristics that will give the Bachelor programme and its graduates an advantage in the employment market.

concerning the consideration of trends and requirements of the international labor market in the research presented by us, as we read from the employment market research,

"It is important to note that the demand for personnel in the market is growing, which is due to the high intensity integration of the Georgian economic space with the international labor market and the influx of foreign investments⁶."

<https://www.geostat.ge/ka/modules/categories/191/pirdapiri-utskhouri-investitsiebi>

In the same study we read: "The trend⁷ over the past two years underscores the necessity for an augmented role of university education in the process of training highly qualified personnel due to the emergence of numerous job opportunities that are created in those fields that serve not only the Georgian, but also the international labor market."

"Regardless of how large the volume of international relations of an organization is, it requires at least one employee who masters an international language, which ultimately creates an ever-increasing demand for language specialists such as English."

<https://www.lmis.gov.ge/Lmis/Lmis.Portal.Web/Pages/User/eBooks.aspx>

As for the issue whether the university was required to conduct a deep and comprehensive assessment of the trends and needs of the international labor market, we answer that according to the programme goals of Standard 1.1,

Evaluation criteria:

⁶ <https://www.geostat.ge/ka/modules/categories/191/pirdapiri-utskhouri-investitsiebi>

⁷ <https://www.lmis.gov.ge/Lmis/Lmis.Portal.Web/Pages/User/eBooks.aspx>

The goals of the programme envisage the requirements of the local labor market and the trends and needs of the international market;

Indicator/Evidence

Analysis of employment market and employers requirements

There is no indication that the university has to present the research of the international labor market, particularly if the language of instruction of the programme is Georgian.

Based on the above, the University cannot agree with the experts' recommendations #1 and #2.

Recommendation 1

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 Language and Literature 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 Language and Literature 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 N2 „It is recommended to revise program objectives and ensure that the labor market's needs and demands and trends and needs of the international labor market are met”.

The panel of experts has withdrawn the Recommendation 2

Recommendation N3 "It is recommended to thoroughly revise program objectives and harmonize them with program learning outcomes".

Answer:

In the discussion, experts say that "goals are linked to the expected outcomes of the program and that this link is evident in the program narrative" (p. 13). The referenced document completely excludes any acknowledgment of the validity of third recommendation.

Objective 1. We respectively disagree with the recommendation due to our commitment to a comprehensive language learning approach, targeting the development of four essential skills: speaking, writing, reading, and listening. However, language learning depends on cultural and social factors, which include both the linguistic environment and, inevitably, family dynamics and cultural practices. The acquisition of a second language entails immersion in a distinct cultural and linguistic context, thereby profoundly influencing the educational journey and the development of language skills. The goal is to develop 4 individual skills, and it is not clear why it became necessary to address this matter in the recommendation.

Objective 2. We respectively disagree with the recommendation because the first objective focuses on enhancing all four skills (speaking, writing, reading, and listening), emphasizing the improvement of individual abilities. And the second objective not only aims to develop individual skills but also emphasizes their integrated and

effective utilization. While the first objective concentrates on fostering proficiency in all four language skills, the second objective offers the requisite depth to attain a more specialized level of competence. The second objective focuses on developing the ability to communicate effectively across a broad spectrum of topics and issues at a B2+ level. This necessitates a more specific and deliberate approach to teaching and practice. It goes beyond just developing individual language skills. Accordingly, the goals complement and reinforce each other.

Objective 3. The expert's reasoning is not supported by arguments when he says that it is a "poorly written objective". Also, it is not clear what the expert means by "poorly" written.

The aim encompasses multiple aspects, highlighting the interplay between language, culture, and history, all integral components of English language and literature studies. Therefore, the combination of these elements constitutes a strength of the objective, as it provides a holistic comprehension of the subject matter. The following courses are linked to this goal: Subjects such as "History of England," "History of the English Language," and "British and American Culture" inherently equip students with the theoretical knowledge necessary to attain this objective. Moreover, they bolster students' comprehension of the historical and cultural backdrop in which the English language evolved. Furthermore, grasping the distinct processes of language and culture, alongside historical dynamics, empowers graduates with the practical skills to engage effectively in intercultural environments. Through showcasing a profound comprehension of the language, culture, and history of the British nation, graduates can develop valuable perspectives and make meaningful contributions to interdisciplinary and intercultural environments. **Therefore, we cannot accept the recommendation.**

Objective 5. Objective 5 goes as follows: "to analyze the text of different genres using the appropriate linguistic terminology, to interpret the text and provide adequate translation in the appropriate style and register". This result encompasses all the objectives related to the study of literary texts. However, it does not mention that the program includes the study of translation techniques or that this is a compulsory course".

Answer: It is not clear whether the experts are referring to the objective or the outcome in this case. Could they provide clarification? As for the training course "Theory and Practice of Translation", it is provided as a mandatory course in the programme and it includes the specifics, strategies and techniques of translation (see syllabus).

Therefore, we cannot accept the recommendation.

Objective 6.

The goal is to "analyze and use parts of speech..." where the emphasis is already placed on practical knowledge.

Answer: It is not clear to us what the experts are referring to. Could they provide clarification?

Therefore, we cannot accept the recommendation.

Objective 7.

"Understand the main representatives of English literature and significant artistic texts; Be aware of trends in English literature."

Answer: It is completely incomprehensible why the experts are narrowing the scope of analysis and interpretation by connecting it only with literary (fiction) texts. The course "Text Analysis and Interpretation" covers various types of texts, including but not limited to literary texts.

This might be considered advice rather than a recommendation, and therefore, we cannot agree with it.

Objective 8.

"Independently plan and execute a research project, identify a research topic, and utilize the necessary techniques for completing an undergraduate project."

Answer: The university outlines the guidelines for the execution and defense of the Bachelor's thesis/Bachelor's project, specifying that the student independently selects the topic and supervisor for the Bachelor's project. However, the planning and completion of the Bachelor's project are conducted under the supervision of the designated supervisor. There is a mechanical error here.

The university will address the mentioned technical error without any issues.

Answer from the panel of experts:

The panel of experts does not share the argumentative position of the HEI. It is in the best interest of the future students, the HEI and finally the quality assurance in higher education in Georgia that only programs that exhibit clear and well established connections between program objectives and program learning outcomes are implemented. It is recommended to HEI to study in detail the elaboration provided for this recommendation in the textual part of the report.

Recommendation N4 " It is recommended to revise the learning outcomes of the program and align them with the core subjects of the program " .

Answer: When the expert discusses the seven subjects chosen for evaluating the program's learning outcomes and labels them as the primary subjects, this is incorrect. The main subjects encompass not only those mentioned earlier but also other compulsory subjects within the field of study, namely: Theory and Practice of Translation, English grammar, Composition, Listening and Speaking, Theory of Literature, English literature, and so forth. Consequently, these subjects all contribute to the achievement of the program's learning outcomes.

Therefore, the University cannot agree with this recommendation.

Answer from the panel of experts: The panel of experts does not share the argumentative position of the HEI and believes that only a few core philology courses cannot prepare students to acquire a broad knowledge of the field of English language and literature and to apply acquired knowledge in practice as described in the Program objectives.

Recommendation N5 "It is recommended to revise the learning outcome in the skills section as the realistic outcome that would result from the program would be: "the graduate settles communication on a wide range of problems and topics, at a level corresponding to minimum B2 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)."

Answer: On the CEFR scale, 500-600 contact hours are assigned to B2, indicating the number of hours needed from the "Beginner" level to reach the B2 level. Given that our program begins at the B1 level and progresses to B2, students typically require approximately 150 to 200 hours to advance through this range. Besides, B2+ falls beyond the scope of regulation within the CEFR scale, where everything beyond B2 is categorized as B2+. Our curriculum serves as evidence of this classification.

Accordingly, the University cannot accept the mentioned recommendation.

Answer from the panel of experts: The panel of experts does not share the argumentative position of the HEI and points out learning outcome in the skills section should be revised as the realistic outcome that would result from the program would be: "the graduate settles communication on a wide range of problems and topics, at a level corresponding to minimum B2 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

The HEI in its argumentative position highlights that it begins at the B1 level and progresses to B2, students typically require approximately 150 to 200 hours to advance through this range. However, the study program in Georgian with English component does not ensure this progress of the students enrolled taking into account

all the compulsory subjects that all students take and not optional courses as these courses do not lead to learning outcomes relevant for all.

Recommendation N6 "It is recommended to correct the map of compliance of learning outcomes with training courses in order to accurately analyze the learning outcomes of the programme and determine the attainability of sectoral competencies".

Outcome 2. **The recommendation of the experts is acceptable concerning Outcome 2.**

Outcome 3. The courses **Literary Theory and Introduction to Literary Studies** are linked with Outcome 3, which organizes weeks according to genres by era, including national literature (see syllabus, core literature). While it is true that individual nations contribute to the development of specific literary genres, the study of genre also encompasses universal principles that extend beyond national boundaries. Courses focused on genre analysis explore fundamental concepts such as character development, narrative techniques, and thematic elements. These principles apply universally to works of art of different cultures and times. Hence, comprehending the fundamental principles of a genre isn't solely reliant on studying national literary traditions but entails a broader analysis of literary techniques and conventions. **Therefore, we cannot accept the recommendation.**

Outcome 4. While it's acknowledged that communication encompasses both oral and written forms, Outcome 4, which delves into various communication topics at the B2+ level, inherently involves the engagement of both modalities. Mentioning both oral and written communication seems excessive, as the focus clearly lies on verbal communication. In addition, it is important to note that it is not necessary to indicate all topics in the outcome, as this information is usually detailed in the detailed course descriptions. Using the term "broad spectrum" is entirely appropriate and need not be specified further. Alongside mandatory subjects covering a wide range, students also delve into optional subjects within their specialization, offering an expansive array of topics. The choice of topic solely depends on the student. **Therefore, we cannot accept the recommendation.**

Outcome 5. The genre of the text significantly affects the linguistic features, structure and communicative goals of the same text. Consequently, restricting linguistic analysis solely to text type might ignore many things that can be gained through genre analysis. Genres frequently mold language usage in significant ways, influencing choices in vocabulary, sentence structure, employment of rhetorical devices, and patterns of discourse. Through the combined analysis of genre and text type, linguists can achieve a more comprehensive comprehension of language utilization and communicative norms across various textual contexts. Differentiating between text type and genre is crucial because integrating genre analysis into linguistic research enhances our comprehension of language usage and communicative norms across diverse contexts. In linguistic analysis, "genre" pertains to a grouping or classification of texts sharing common traits such as form, content, style, and intent. Within the broad concept of genre, there are different types or subcategories of texts characterized by specific characteristics. For example, in literary studies, genres such as poetry, drama, fiction and non-fiction include different types of texts. These genres include different types of texts such as sonnets, plays, novels, essays, biographies, etc. In the same way, in linguistic analysis, genres such as narrative, argumentative, descriptive, and expressive texts represent different types of discourse. All genres include specific types of texts that have their own linguistic characteristics, communicative functions, and rhetorical strategies. Thus, while the term "text type" refers to certain categorizations based on formal characteristics (e.g., narrative, expressive, etc.), the term "text genre" encompasses a broader range of categorizations that include these types as well as additional characteristics related to content, purpose, and style. It's worth noting that the experts have overlooked mentioning two key courses crucial to this outcome: "English Language Stylistics" and "Text Analysis and Interpretation." These courses are mandatory components of the program. Furthermore, the absence of a course titled "Text Linguistics"

anywhere in our program further undermines the rationale provided by the experts. Therefore, we cannot accept the recommendation.

We concur with the Recommendation for Outcome 6.

Outcome 7.

As for introduction, deepening and strengthening subjects, English literature courses are quite logically sorted. English Literature to 1660 is an introductory course. Students are introduced to the basic texts and themes of English literature up to the 17th century. The emphasis is placed on comprehending literary trends, author biographies, and thematic elements within the context of their respective historical periods. An introductory course that lays the foundation for a more in-depth study of subsequent courses. The course English Literature 1660-1900 continues to provide a thorough knowledge. It covers a narrower period, allowing a more in-depth analysis of literary works from the Restoration period to the Victorian era. Students will delve deeper into specific literary movements such as the Enlightenment, Romanticism, and Realism. This course prepares them for an even deeper study of literature. English Literature 1901-present. This course serves as the culmination of the English Literature curriculum, concentrating on literary developments from the 20th century to the present day. It includes modernist and postmodernist literature, which are often characterized by complex narrative structures, experimental forms, and philosophical themes. Students are introduced to complex texts that reflect the cultural, social, and technological changes of the modern era. Emphasis is placed on the development of complex analytical and critical skills, including interpretation of ambiguous texts, comprehension of intertextual texts. Each course is designed to progressively deepen students' knowledge and analytical skills as the literature material increases in complexity.

The authors' analysis of character and setting development within a short narrative form enhances students' capacity to appreciate the precision and economy of language in literature. Short stories often have an unexpected ending, the unexpected ending or symbolism makes a big impression on the reader. This targeted approach, directed towards fostering analytical skills alongside the refinement of specific language proficiency, validates the classification of "introduction-deepening-advancement" within the broader framework of English literature studies.

Regarding the "Theory of English Grammar" and "Lexicology" in the assessment indicator, "Theory of English Grammar" is a prerequisite for "Functional English Grammar". As for the "stylistics of the English language", the following is also provided here: These two disciplines "lexicology" and "stylistics" intersect, namely: Comprehension and understanding of lexicology facilitates a more thorough assessment of stylistics (language, form), enabling us to comprehend and understand its nuances. Knowledge of stylistic analysis encompasses specific lexical variants and their implications. Nevertheless, the outcomes of these efforts will manifest over a span of four years, prompting us to respond accordingly.

Answer from the panel of experts: The panel of experts retains the recommendation that it is necessary to correct the map of compliance of learning outcomes with training courses in order to accurately analyze the learning outcomes of the programme and determine the attainability of sectoral competencies. The HEI stated that they agree with the outcomes 2 and 6, but a deeper analysis shows that it is necessary to correct the whole map.

Recommendation N7 "It is recommended to revise the program (considering the difficulty and prerequisites of the study courses) and modify the semester distribution of the subjects".

Answer: It is not clear what the experts mean by the recommendation. Integrated English Skills II (B1+) is correctly set as a prerequisite for History of English. Level B1+ falls between levels B1 and B2, which is quite sufficient for mastering the material presented in the training course mentioned. It should also be noted that the course is in Georgian.

Accordingly, the university cannot agree with the mentioned recommendation.

Answer from the panel of experts:

There are instances where the logical sequencing of subjects by semester is disrupted, leading to the issues concerning both the prerequisites required for certain subjects and the mastery of relevant competences. For example, the teaching course - Integrated English Language Skills II (B1+) is a prerequisite for the course - "History of the English Language", whereas most textbooks are in English.

The panel of experts has changed the status of this recommendation to suggestion

Recommendation N8 "It is recommended to conduct an English language test and assign students to appropriate English language proficiency groups".

Answer: Following consultations with the National Examination Center, it was established that the difficulty level of the English language test in the Unified National Examinations is at the B1 level, which does not have gradations. Consequently, this dismisses the experts' opinion, as it is presupposed that individuals admitted through the Unified National Examinations cannot attain a specific B1 level. It is quite logical that studies in the "English language and literature" program start at the B1 level, where the probability that the student will not have competence is equal to 0. It should be noted that the Center for Foreign Languages at the International University of the Caucasus offers additional English language practice, which is entirely free for students. This program encompasses circles ranging from A1 to C1 levels, providing comprehensive language learning opportunities.

Furthermore, it's worth mentioning that the mentioned program is newly introduced. In case of accreditation, our plan is to categorize students into groups based on their grades within the B1 level. So that this recommendation cannot be relevant until we have students.

We believe this can be advice and not a recommendation.

Answer from the panel of experts:

According to the curriculum, students commence their English language studies at the B1 proficiency level (Integrated English Language Skills I (B1)). The university has established a minimum threshold for English language proficiency, requiring prospective students to achieve a score of 25 points or higher in the national examination. It is conceivable that within these parameters, some prospective students may lack the requisite language proficiency necessary to pursue studies at the mentioned level.

Moreover, the university's current program does not include English language proficiency tests to ascertain students' linguistic abilities and subsequently assign them to appropriate language proficiency groups. In case of applying such an approach, the program will be more flexible while prioritizing students' best interests. Hence, the panel of experts recommends implementing language proficiency assessments at the university level to accurately place students into English language proficiency levels relevant to their knowledge and skills.

Recommendation N9 "It is recommended to enrich the segment of elective study courses of the specialty with other European languages".

Answer: The curriculum mandates the teaching of the German language as a core course for three semesters. As for Spanish and Polish languages, the university offers them in the form of university elective courses for two semesters to students of all undergraduate and single-degree programs.

In addition, if the student decides to study French, s/he can also take this as part of the free credits (15 credits) from the undergraduate programs in Tourism or International Relations.

Based on the above, we believe this can be advice, not a recommendation.

Answer from the panel of experts:

In the segment of specialty elective study courses, the university currently provides only one European language - German. This limited offering "constrains" students who wish to pursue a second language in their elective study courses to choose German. The university does maintain a language center where French and other languages are taught; hence, it is not a problem for the university to incorporate other languages along with German into the program, with due consideration for the students' best interests. Consequently, the expert panel thinks that it is advised to revise the segment of elective study courses and enrich it with other languages.

The panel of experts has changed the status of this recommendation to suggestion

Recommendation N10 "It is recommended to rename the courses FCE and Teaching Methods (TKT)".

Answer: The recommendation is acceptable to the university.

By mutual agreement of the head of the program and the academic and invited staff involved in the program, we will call Teaching Methods (TKT) "Teaching Methods" and FCE "Exam Course - B2".

Recommendation N11 "It is recommended to rename the courses Integrated English Language Skills".

Answer: We are uncertain about the rationale behind the experts' request to change the name of the training courses from "Integrated English Language Skills". "Integrated skills" is an international term and includes 4 skills (writing, reading, listening, speaking).

Therefore, the University cannot take this recommendation into consideration.

The panel of experts has withdrawn this recommendation.

Recommendation N12 It is recommended to change the status of courses "History of England" and "British and American culture" to elective courses.

Answer: We think it is necessary to know the history of the language of the nation whose language and literature you are learning, because you should have at least an idea of the socio-political dynamics of that country, namely: historical events, political movements and social events shape the country's identity and development trajectory. An English philologist should be knowledgeable about Britain's role in shaping the world order, the various stages of British civilization's development. The course "British and American Culture" delves into the cultures of these two prominent English-speaking nations, highlighting their reciprocal influences, particularly focusing on the impact of American culture on British culture. The mentioned subjects hold a central role, and altering their status could detrimentally impact the process of becoming a proficient specialist in English language and literature.

Accordingly, the University cannot agree with the mentioned recommendation.

Answer from the panel of experts: Experts argue that it is crucial to place a higher priority on philological subjects instead of general elective courses such as the History of England or British and American Culture. We suggest that focusing on philological studies, which delve into the structure, history, and development of languages, provides a more solid foundation for academic and professional advancement. While courses like the History of England and British and American Culture offer valuable insights into cultural and historical contexts, experts believe that a deeper understanding of linguistic principles and language mechanics is essential for students' intellectual growth and versatility.

The panel of experts has changed the status of this recommendation to suggestion

Recommendation N13 "It is recommended to sort the courses according to the fields."

Answer: It is not clear what the experts mean and what sort of "fields" they are talking about. Additionally, there is a lack of reasoning provided to support their recommendations.

Answer from the panel of experts: The study program is composed of subjects from different fields, for example: linguistics, literature, lexicography, etc. The panel of experts recommends that the courses should be sorted according to the fields taking in consideration the number of contact hours, credits and their status (elective or compulsory).

Recommendation N14 "It is recommended to review the curriculum of the program and align the content and the expected outcomes of the program in a number of syllabi".

Answer: We think it is wrong to make this recommendation based on 3 syllabi. As for the three syllabi themselves, the described learning outcomes, relevant learning methods and activities are based on a mix of theoretical and practical work and correlate with program content and expected outcomes.

"Introduction to Literary Studies" is a theoretical study course without prerequisites, intended for students interested in philology. The objective of the training course is to equip novice philologists with knowledge and to enhance their competencies regarding the characteristics of literary studies, fundamental concepts of literary theory, history, and criticism, as well as the overarching principles of theoretical poetics and the specificities of genres within artistic works. The content of the course includes the conceptual issues that are important for a beginner philologist to understand the specifics of literary studies. Considering the specifics of the theoretical training course, relevant learning methods are selected: Expository method, case analysis method, and others that focus on easy comprehension and analysis of material loaded with complex terminology. To attain the goals of the training course effectively, it is crucial to both thoroughly grasp and comprehend the theoretical content, as well as engage in discussions concerning conceptual matters. These discussions should reflect upon the studied material, aiding students in gaining a deeper understanding of the theoretical concepts and enabling them to cultivate their own perspective on literary studies as an academic discipline. The learning outcomes described in the syllabus are based on a mix of theoretical and practical work and are correlated with the program content and expected outcomes.

The author of the **"Introduction to Linguistics"** course asserts that the topics, teaching methods, and activities outlined in the syllabus he has prepared are logically cohesive. It should be noted that the topic of each lecture in the course is accompanied by practical activities presented in the appropriate formulation: "The skills of learning and applying the lecture material will be tested. Analysis of the scientific work by the lecturer according to the issues heard on the lectures. Explanation of the basic scientific-standard terminology of linguistics based on the lecture topic". This formulation implies three main practical activities: 1) Assessing the ability to comprehend lecture material and apply it practically; 2) Analyzing scientific works referenced by the lecturer in relation to topics covered during the lecture; 3) Clarifying fundamental linguistic terminology in accordance with the lecture topic.

The practical activities specified in all three points above are achieved by the appropriate methodology defined in the introduction of the syllabus,

- such as verbal or oral method, presentation;
- group discussion/debates;
- method of working on a book;
- written working method, which implies tests, quizzes, exercises and tasks, preparation of summaries, theses, and abstracts from primary and additional training literature;
- teamwork method (syllabus, pg. 2)

In particular, the syllabus defines the relevant type of practical activities that the students will have to perform, and this is written in connection with a separate week, based on each specific topic. It should be noted here that due to the specifics of the training course, which is expressed in its theoretical nature, many and varied practical

activities are not possible. However, the course includes all the above-mentioned practical activities as much as possible. The course syllabus describes the learning outcomes: Developing practical skills in linguistic analysis of linguistic structures and processing linguistic data through contemporary linguistic methodologies. This also undoubtedly answers and corresponds to the outcome of the program.

"Introduction to English Philology" - the content, activities and outcomes specified in the course syllabus are relevant and provide opportunities for students to acquire broad knowledge, develop skills and demonstrate them. Nothing irrelevant appears in the course syllabus. Everything is clearly stated in the aims and outcomes.

Students are introduced to the theoretical profiling subjects in the specialty, such as: Theoretical phonetics, theoretical grammar, lexicology (the main directions of English philology), history of the English language, stylistics, lexicography, variants of the English language, literary studies, sociolinguistics, etc.

Each lecture of the study course "Introduction to English Philology" is dedicated to the theoretical linguistic subjects that English philology students go through during their further studies.

The course provider acknowledges the value of recommendations and guidelines but maintains confidence in the course correctly and clearly reflect the aims and outcomes and includes (which echoes the goals and outcomes of the program) the theoretical linguistic components that students study in detail in the following years.

Based on the above, the University cannot accept the recommendation.

Answer from the panel of experts:

There are some teaching courses where logical connections are not observed and evident; in particular, in some teaching courses (e.g. "Introduction to Linguistics, Introduction to English Philology; Introduction to Literary Studies", etc.) the content, teaching methods and activities are not relevantly chosen, defined and arranged. In the teaching course "Introduction to Linguistics", students are expected to do some practical activities; however, the provided syllabus is quite vague and does not provide us with the information what kind of practical activities students are expected to do. To be specific, the description for each week's activities is the same and is not tailored to the topic envisaged by the week. In order to eliminate this vagueness, the expert panel met with the curator of the subject, but they were not provided with the requested information by the curator of the course. Thus, it is recommended to review the curriculum of the program and align the content and the expected results of the program in a number of syllabi mentioned above.

Recommendation N15 "It is recommended to revise the structure of the program and study courses in order to clarify their prerequisites and semester placement".

If the experts consider "Introduction to English Philology" as the basis of the recommendation, integrated English language skills II (B1+) are correctly set as a prerequisite for this subject. Level B1+ is regarded as being situated between levels B1 and B2, which is adequately proficient to tackle the provided material. Also, the statement that "most of the manuals are in English" in this training course is incorrect.

Compulsory literature:

- N. Stambolishvili, Introduction to Germanic Philology. Batumi, Shota Rustaveli State University Publishing House, Batumi, 2015 - Georgian
- Mateshvili O. History of the English Language (Reader), 2020 - Georgian
- Tevdoradze N. Introduction to Linguistics, Tbilisi 2016 - Georgian
- Introduction to English Philology, a course of lectures for freshmen, Reader and Anthology, TSU, 2017 - Georgian (with English supplements)
- Rusieshvili M., Dolidze R. Readings in English Philology. Materials for seminars. University publishing - house, 2015- English
- INTRODUCTION TO LANGUAGE | TOPIC ONE | A -LEVEL ENGLISH LANGUAGE I, 2019- Article (English)

Most of the mandatory textbooks are not provided in English, nevertheless, it should be considered that the course is in Georgian and the head of the course can clarify incomprehensible issues to the students in Georgian.

However, in component 1.4 experts state that "the program reflects a balance between the content and complexity of the curriculum", if the balance between the content and complexity of the study plan is maintained, recommendation 15 "It is recommended to revise the structure of the programme and study courses in order to clarify their prerequisites and semester placement" is lacking the meaning.

Consequently, the University cannot consider this recommendation.

Answer from the panel of experts:

There are instances where the logical sequencing of subjects by semester is disrupted, leading to the issues concerning both the prerequisites required for certain subjects and the mastery of relevant competences. For example, the teaching course - Integrated English Language Skills II (B1+) is a prerequisite for the course - "History of the English Language", whereas most textbooks are in English. Accordingly, the panel of experts believes that it is necessary to modify the prerequisite of the current study course and accordingly change the semester assigned to the current subject.

Recommendation N16 "It is recommended to review and increase the number of credits of competence-forming subjects".

Answer: The world best practices (which take a leading position in internationalization matters) are considered, where, for example, subjects such as "Lexicology of English Language" and "Theory of Literature" are assigned 3 and 4 credits (correspondingly) and "Introduction to Linguistics" - 5 credits. Weekly division of topics in mentioned courses suggests a structured approach to cover the material in assigned contact and independent hours. It is noteworthy that the prerequisites for "Theory of Literature" are "Introduction to Literature Studies" and "Artistic types of Ancient Literature and Mythology", which demonstrates accuracy of the credit given to the subject. Also, the distribution of credits between "English Language Stylistics" and "Introduction to English Philology" is quite sufficient, with special focus on the second one, which includes an introduction within the framework of which acquired main concepts are extended in other study courses. In the course "English Language Stylistics", acquisition of study course material by the student, carrying out of provided activities for the development of transferable skills and achievement of learning outcomes are fully possible within the scope of the credit assigned to the subject. This is strengthened by the following arguments:

The main goal of the study course "English Language Stylistics" is to provide students with basic theoretical knowledge of stylistics. On the next levels of studies (master's level, doctorate). According to the study plan, the subject "English language stylistics" is provided in the 6th semester, which implies readiness of the student to dedicate more time to independent work (according to the syllabi, the student dedicates 40 hours to independent work out of 75 hours). The student has already learned various theoretical or practical courses (which is evident according to the prerequisites for admission to the mentioned course), he/she is ready to get acquainted with stylistics as a general branch of linguistics. Specificity of the subject - the mentioned study course has a theoretical and practical nature. Time devoted to the lecture is sufficient to explain the new material and give instructions to the student on how to find additional information about the material which was already explained and prepare group or independent work/activity. We would like to highlight that your suggestion on increasing credit is interesting, and more credits/hours is a prerequisite for providing more information, but at this stage we think that credits in the undergraduate level study plan are properly distributed across various subjects. Also, it should be noted that a textbook is intended for this course, where each topic is briefly and shortly divided.

Accordingly, the University cannot consider mentioned recommendation.

Answer from the panel of experts:

A critical observation, based on the analysis of the submitted documentation and interview results, 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 program's stated learning outcomes. In particular, literary and linguistic competence-forming subjects - Introduction to Linguistics (5 ECTS), Introduction to English Philology (4 ECTS), Theory of Literature (4 ECTS), Stylistics of the English Language (3 ECTS), etc. - are not given relevant number of credits that may be enough

for acquiring the material, doing the envisaged activities, developing transferable skills and achieving the stated learning outcomes. Thus, the expert panel believes that it is crucial to increase the number of credits of competence-forming subjects.

Recommendation N17 "It is recommended to review the syllabi "Research Methods and Project Architecture", modify its goal and integrate the textbooks that directly deal with research methods in linguistics and literature".

Answer: Recommendation is acceptable to the University.

Recommendation N18 "It is recommended to determine relevant teaching methods and evaluation forms for the courses in compliance with their specificity, complexity and transferability".

Answer: Teaching methods, assessment system and criteria utilized for all study courses provided by the programme are selected according to the specifics and characteristics of the particular training course. Moreover, each syllabi provides detailed distribution of teaching methods relevant to that course, as well as the activities required for receiving midterm and final assessments and their assessment criteria.

Experts do not indicate which teaching methods and evaluation forms of which training courses are irrelevant for their specificity, complexity, and transferability. **Therefore, we cannot consider the recommendation.**

Answer from the panel of experts:

In a number of training courses, the connection between learning methods, achievement of learning outcomes and evaluation forms is not observed. In most cases, the assessment forms are templated and include presentations, midterm and final exams (written form - e.g. Introduction to English Philology, English Press, Research Methods and Project Architecture, English Lexicology, British and American Culture and more.).

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 into the courses' within the weekly topics could serve to achieve the set outcomes successfully.

Recommendation N19 "It is recommended to increase a minimum threshold for English language proficiency in the national examination and implement language proficiency assessments at the university level to accurately place students into English language proficiency levels being relevant to their knowledge and skills".

Answer: The minimum level of English language proficiency at the unified national exams was determined by a joint agreement of the academic staff involved in the programme, the head of the programme, the quality assurance service, and the administration. The programme is new and based on the analysis of the obtained results and according to the established norm we will be able to modify everything that does not lead to the desired result. So, we will observe how our decision regarding the minimum margin will be successful.

As for the second part of this recommendation, it repeats recommendation VIII, on which we have already provided the answer.

We think that this could be a suggestion and not a recommendation.

Answer from the panel of experts:

As mentioned, the university has established a minimum threshold for English language proficiency, requiring prospective students to achieve a score of 25 points or higher in the national examination. It is conceivable that

within these parameters, some prospective students may lack the requisite language proficiency necessary to pursue studies at the mentioned level.

Moreover, the university's current program does not include English language proficiency tests to ascertain students' linguistic abilities and subsequently assign them to appropriate language proficiency groups. In case of applying such an approach, the program will be more flexible while prioritizing students' best interests.

Hence, the panel of experts recommends increasing a minimum threshold for English language proficiency in the national examination and implementing language proficiency assessments at the university level to accurately place students into English language proficiency levels relevant to their knowledge and skills.

The panel of experts has reworded this recommendation as "It is recommended to increase a minimum threshold for English language proficiency in the national examination".

Recommendation N20 "It is recommended that the program take into account the possibility of other practices rather than teaching at schools or other institutions".

Answer: We cannot agree with this recommendation, because the University has signed memorandums both with schools and as experts indicate with "other Institutions". Could you please clarify what you mean by "considering the possibility of other practices" when the experts themselves indicate that "the memorandums reflect possibilities of practice that include preschools, secondary schools, Educational Institutions, travel agencies and etc.". Experts themselves mention "other" possibilities of practice. Besides the above mentioned, students will undergo practice at the Institute for the Study of the United States and Canada, in the library, the Civil Service Bureau. Then, again it becomes vague why the memorandums signed within the scope of the programme are not enough, especially in the best case, even for the students admitted to the first year in the 2024-2025 academic year, it will be four years before the practice.

Answer from the panel of experts: English Philology does not inherently prepare students to become teachers; instead, graduates can pursue careers as academic researchers, linguists, literary critics, translators, or lexicographers. Moreover, Georgian legislation requires a 60-credit teacher training program for teaching eligibility, which the CIU English Language and Literature program does not include. Therefore, graduates are not qualified to teach in public schools or preschools without any prior preparation. To prevent any confusion, it is advisable to emphasize/specify other practice opportunities and establish more agreements with potential employers such as travel agencies and translation bureaus. Therefore, we keep the recommendation.

Recommendation N21 "The course "Practice" can become elective, or the subjects focusing on the teaching methodology (Teaching Methodology (TKT)) can become compulsory".

Answer: We cannot agree with this recommendation because we think that, depending on the field of study, at the last stage of education, taking practice is necessary for a student of undergraduate programme. Practice includes the synthesis of all the skills that the student has acquired during the 7 semesters in the form of compulsory subjects, and then implementation of these skills. If the experts believe that practice is not a necessary component, then is it logical to teach the necessary component "Teaching Methods (TKT)" with a mandatory status, even for those students who are not going to conduct pedagogical activities. As for "Teaching methods (TKT)" "may become mandatory" we cannot agree with the experts in this case either, because the rights of students who do not intend to connect their career with pedagogical activities are violated. Since we have a variety of practices, the programme meets the needs of every student. The experts themselves write that the course "may become mandatory", which is a suggestion, not a recommendation.

Answer from the panel of experts: If the HEI decides to keep the "Practice" course mandatory, the program should also offer compulsory courses on teaching methodology. Although the HEI argues that mandating such courses infringes on the rights of students not pursuing teaching careers, those interested in teaching might overlook Teaching Methodology if it remains elective. Consequently, students aiming to teach in private sectors may not receive adequate preparation. Therefore, the experts keep the recommendation.

Recommendation N22 "the subject "Research methods and the architecture of the Bachelor's project" can be divided into two separate courses. Moreover, the course "Research Methods" should be revised and adapted to the needs of the research methodology of English Language and Literature.

Answer: According to the formulation of the expert's recommendation ("maybe"), this is a suggestion and not a recommendation. Splitting the course into two parts would not be correct, as architectonics includes research design that does not require semester teaching. Regarding the research methods, please see the answer to the 17th recommendation.

Regarding the review of "research methods", this recommendation is acceptable.

Recommendation N23 "It is recommended to revise the assessment system in general and adjust the teaching methods accordingly, taking into account the specifics of the study course".

Answer: This recommendation is identical to the recommendation 18 (see feedback to recommendation 18).

Answer from the panel of experts: The experts recommendation is taken into account to focus research methodology on literature and linguistics, rather than sociology.

Recommendation N24 "It is recommended to address the insufficient information provided to students regarding academic integrity, the university must implement comprehensive measures aimed at raising awareness and promoting ethical conduct among students".

Answer: Could you please clarify what do you mean by "resolving the problem with insufficient information"?

We think it would be good if during the site visit experts requested documentation regarding the University activities in terms of academic integrity and raising awareness of the students in this direction.

However, in Appendix N8 of the Self-evaluation report, University presents folder with the title "University Regulatory Documents" which contains the rule for "Plagiarism Detection and Response Procedure" that details all procedures related to this problem, from detection to response.

The mentioned rule is also publicly available on the website of the University and in legal directory. In addition, from the page 21 of the self-evaluation report, extensive information is provided about a few events held according to the **initiative of the library** in 2021-2023. INCLUDING: **TRAINING - "CHARACTERISTICS OF THE PLAGIARISM SOFTWARE AND THE MANNER OF PROCESSING THE THESIS"; ONLINE TRAINING REGARDING THE "TURNITIN SOFTWARE". HERE IS A LINK WHERE YOU CAN FIND MORE INFORMATION ABOUT THIS ISSUE.**

Based on the above, the University **cannot agree with the recommendations.**

Answer from the panel of experts:

We appreciate that the university has established and publicized procedures related to plagiarism detection and response, as well as conducted several training sessions to raise awareness about academic integrity. However, publishing these documents and conducting one-time training sessions in previous years does not guarantee that students have enough information about this issue.

As we mentioned in the report, during the site visit, the majority of students indicated that they had no information about how to check if their work was original to avoid plagiarism. Therefore, the recommendation was made with a broader objective in mind, emphasizing not just the existence of policies and isolated events, but the overall effectiveness and comprehensiveness of the university's approach to promoting academic integrity among students.

While having documented procedures and rules is essential, the real challenge lies in ensuring that all students are fully aware of these policies. Therefore, it is crucial that the university continuously engages with students on these matters and this engagement should be an ongoing process integrated into the student experience, ensuring that academic integrity is a consistent theme throughout their academic journey. This can also include

providing regular workshops, and offering resources that help students understand the value of original work and the ethical implications of plagiarism.

Ultimately, the panel of experts should make sure that students have the necessary knowledge and resources to uphold academic integrity standards effectively. Therefore, the experts keep the recommendation.

Recommendation N25 "It is recommended that academic staff with relevant experience be selected for all the courses".

Answer: At the initial stage of preparation of the mentioned programme, University held a competition and the information regarding this event was publicly posted in information sources. Necessary conditions, criteria and required documents were specified in the competition application, in case of holding each academic position.

In order to make the competition more transparent, competition commission is never chaired by the academic staff of our University, also this time chairman was invited from LEPL - Batumi Shota Rustaveli State University, Ms. Tamar Siradze, who is the vice-rector of the University and the head of the undergraduate programme of English language and literature. During the same, in 2023, Ms. Tamar Siradze was also a member of the Accreditation Council of Higher Education Programmes.

The head of the quality assurance service, Rector and the head of the human resources management service participated in the competition commission as members. Again, we will repeat, that the commission would not select any contestant who could not meet the competition requirements and criteria for the academic position.

Based on the above mentioned, it is unclear why experts had desire to write the mentioned recommendation.

In the recommendation, experts request to select academic staff with relevant experience for "all" courses. But during the discussion, they name only 4 courses and their implementers. Experts contradict themselves when they write that "based on the presented personal files it is confirmed that the academic staff generally has the necessary competence to implement study courses, p. 37), moreover, the qualifications of the listed academic staff correspond to the courses they implement, particularly:

In 2014 - 2020, the head of the course **"British and American Culture"** led the course "Cultural Issues Coverage" course at the LLC Caucasus International University. Besides, he is a member of the Creative Union of Georgian Writers, author of two award-winning novels and a writer. He has research and teaching experience in the field of culture. In 2020, under the name of the Caucasus International University, his monograph was published in the publishing house "Universal", with the title: "Newspaper Georgia (1918-1919)". in which on the pages 63-78 is presented: Chapter 11 - culture on the pages of "Newspaper Georgia" and sub-chapters: 11.1 "Writing" and 11.2. "Art" In 2023, published an article with the title: "Cultural heritage monuments - British Avebury and Georgian Uplistsikhe in the focus of film documentarians", N38. He is the co - author of the book "Canada", where a lot of space is dedicated to demonstrate the influence of British and American culture on the formation of Canadian culture. Also, he has developed a textbook "British and American culture.

The head of the course **"British and American differences"** has confirmed professional experience as a philologist (English language) who has studied in detail the peculiarities of the English language, idiomatic or slang expressions, the main cultural and historical events, as well as the differences with the main directions of the English language (American and British) so based on that relevant qualification is also confirmed. At the Faculty of American Studies, he deepened his knowledge in the direction of American culture, language peculiarities and literature. He has 10 years of working experience in higher educational institutions. Also, he teaches similar course called "British-American Language and Culture" (where we also discuss British and American cultural characteristics, differences between British and American English, and idiomatic or slang expressions) at 2 different Universities.

The author of the study course **"Theory and Practice of Translation"** M. N., has been involved in translation practice for more than 20 years (2003-2024). She has diverse translation experience - specifically, in such fields as the education sector, law, economy, medicine, tourism, which means that she had contact and is familiar with

the specifics of translation, theoretical and practical aspects, factors to be considered during translation. She is official translator of the National Center for Educational Quality Enhancement. In addition, it should be noted that the proposed course considers an introduction to the basics of translation theory and practice, and not the training of translators directly (which requires additional components and is not included in this course).

The course of **"Modern Spoken British Language"** is practical in nature and covers everyday British spoken slang and expressions. The head of the course has 13 years of experience teaching general English module in higher education institution. The General English module includes a 'Speaking' part which is directly linked to the mentioned subject. He has developed a textbook called **"Modern Spoken British Language"**. The lecturer does not need any additional experience to read this course, so we cannot share this recommendation.

Consequently, the University cannot share the above-mentioned recommendation.

Answer from the panel of experts:

The lecturer of "British and American Culture" has her BA in Social Sciences, whereas her MA and PhD were focused on Journalism. Although the lecturer has published one article "Cultural heritage monuments - British Avebury and Georgian Uplistsikhe in the focus of film documentarians", this does not qualify her to lead a 15-week course about British culture, explaining the intrinsic details of it. It should be mentioned that the CV does not mention the textbook - "British and American culture". The same can be argued about the lecturer of "British and American Differences", as her scholarly activities only include American Studies and American culture and she has no publications regarding British culture or the differences between the two.

Although we do not argue that the author of the study course **"Theory and Practice of Translation"** M. N. indeed has an extensive practical experience in translation, her theoretical experience has not been backed up by her degree or publications. Therefore, we believe that she would be fit to lead the practical course, the theoretical course should be read by someone with more qualification in theory of translation.

As for the "Modern Spoken British Language", we believe that a professional in American Studies does not have enough qualifications to lead a very linguistic course with phonetic details unless documented by sufficient publications.

Therefore, the recommendations stay the same.

Recommendation N26 "It is recommended that a co-head position be established within the department to complement the existing head. The co - head should possess qualifications and expertise that align closely with the field of the department".

Answer: The head of the programme has been involved in teaching activities for 11 years in the field of English in a higher educational institution and in addition to that she recent scientific productivity reflects her contribution to the mentioned field (she was the first who introduced podcast teaching in Georgia). Here, we inform you that the head of the programme is an expert in the field of "English Philology" of National Center for Educational Quality Enhancement, which we think should be taken into account.

Answer from the panel of experts: Once again, the head of the program has earned her Master's and Doctoral degrees in American Studies, with most of her work focused on this area. A person with an MA and PhD in American Studies may not be considered suitable for the position of head of English Philology for several reasons. Firstly, American Studies and English Philology, while related, are distinct academic disciplines with different focal points. American Studies typically emphasizes the cultural, historical, and social aspects of the United States, encompassing a multidisciplinary approach that includes literature, history, politics, and sociology.

In contrast, English Philology is primarily concerned with the historical and structural analysis of the English language, including its literature, linguistics, and textual criticism. Therefore, the expertise required to lead a department of English Philology involves a deep understanding of linguistic theory, historical linguistics, and the development of English literature, which may not be sufficiently covered by an academic background in American Studies. Consequently, while the individual may possess strong qualifications in their field and even a teaching experience (which is not philological), they might lack the specific philological expertise needed to

effectively oversee and develop a department focused on the comprehensive study of English language and literature. Therefore, the experts keep the recommendation.

Recommendation N27 "It is recommended to revise the University's workload structure to inclusively account for research and scientific productivity hours, ensuring equitable recognition and support for academic staff's multifaceted responsibilities".

Answer: During the site visit, upon the request of the experts, University presented a form of scientific productivity, which is filled by the academic staff of the University before the end of each calendar year. For more visibility, we submitted a form filled in by one of the professors. In the mentioned form, it is clearly visible what support will be provided for the professor for the scientific activities carried out during the calendar year.

Since the implementation of this programme, in case of accreditation will start from September 2024, obviously, the staff involved in implementation of the programme will start to fill in the mentioned form in December 2024. However, in the attached documents of the programme self-evaluation report, in appendix N14, analysis of the results of internal and external evaluation of quality assurance, the head of the quality assurance service of the University presented the following documents: Academic staff ranking rules; form of self-evaluation of scientific productivity; the method of financing scientific activities; encouragement of science.

In addition, information on support measures for young scientists is presented in Annex #17 of the Self-evaluation Report. Please see.

Self-evaluation report of the programme describes in detail all support measures provided by the University for young scientists. Please see Self-evaluation report pages N35; 38-41; 55.

Thus, we cannot agree with this recommendation, since it is groundless, especially when experts could request the structure of the workload of the University and receive our feedback on all questions during the site visit.

Answer from the panel of experts:

During the interviews with the academic staff, it has become clear that the current workload allocation for academic staff does not adequately include time for research and scientific productivity. It is concerning that teachers' scientific activities are not fully incorporated into the workload structure. Therefore, we keep the recommendation.

Recommendation N28 "It is recommended to regularly prepare workshops for the academic and invited staff, students and employers participating in the educational programme, in order to get them acquainted with the news related to the topics of quality development and actively participate in the development of internal quality".

Answer: In case of active programmes, in order to survey stakeholders of the programme, quality assurance service has developed forms, through which at the end of each semester / academic year stakeholders will be surveyed, we analyze the results of the survey and plan the measures required for their professional development. Mentioned attachments are presented in appendix #14 analysis of the results of internal and external assessment of quality assurance. They are the Programme Implementation and Evaluation System; Quality Assurance Mechanisms and Appendices, which include forms: Appendix N8 evaluation of the programme implementation by academic and invited staff; Appendix N9 form of evaluation of study course and professor by the student; Appendix N10 graduates Survey Form; Appendix N11 employer survey form; Appendix N12 form of programme evaluation by academic and invited staff.

Now regarding the recommendation, first it should be highlighted that we are not running the programme yet, therefore it does not have students or graduates. As for academic staff and employers, they will be continuously involved in these processes from programme development to implementation (see component 5.1). Since we already have many years of practice on how to involve stakeholders in the process of implementation, modification, and development of the programme, it is clear that we will do the same in regard to the mentioned programme.

As for activities planned because of analyzing the results of the survey, please see Annex N17, action plans for continuous professional development of academic staff, which clearly demonstrate activities to be carried out by the quality assurance service, through which the stakeholders involved in the programme are familiarized with the news related to the topics of quality development and actively participate in internal quality development.

Based on the above mentioned, this is future suggestion than a recommendation, in other words a note. We think that if experts were familiar with the documents and reports of the quality assurance service indicated by us, they would not see the need to write such "recommendation".

Answer from the panel of experts:

Regrettably, we are unable to consider your objections to the recommendation, as the suggestions provided are valid, as evidenced in the curriculum. While it is straightforward to align regulations with (inter)national standards, errors can still occur during the summarization of the curriculum if academic staff are not actively involved in these processes. To achieve optimal results, the academic team should undergo phased training in accordance with these standards to enable them to work independently on the curriculum. Although we reviewed the training calendar, we found the proposed training topics insufficient.

Recommendation N29 "It is recommended to expand the area of external collegial evaluation in order to present the validity of the educational programme in the Georgian labor market and to expand the scope and quality of their internationalization, to move the educational programme to a new stage of development".

Answer: University has presented two external expert evaluations of the programme, which are positive and disprove almost all the recommendations made by the experts. Of course, in order to demonstrate the validity of the educational programme in the labor market of Georgia, to expand the scope and quality of internationalization, as well as to shift the development of the educational programme to a new stage, it would be good to expand the area of external collegial evaluation, although this is **only a future suggestion (and not a note - in other words a recommendation)**. There is no record in any of the regulatory documents as to how many external peer review is required for the programme for accreditation purposes, however I agree with you that the more expert opinions a University receives, better it is.

Answer from the panel of experts:

Our team has conducted a thorough review of all appendices, including the two external evaluations. However, we contend that these documents functioned more as letters of support rather than rigorous external evaluations. If the task of evaluation had been methodically structured by the quality assurance department, subject matter experts would have been able to identify all errors within the curriculum. Consequently, we recommend that the university develop a comprehensive methodology for external evaluations, enabling independent experts to assess the curriculum in accordance with accreditation standards.

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

The English language and literature program encompasses 8 objectives. These objectives include the development of all four skills of the English language of students (speaking, writing, reading and listening); the development of effective communication skills on a wide range of problems and topics, knowledge of the distinct process of the unique language and culture of the British nation, as well as the dynamics of history; implementation of a research project, identification of the research topic, use of the techniques necessary for the execution of the bachelor's project. (Programme, Pages 4 and 5). These outlined objectives partially align with the program content and anticipated outcomes of the program's study courses.

The panel of experts recommends a thorough revision of program objectives. The first objective says: "Develop all four skills of the English language of students (speaking, writing, reading and listening)". This formulation covers only the first stage of language acquisition. The second objective is formulated as "Enable students to communicate on a wide range of problems and topics, at the level corresponding to the B2+ level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)". This outcome should be covered by the first and second objectives, because it overlaps with other objectives that focus on communication and language proficiency.

The third objective is formulated as "Enable the program alumni to know the distinct process of the unique language and culture of the British nation, as well as the dynamics of history". Although this is a poorly written objective, many things are combined here. In fact, it should be a result that reflects theoretical knowledge of the field, without which the program can achieve the outcomes set by the qualification. The fifth objective says "Enable the program alumni to analyse the text of different genres using the appropriate linguistic terminology, to interpret the text and provide adequate translation in the appropriate style and register"; This outcome combines all the goals where the topic of the literary text is mentioned, however, it is not stated anywhere that the study of translation techniques is intended by the program, and it is a compulsory course;

The sixth objective is formulated as "Enable the program alumni to analyse and use parts of speech/sentences considering their morphological-syntactic characteristics and functional features, using appropriate terminology, which ensures full-fledged communication in the target language both orally and in writing. Regarding this objective, knowledge of the practical language should be marked, as the objective cannot only be analysis and study. The seventh objective that says "Enable the program alumni to know the main representatives of English literature and artistic texts; to understand trends in English literature" should be also revised. Namely, together with this objective, the objective of analysis and interpretation, which is the result of studying the literature, should also be mentioned. The eighth objective is formulated as "Enable the program alumni to independently plan and implement a research project, identify the research topic, use the techniques necessary for the execution of the bachelor's project"; However, this objective does not correspond to the National qualifications framework. It is relevant for the 7th level

of qualification (master). The HEI should include the objective that would focus on the development of students' initiative and ability to carry out independent research.

Programme objectives are to certain extent 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. 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 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.

Concerning the internationalization of the program the panel of experts was informed by the rector that the HEI primarily focuses on outgoing mobility through different mobility programs. International students that study at the HEI are enrolled in programs offered in English and they are full time students. It is understandable as 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.

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 "English Stylistics," "Lexicology of the English Language," and the "Integrated English Language Skills" 1,2,3, 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 language and 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 "Phonetics of the English Language," "Introduction to English Philology", "History of England," "Theory of English grammar," etc. Additionally, the program emphasizes skill development aspects, particularly within practical courses such as "Listening and speaking," "Intensive reading," "Textual analysis and interpretation," and the "English Language Skills 1,2,3,4" courses.

As indicated in the self-evaluation report (SER), the program equips students with the essential skills and competencies necessary to fulfill the increasing demands of the local labor 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 endeavors, and advance their careers. Ultimately, this multifaceted preparation contributes to society's intellectual, moral, cultural, and socio-economic development

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 vision and mission, which is characterised by the following key elements: The University is an educational-scientific institution that supports socio-economic progress and develops values of Georgian and world culture based on modern knowledge (University vision). The University creates modern learning and the scientific environment by implementing innovative methods, as well as through

intercultural education and diverse university life. The University ensures upbringing a generation with democratic values that will be competitive at the local and international labor markets (University mission).

In the context of program development, during interviews with the head 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 the design of the study program that is to certain extent unique.

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 was conducted in the period of February-March 2023, covering the labor market of Georgia. It reveals that there is a growing demand for qualified specialists in the market, particularly in certain fields, also that there are specific trends in the labor market (for example, a higher number of respondents indicating a preference for specialists without extensive education but with relevant training and certification). The preference for English philology is recommended, as it is perceived as a high qualification despite not having the highest level of education, due to its relevant training and certification. There is a particular demand for specialists with advanced education in languages in certain organizations where language training is a major focus. For the majority of employees in the education sector, it is crucial to personally undergo training in the relevant competencies (language skills), as well as in teaching methods. However, the program offers just one course specifically dedicated to translation, alongside three elective courses related to English language teaching methodology. It's important to note that the program aims primarily to focus on English language and literature and is designed with a level-related approach, not primarily oriented toward translation or pedagogy. However, it incorporates the courses covering such aspects.

Aiming to strengthen the internationalization the HEI has signed memorandums of cooperation with the 32 foreign universities. In order to address the growing demands of the international education and labour market the HEI should further work on its internationalization strategy, including plans for international projects, student and staff exchange programs with foreign partner universities. Mobility exchange programs: As articulated by the Rector, the program envisions activities related to outgoing 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 labor 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 thoroughly revise program objectives and harmonize them with program learning outcomes.

Suggestions for the Programme Development

- It is suggested to the HEI to 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 type="checkbox"/>	x	<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 analyze the text of different genres using the appropriate linguistic terminology (blended, compound and derivative words); carry out the interpretation of a text and provide adequate translation in the appropriate style and register. However, the course Introduction to English Philology has only 4 ECTS and the English Stylistics has only 3 ECTS. The panel of experts recommends that the HEI assigns more ECTS to these core linguistic courses.

The Programme'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, awareness, skills, responsibility, and autonomy.

The Programme's objectives encompass ten key aspects. These objectives aim to develop all four skills of the English language in students (speaking, writing, reading, and listening); the ability of students to communicate on a wide range of problems and topics at the level corresponding to the B2+ level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR); knowledge of the distinct process of the unique language and culture of the British nation, as well as the dynamics of history, etc. (the program, pp. 4-5).

The stated objectives are linked to the intended outcomes of the program (Appendix 5, Programme pp. 52-53) 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 emphasizes proficiency in English at B2+ level for communication on a wide range of problems and topics.

However, when it comes to the outcome included in the skills section, which states the following: "After the completion of the educational program, the graduate settles communication on a wide range of problems and topics, at the level corresponding to the B2+ level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)," it does not seem realistic after meticulous analysis of the program and syllabi. The HEI should deliver accurate information, and instead of promising proficiency in English at the B2+ level, the realistic outcome would be: "the graduate settles communication on a wide range of problems and topics, at a level corresponding to minimum B2 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)." The program is structured to align with the specifications of the National Qualifications Framework by integrating a range of field-specific elements. These encompass both theoretical and practical courses, along with the Bachelor's thesis segment, designed to be either research-oriented or practical in nature. Linguistics, literary analysis, and translation are among the areas covered within the curriculum. The focus of the program is to provide students with a thorough grasp of the target language as well as a deeper understanding of the associated cultural and social milieu, literature, history, and cultural aspects. 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 of program graduates, enabling them to pursue further education at the next level. It was revealed during the interviews that the HEI distributed questionnaires to various stakeholders, including potential employers from diverse backgrounds, and their feedback was taken into account in the creation of the program. Graduates will have the opportunity to further their education at the next level. As mentioned in Substandard 1.1, the program is attentive to the principal demands of the labor market. Its primary objective is to educate graduates with the necessary knowledge and skills to meet the expectations of the labor market. The documents provided and the results of the interviews demonstrate that academic and invited staff involved in program development played a significant role in shaping the program's outcomes. During the interview sessions, employers emphasized that the university had considered their suggestions and initiatives, highlighting the university's responsiveness to input from external stakeholders. Employers also mentioned being briefed on the program's learning outcomes during the interview sessions. The active participation of stakeholders, including academic and invited staff, is supported by the documentation provided.

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;

- Self-Evaluation Report of Higher Education Programme;
- Website;

Recommendations:

- It is recommended to revise the learning outcome in the skills section as the realistic outcome that would result from the program would be “the graduate settles communication on a wide range of problems and topics, at a level corresponding to minimum B2 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).”
- It is recommended to revise the learning outcomes of the program and align them with the core subjects of the program.

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"/>	<input type="checkbox"/>	x	<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

The undergraduate educational programme **English language and literature** presented for accreditation is new and naturally, the analytical document for the assessment of learning results could not have been presented in the accreditation portfolio. However, the group of experts had the opportunity to get acquainted with the university regulation developed by the quality assurance service of the university, which describes the mechanisms for evaluating learning outcomes.

In the institution, the learning results are evaluated in a complex manner by both indirect and direct methodology, which in turn implies, in the first case, the survey of professors, employers, graduates and students, the analysis and comparison of the curriculum with similar programs and others, in which both the preparation and the results-determining phase are actively involved by the programme leaders. Programme staff are also active in these

processes. As for the method of direct evaluation of learning results, in this part, the academic performance of students is evaluated and the results of the evaluation process are analyzed. In the current process, the institution uses a number of tools as forms of assessment, including the assessment of individual processes of the educational process and its constituent methods (open question, theoretical question, presentation, practical work, project presentation, bachelor's thesis).

The current educational programme is new, therefore, the staff implementing the programme has determined potentially significant training courses in terms of achieving the learning outcomes of the program, namely: **Integrated English Language Skills III (B2+) (in English); English grammar II (B2+) (in English); Stylistics of the English language (in English); Theory and practice of translation; Functional grammar of the English language (in English); History of the English Language; theory of literature; English literature from 1901 to the present; History of England; British and American culture; research methods and bachelor project architectonics; text analysis and interpretation; practice; Bachelor project.** However, based on the sectoral approaches, it was important to evaluate the training courses of lexicology and English grammar theory, since the present training courses focus on the knowledge of the language system, which is the basic condition for obtaining philological knowledge, that is, for assimilating the theories of linguistics and literary studies, as well as for obtaining practical language competence. Due to the fact that the educational programme is new, a group of experts studied and analyzed in detail the specified training courses in the learning evaluation matrix, as well as their relationship with the programme results, in order to determine the accuracy of the methodology for selecting the selected training courses, with which the programme management would evaluate the achievement of the results outlined by the program. The analysis revealed:

- Outcome 2, which addresses the process of learning the dynamics of the history of language and culture, is not linked to any course in the history of literature, as are the courses in Textual Analysis and Interpretation and the English Press. However, as is commonly understood, the literary text, as well as the techniques of its analysis and interpretation, serve as valuable tools and various stages of historical and civilizational development. This is because texts, especially the written ones, serve as vast reservoirs of a nation's memory;
- Outcome 3 discussed the specifics of literary genres, where only the artistic forms of *ancient literature and mythology* were included in the study course, although the literatures of individual nations develop specific literary genres in the history of world literature. It is correct that the main specific features of the epic and lyric genres are fixed in the ancient literature, but it was also important to adapt the training courses to the given learning outcome, where a specific genre or a typical variation of this or that genre appeared in the national literature;
- Outcome 4 defines communication on a wide range of topics at B2 level, which is a rather general record and should be practically corrected, namely, communication means not only oral but also written communication, as evidenced by the specified training courses and the teaching methods contained in them (here practical courses are marked, as well as phonetics and a number of theoretical field courses, practice and undergraduate projects, translation training course). Thus, in this case, a wide range of topics should be corrected (in this direction, even a practical course reference would be enough!) And it is better to add a definition on a wide range of field topics to the record, thus justifying the agreement of field training courses to the present learning outcome;
- Outcome 5 - is directed to the linguistic analysis of the text, although it should be noted that a terminological change is allowed, in particular, the object of observation and analysis of the linguistics of the text is the type of the text, not the genre of the text, which requires the adjustment of the result in advance. analyzes texts of different genres using appropriate linguistic terminology (mixed, compound, derivative) words; performs text interpretation and adequate translation in appropriate style and register; To achieve this result, training courses are less effective: *Introduction to linguistics, introduction to English philology, lexicology (where the object of observation is mainly the vocabulary of the target language and methods of their analysis, their relationships).* However, the present result can be achieved by practice in training courses and a bachelor's project, along with the so-called master's degree. at the reinforcement level;
- Outcome 6 - refers to the morphological-syntactic analysis necessary for communication and the specified training courses to cover this outcome: English practical grammar, lexicology, text analysis and interpretation,

translation theory and practice; However, this result also includes modern spoken British language, as well as to a certain extent practice and undergraduate projects, which must present a unified result of mastery of oral communication in the English language;

- Outcome 7 - emphasis is placed on the study of the history of literature, however, the degree of complexity of the learning outcomes between the study courses, despite the diachronic process of the country's unified literary history, is incorrectly defined, namely, English literature before 1660 (introduction), English short story (in English: Introduction/enhancement/enhancement), English literature 1660-1900 (enhancement), English literature from 1901 to the present day (enhancement). The English story of the training course, which is read in English, requires clarification, and it is possible that in the above-mentioned periodization, the student already has some information about them both from a theoretical and a textological point of view, thus, the difficulty of the result should be determined from the competence of the course. In addition, this outcome will most likely include a course in textual analysis and interpretation, which is not marked on the map. It would be expected and necessary to mark the undergraduate project in this result, within the framework of which it is not excluded that the student would complete a small project on a literary text or author of a specific era, thereby demonstrating an enhanced competence in this subfield of philology;

The expert group believes that revising the mapping of learning outcomes to training courses is essential. This process serves as a crucial tool for the accurate analysis of the programme's learning outcomes and the determining their achievement.

The mechanisms of study evaluation within the programme are described in the university regulation, where specific indicators are defined, within the framework of which three evaluation levels are established: **Fail** (0-50 points), **satisfactory** (51-80 points), and **pass** (81-100 points). Procedurally, the evaluation of the learning results of the programme by direct methods will be carried out in two stages, according to which the results will be ranked according to the points in the first stage. Within 20% of the aforementioned range, learning outcomes and ways of achieving it will be reviewed: It will also be reviewed if more than 35% of students receive an (F) failing/unsatisfactory grade. The need to respond will arise within two years of observation in two cases: a) in the case of a permanent difference in the marginal result established in the same study course; b) Based on the reasoned decision of the parties involved in the evaluation process. Obligatory training courses are subject to observation, in particular, those courses where the learning outcomes of the programme are reinforced. However, as already mentioned above, the group of experts believes that the competences of the training courses should be reviewed so that the standing result accurately determines the achievement of the goal. For each result, the institution has defined evaluation criteria for specific training courses. A map of educational programme evaluation indicators is also prepared separately, where only relevant evaluation criteria for a given training course are presented. However, this map is also subject to correction as educational programme goals and outcomes are clarified.

To achieve the learning outcomes of the program, the benchmark of the programme is set at 75% of students.

Based on the university procedures and the interviews conducted within the visit, it is confirmed that the analysis of the evaluation of the learning outcomes of the educational programs is shared with the implementing personnel involved in the educational programme and all interested parties. In the case of identifying a problematic issue and not achieving the benchmark, the staff implementing the programme begins to determine the appropriate measure and plan further activities, which is also confirmed by the regulations. The relevant administrative staff of the institution is involved in the present processes. The processes are monitored by the quality assurance service of the university with the active involvement of faculty coordinators.

Evidences/Indicators

- Educational programme;

- Maps corresponding to the program
- The evaluation mechanisms of programme learning outcomes are defined;
- Evaluation mechanism of the programme learning outcomes;
- Interviews conducted within the accreditation visit.

Recommendations:

- It is recommended to correct the map of compliance of learning outcomes with training courses in order to accurately analyze the learning outcomes of the programme and determine the attainability of sectoral competencies;

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	<input type="checkbox"/>	x	<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 program designed by Caucasus International University adheres to the regulations prescribed by Georgian legislative standards and is harmonized with the European Credit Transfer System (ECTS). Notably, the program is, mostly, tailored to the requisites of the first level of higher education, reflecting a balance between the curriculum's content and complexity.

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

Mandatory components: 180 credits, including:

- University mandatory study courses – 12 credits

- Faculty mandatory study courses - 9 credits
- Specialty mandatory study courses - 159 credits

Elective components: 60 credits, including:

- University elective study courses – 10 credits
- Faculty elective study courses - 8 credits
- Specialty elective study courses – 27 credits

Free Components: 15 credits

The subjects covered by the program mostly correspond to the teaching level. The content of the programme mostly ensure the individuality of the programme. The program includes theoretical and practical subjects which predominantly correspond to the objectives of the program. The programme considers new research findings and modern scientific achievements to some extent. The balance between the subjects forming literary and linguistic competences is more or less preserved. However, there are instances where the logical sequencing of subjects by semester is disrupted, leading to the issues concerning both the prerequisites required for certain subjects and the mastery of relevant competences (e.g. History of the English Language). (See 2.2. substandard)

Moreover, there are instances where the intended learning outcomes fail to encompass all the subjects outlined within the segment of mandatory subjects. For instance, one of the stated objectives is to "understand the distinctive processes of the language and culture of the British nation, along with historical dynamics," yet there exists a subject titled "British and American culture" in the mentioned segment. Thus, it is recommended to revise the learning outcomes of the program and align them with the core subjects of the program.

According to the curriculum, students commence their English language studies at the B1 proficiency level (Integrated English Language Skills I (B1)). The university has established a minimum threshold for English language proficiency, requiring prospective students to achieve a score of 25 points or higher in the national examination. It is conceivable that within these parameters, some prospective students may lack the requisite language proficiency necessary to pursue studies at the mentioned level.

Moreover, the university's current program does not include English language proficiency tests to ascertain students' linguistic abilities and subsequently assign them to appropriate language proficiency groups. In case of applying such an approach, the program will be more flexible while prioritizing students' best interests. Hence, the panel of experts recommends implementing language proficiency assessments at the university level to accurately place students into English language proficiency levels relevant to their knowledge and skills.

A critical observation, based on the analysis of the submitted documentation and interview results, 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 program's stated learning outcomes.

In response, it is highly recommended to undertake a comprehensive review of the curriculum, with a particular focus on assigning a relatively substantial number of credits to the key competence-forming subjects such as "Introduction to Linguistics", "Introduction to English Philology", "Theory of Literature", etc. (See 2.2. substandard).

The courses "History of England" and "British and American culture" should be elective courses in this program and not mandatory ones in the program in English language and literature. History of Literatures in English would be more relevant for the students. "British and American culture" can offer valuable insights into the socio-cultural contexts that have shaped English and American literature. However, the course "Language and Culture" will offer the possibility to include other English speaking cultures (Canadian, Australian, Irish, New Zealand English).

In the segment of specialty elective study courses, the university currently provides only one European language - German. This limited offering “constrains” students who wish to pursue a second language in their elective study courses to choose German. The university does maintain a language center where French and other languages are taught; hence, it is not a problem for the university to incorporate other languages along with German into the program, with due consideration for the students' best interests. Consequently, the expert panel thinks that it is recommended to revise the segment of elective study courses and enrich it with other languages.

Moreover, some subjects need to be renamed. Specifically, the courses FCE and Teaching Methods (TKT) should remove 'FCE' and 'TKT' from their names and instead include a more general title, such as 'General English' and 'Teaching Methods,' as these courses do not prepare students for the tests or require certification upon completion. Rather, they focus on teaching general methodology and the methodology of the tests. The courses Integrated English Language Skills I, Integrated English Language Skills II and Integrated English Language Skills III should be renamed to Practical language course I, Practical language course II and Practical language course III to better illustrate the aims of these courses.

Content of the programme depending on the specificity of the field of study and the level of the programme cannot be described as if it envisages key issues of internationalization. The program is primarily oriented to Georgian speaking students, which presents the greatest obstacle for incoming mobility. It was confirmed during the visit that all stakeholders contributed to the programme development, but the head of the program guided the whole process. The HEI ensures the publicity and availability of the information on the program.

Based on the results of the analysis of the documents submitted by the university, as well as interviews conducted with academic and visiting faculty, students, alumni, and employers, the expert panel posits that all aforementioned stakeholders played significant roles in the creation and development of the program.

The program's framework predominantly emphasizes aspects of internationalization. Specifically, certain courses integrated into the curriculum contribute to facilitating mobility opportunities for both students and faculty members. However, to enhance the internationalization aspects further, it is advisable to incorporate foreign professors into the program. This measure would, on one hand, enhance students' language proficiency and, on the other hand, bolster the program's international standing.

Information regarding the program is publicly accessible, and HEI ensures its availability on an official website.

Evidences/Indicators

- Self-assessment report;
- Educational program and the syllabi;
- University website;
- The memoranda;
- Results of the interviews.

Recommendations:

- It is recommended to conduct an English language test and assign students to appropriate English language proficiency groups;
- It is recommended to rename the courses FCE and Teaching Methods (TKT).
- It is recommended to sort the courses according to the fields.

Suggestions for the programme development

- It is advisable to incorporate foreign professors into the program.
- It is suggested to revise the program (considering the difficulty and prerequisites of the study courses) and modify the semester distribution of the subjects;
- It is suggested to enrich the segment of elective study courses of the specialty with other European languages;
- It is suggested to change the status of courses “History of England” and “British and American culture” to elective courses.

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	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

1.5. Academic Course/Subject

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

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 program in English Language and Literature at Caucasus International University, it is evident that the courses offered are mainly congruent with the anticipated program goal. Mostly, the courses' outcomes align with the fundamental requisites for an undergraduate degree.

Primarily, the ratio of contact and independent hours of the subjects included in the program is kept in view of the content of the subject. For example, the subject "Text Analysis and Interpretation" is given - 6 ECTS (150 hours), being distributed as: lecture – 12 hours, working in a group - 24 hours, individual presentation - 4 hours, midterm and final exams – hours, independent work - 106 hours.

Generally, a logical connection exists between the content and the expected results of the courses offered within the program. For instance, consider the course "English Lexicology"; the learning outcomes for this course encompass defining the concept of the word, naming sources of word origin and exotic words, determining the denotative and connotative meaning of the word and describing the orthographic and phonological system of the word. The course content is structured to align with the general outcomes of the program, ensuring that students acquire the intended knowledge and insights regarding the above-mentioned aspects.

However, there are some teaching courses where such logical connections are not observed and evident; in particular, in some teaching courses (e.g. "Introduction to Linguistics, Introduction to English Philology; Introduction to Literary Studies", etc.) the content, teaching methods and activities are not relevantly chosen, defined and arranged. In the teaching course "Introduction to Linguistics", students are expected to do some practical activities; however, the provided syllabus is quite vague and does not provide us with the information what kind of practical activities students are expected to do. To be specific, the description for each week's activities is the same and is not tailored to the topic envisaged by the week. In order to eliminate this vagueness, the expert panel met with the curator of the subject, but they were not provided with the requested information by the curator of the course. Thus, it is recommended to review the curriculum of the program and align the content and the expected results of the program in a number of syllabi mentioned above.

Moreover, there are instances where the logical sequencing of subjects by semester is disrupted, leading to the issues concerning both the prerequisites required for certain subjects and the mastery of relevant competences. For example, the teaching course - Integrated English Language Skills II (B1+) is a prerequisite for the course - "History of the English Language", whereas most textbooks are in English. Accordingly, the panel of experts believes that it is necessary to modify the prerequisite of the current study course and accordingly change the semester assigned to the current subject.

As mentioned in 2.1. substandard, a critical observation, based on the analysis of the submitted documentation and interview results, 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 program's stated learning outcomes. In particular, literary and linguistic competence-forming subjects - Introduction to Linguistics (5 ECTS), Introduction to English Philology (4 ECTS), Theory of Literature (4 ECTS), Stylistics of the English Language (3 ECTS), etc. - are not given relevant number of credits that may be enough for acquiring the material, doing the envisaged activities, developing transferable skills and achieving the stated learning outcomes. Thus, the expert panel believes that it is crucial to increase the number of credits of competence-forming subjects.

Following a thorough analysis of the program, it has been determined that students are required to undertake a bachelor's project in the 8th semester of their undergraduate studies, thereby earning 6 credits upon successful completion. In the 7th semester, students are obliged to take a course "Research methods and bachelor project architectonics" which is supposed to help them to effectively work on the mentioned project. After analysing the provided syllabus, it was determined that the syllabus integrated in the program focuses on social studies and

research methods in linguistics and literature are not taken into account. In addition, the purpose of the subject is **"to teach students modern research methods used in social sciences"**, which is inconsistent with the qualification awarded (in particular, the student is awarded a qualification in humanities). Accordingly, the expert panel believes that there is a need to revise the syllabus, modify its goal and integrate the textbooks that directly deal with research methods in linguistics and literature.

In a number of training courses, the connection between learning methods, achievement of learning outcomes and evaluation forms is not observed. In most cases, the assessment forms are templated and include presentations, midterm and final exams (written form - e.g. Introduction to English Philology, English Press, Research Methods and Project Architecture, English Lexicology, British and American Culture and more.).

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 into the courses' within the weekly topics could serve to achieve the set outcomes successfully.

The list of literature provided in the courses offered by the program spans a range of publication years. The selection of literature for each course is determined by the 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.

It is recommended that a practical language course should be included in the program to increase the possibilities for mobility programs, as it is known that the European framework recommends planning an integrated learning process in higher education.

Evidences/Indicators

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

Recommendations:

- It is recommended to review the curriculum of the program and align the content and the expected outcomes of the program in a number of syllabi;
- It is recommended to revise the structure of the program and study courses in order to clarify their prerequisites and semester placement;
- It is recommended to review and increase the number of credits of competence-forming subjects;

- It is recommended to review the syllabus “Research Methods and Project Architecture“, modify its goal and integrate the textbooks that directly deal with research methods in linguistics and literature.
- It is recommended to determine relevant teaching methods and evaluation forms for the courses in compliance with their specificity, complexity and transferability.

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
1.5. Academic Course/Subject	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	x
	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 program 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. In particular, citizens of Georgia holding a Certificate on Full General Education, who obtained at least 25 points in the English language at the Unified National Exams, have the right to enroll in the Bachelor's educational program in English Language and Literature.

As mentioned, the university has established a minimum threshold for English language proficiency, requiring prospective students to achieve a score of 25 points or higher in the national examination. It is conceivable that within these parameters, some prospective students may lack the requisite language proficiency necessary to pursue studies at the mentioned level.

Moreover, the university's current program does not include English language proficiency tests to ascertain students' linguistic abilities and subsequently assign them to appropriate language proficiency groups. In case of applying such an approach, the program will be more flexible while prioritizing students' best interests.

Hence, the panel of experts recommends increasing a minimum threshold for English language proficiency in the national examination and implementing language proficiency assessments at the university level to accurately place students into English language proficiency levels relevant to their knowledge and skills.

Admission/enrollment of students to the university without passing Unified National Exams is allowed according to the rules established by the legislation of Georgia (Law of Georgia "On Higher Education", Article 52).

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 program-specific requirements, the availability of human, financial, and material resources necessary for program implementation.

After obtaining the status of a student at Caucasus International University, a person is obliged to submit to the university a document confirming a complete general or equivalent education, and a person who is subject to military registration in the manner established by law should submit a document certifying military registration.

Enrolment in the Bachelor's Educational Program on the basis of mobility is allowed after the end of the first academic year of study. Mobility is possible twice a year, within the terms set by the Ministry of Education and Science of Georgia, following the mandatory procedures approved by the Act of the Director of the National Centre for Educational Quality Enhancement and the rules established by the University.

Enrolment in the Bachelor's Educational Program or transfer from a recognized higher educational institution of a foreign country is carried out based on the decision/consent of the Ministry of Education and Science of Georgia.

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

- The 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;
- Self-assessment report;
- Methodology for planning the number of students;
- University website;
- Results of the interviews.

Recommendations:

- It is recommended to increase a minimum threshold for English language proficiency in the national examination.

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
2.1 Programme Admission Preconditions	<input type="checkbox"/>	x	<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

After thorough examination of the program documentation for accreditation, alongside supplementary materials and interviews conducted with program implementers, it is affirmed that the Bachelor's program in English Language and Literature offers foundational research competencies at the undergraduate level. Notably, several courses within the curriculum incorporate elements conducive to research skill development, such as individual projects or reports, as observed in modules such as "Introduction to Literary Studies," "Introduction to Linguistics," and "Writing Skills", etc.

Furthermore, for the enhancement of research and transferable skills, the program mandates a module titled "Practice" (12 ECTS), integrating professional engagement with diverse employers. The memoranda outline practice opportunities spanning across pre-schools, general education institutions, educational establishments, tourist agencies, among others. However, specific allocation quotas for students within each institution remain unspecified.

As a result of interviews with employers, it is clear that students from Caucasus International University attending their schools or preschools will mostly be assigned to conduct a lesson, although they will certainly undergo training before they are given the opportunity to do so. However, it should be noted that there is a 60-credit teacher training program in Georgia, without which, according to the Georgian legislation, it is not allowed to work as a school teacher. The English Language and Literature program does not offer such a built-in program to students. Neither does the program offer the compulsory courses for the students to work on the methodology of teaching.

Consequently, the expert group believes that it is recommended that the program take into account the possibility of other practices rather than teaching at schools or other institutions. Various internships can be carried out - in translation bureaus, travel agencies, governmental and non-governmental organizations, where high competence of English language or sectoral English language is required. The university graduate who has not taken the additional teaching program with 60 ECTS should not be allowed to teach at schools.

In addition to practice, the Bachelor's program in English Language and Literature offers students a Bachelor's Project (6 ECTS), which can be either a theoretical work or a creative project. The research topic is chosen by the student and must be presented in writing at the end of the semester. According to the self-evaluation report, "the completion of the bachelor's project demonstrates the student's readiness to prepare and defend a thesis on a professional topic, reveals the skills necessary for the preparation and presentation of a written thesis at a high academic level, lays the foundation for the student to develop skills for independent work and scientific research". However, it is worth noting that according to the program, the course "Research methods and the architecture of the Bachelor's project", which precedes the undergraduate project and should prepare the student for the research/project to be conducted and written, is focused only on social research methods and does not include competence in the research methods of the specialty, be it linguistic or literary. Accordingly, the expert group considers it appropriate to revise this subject and adapt it to the needs of the field. Moreover, the Bachelor's project does not include the research component as students are supposed to analyse and present their analysis along with their interpretations. Therefore, the subject "Research methods and the architecture of the Bachelor's project" can be split as two separate courses.

Evidences/Indicators

- Self-evaluation report
- Memoranda with objects of practice
- The procedure for the completion and defense of the bachelor's thesis/ project
- Syllabi
- Interviews

Recommendations:

- It is recommended that the program take into account the possibility of other practices rather than teaching at schools or other institutions.

- The course “Practice” can become elective, or the subjects focusing on the teaching methodology (Teaching Methodology (TKT)) can become compulsory.
- The subject “Research methods and the architecture of the Bachelor’s project” can be divided into two separate courses. Moreover, the course “Research Methods” should be revised and adapted to the needs of the research methodology of English Language and Literature.

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"/>	<input type="checkbox"/>	x	<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

According to the syllabi, the Bachelor’s educational program in English language and literature employs a variety of learning and teaching methods:

demonstration;

discussion/debate;

method of working on the book;

practical tasks;

teaching through information technologies,

Brainstorming;

problem-based learning (PBL);

group (collaborative) work;

Intercultural method, critical thinking;

Project development/presentation.

These methods are relevant to the course content and ensure the achievement of learning outcomes, including the development of critical and analytical skills and autonomy. As well as this, the methods ensure that students are actively engaged in the learning process and also gives them autonomy and responsibility (e.g. presentations, reports, etc.). Nevertheless, it should be noted that numerous courses employ similar assessment methods and their descriptions are often similar across various syllabi. Thus, they are not flexible and do not envisage individual subject or student needs. Hence, it is advisable to revise the assessment system in general and adjust the teaching methods accordingly (naturally, taking into account the specifics of the study course).

In interviews, teachers noted their utilization of diverse digital platforms like Kahoot to enhance seminar engagement and retention. Additionally, the university utilizes Moodle and GONI, online platforms, for distributing assignments.

Evidences/Indicators

- Syllabi
- Self-evaluation report
- Interviews

Recommendations:

- It is recommended to revise the assessment system in general and adjust the teaching methods accordingly, taking into account the specifics of the study 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

The university's English language and literature programme is designed around a comprehensive 100-point assessment system, ensuring thorough evaluation of student performance. This system comprises weekly assessments, midterm exams, and a final exam, each contributing to the overall grade. Specific assessment criteria are outlined for each component, providing students with clear guidelines for evaluation. Additionally, the program aligns with the European Credit Transfer and Accumulation System (ECTS) standards, ensuring consistency and compatibility with international norms.

During a site visit, several key observations were made regarding the implementation of the education program. One notable aspect is the university's commitment to open communication between students, lecturers, and administration. Feedback mechanisms, such as consultation hours and monitoring by the Quality Service, are actively utilized to address student concerns and improve the learning experience. This proactive approach reflects the university's dedication to continuous improvement and student satisfaction.

Furthermore, the components and methods of assessment of each academic course consider the specificity of the course, correspond to the learning outcomes of this subject, and provide an assessment of the achievement of learning outcomes. This ensures that assessment strategies are tailored to the unique characteristics of each course or subject, aligning closely with the intended learning outcomes to effectively measure student achievement. Professors have the autonomy to select evaluation techniques that best suit the requirements of each subject, allowing for tailored assessments that accurately reflect student performance.

Moreover, appealing of students' assessment results is ensured and known to students in advance. Students have the right to appeal their assessment results, and procedures for doing so are clearly outlined and communicated to students beforehand, ensuring transparency and fairness in the appeals process. The students' assessment appeal process is transparent and objective, involving the review of evaluation results and decision-making by another evaluator if necessary. Additionally, evaluation results are analyzed, and the findings are utilized for the improvement of the teaching process. The HEI engages in systematic analysis of assessment data to identify areas

for improvement in teaching practices, curriculum design, and student support mechanisms, fostering continuous enhancement of the overall educational experience.

The requirements for the academic style of the thesis are known in advance to the students and are considered when evaluating the students' theses. Clear guidelines regarding academic style are communicated to students prior to thesis submission, ensuring that students understand and adhere to the expected standards when presenting their research work. However, it is important to note that, during the site visit, it became clear that students didn't know how to check if their work was original to avoid plagiarism. Therefore, it's important for the university to give students clear instructions on how to use plagiarism detection tools. This will help ensure that students maintain academic integrity and originality, which is crucial for upholding the university's standards of excellence in education.

In conclusion, while the university's structured assessment system, coupled with transparent communication channels and feedback mechanisms, creates a conducive learning environment that fosters academic excellence, there is room for improvement in addressing the lack of information regarding academic integrity provided to students. Continued efforts to address student concerns and implement comprehensive measures aimed at raising awareness about academic integrity will further strengthen the program's compliance and improve the overall quality of education delivery.

Evidences/Indicators

- Bachelor's educational program in English language and literature;
- Syllabi of the study courses;
- University educational process management electronic system - GONI;
- Self-assessment report;
- Interviews conducted during the site visit.

Recommendations:

- It is recommended to address the insufficient information provided to students regarding academic integrity, the university must implement comprehensive measures aimed at raising awareness and promoting ethical conduct among students.

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
2.4. Student evaluation	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<input type="checkbox"/>
	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

Throughout their academic journey, the university provides students with comprehensive support and guidance, empowering them along the way. Collaborative efforts from administrative and academic staff, including deans, academic process management specialists, quality assurance coordinators, and program heads, exemplify a commitment to student success by aiding in defining academic goals, navigating learning processes, and addressing any academic or administrative hurdles encountered. This multifaceted support system underscores the institution's dedication to fostering a conducive learning environment conducive to individual growth and achievement.

An essential aspect of the programme is the allocation of consultation hours by professors. Establishing consultation schedules at the onset of each semester ensures students have ample opportunities to seek guidance on course materials and educational processes. Transparency regarding consultation hours, outlined in syllabi and

prominently displayed within faculty premises, encourages student engagement with academic staff, promoting collaborative learning experiences and personalized academic support.

Additionally, the university leverages its electronic platform, “Goni”, as a pivotal tool in facilitating communication and information dissemination among students and faculty. Through “Goni”, students receive essential updates, access course materials, and engage in interactive discussions.

Despite its strengths, challenges persist in the administration of electronic exams through the Moodle platform. Technical glitches often disrupt the examination process, leading to delays and subsequent student complaints. While detailed rules and procedures have been developed to address exam administration on Moodle, including mechanisms for restoring missed exams, ongoing improvements are essential to ensure seamless and reliable assessments for all students.

Moreover, the programme offers students a diverse array of opportunities for engagement in local and international projects, events, conferences, research endeavors, and mobility programmes. Information dissemination about these opportunities, conveyed through various channels such as email and the university's internal platform, enriches students' academic experiences, fosters global engagement, and prepares them for professional growth on an international scale.

The university's Continuous Education and Career Development Service plays a pivotal role in supporting alumni in their employment pursuits. Organizing job fairs and consultations with representatives from leading organizations underscores the institution's commitment to alumni success and lifelong learning, ensuring seamless transitions from academia to the workforce.

In conclusion, the programme exhibits compliance with the requirements of the accreditation standard by prioritizing student support, fostering engagement, and providing avenues for academic and professional advancement. Addressing identified challenges and continuously enhancing support mechanisms will fortify the programme's effectiveness and uphold its commitment to delivering a high-quality education that meets the diverse needs of its student body.

Evidences/Indicators

- Rules on the educational process of the university;
- Provision of the Faculty of Social Sciences and Humanities;
- Provision of the Academic Process Management Service;
- Provision of the Digital Services Development Office;
- Provision of the library;
- University educational process management system, "Goni";

- Syllabi of study courses;
- Consultation schedule;
- Rules on conducting exams in Moodle;
- Materials depicting employment forums;
- Self-assessment report;
- Interviews conducted during the site visit.

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.

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

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and 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
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	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"/>

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

According to the self-evaluation form, 27 academic staff holding academic positions are involved in the implementation of the program. Among them are 4 professors, 18 associate professors, 2 assistant professors, 3 assistants, 12 lecturers. Based on the submitted personal files, the academic staff is mainly confirmed to have the necessary competence to carry out the relevant training courses. This is mainly confirmed by the scientific papers written last 5 years or by their other academic activities. Nevertheless, upon closer examination, certain areas have been identified, which carry a certain risk in terms of the successful implementation of the program. In particular:

1. The course - "British and American Culture" lacks confirmation of the lecturer's relevant qualification or research experience in British culture.
2. Similarly, the course on "Differences between British and American English (in English)", is given by a lecturer who has not been shown to have the appropriate qualifications or research experience to teach a course covering British and American linguistic differences.
3. The course - "Theory and Practice of Translation" is led by a lecturer who exhibits practical experience, but lacks qualifications for teaching the theoretical aspects of the subject. According to the interview with the head of the program, the choice was determined by her practical experience and that she teaches the same course at another university.
4. The course - "Modern British Spoken Language" is led by a lecturer who is not proven to have the appropriate qualifications or research experience to teach this subject.

The expert group believes that it is recommended that academic staff with relevant experience be selected for these or other courses.

The head of the program holds her Master's and Doctoral degrees in American Studies and her works mostly include this area. Even though she has demonstrated dedication and commitment to her role as the head of the department,

upon careful evaluation, it has been identified that there are certain areas where additional qualifications or expertise in the field of English language and literature could further strengthen the department. Thus, it is recommended that a co-head position be established within the department to complement the existing head. The co-head should possess qualifications and expertise that align closely with the field of the department.

It should be noted that during the interview, the staff noted that they were actively involved in the program development process and their recommendations on this or that subject were fully taken into account.

The program is also provided with an adequate number of administrative staff. The balance is visible between the affiliated academic and invited staff that ensures the sustainability of the program. However, the number of the academic staff with sectoral expertise, especially ones with PhD degree in the field could be added in order to have the adequate number of the academic staff and the number of students.

After the interviews with the academic staff, it has become evident that the current workload allocation for academic staff lacks inclusivity regarding research and scientific productivity hours. While student consultation hours are accounted for, it's concerning that the entirety of teachers' scientific endeavors is not encapsulated within the workload framework. Acknowledging the pivotal role of research and scholarly activities in fostering academic excellence, it's imperative for the university to revise its workload structure to adequately reflect the multifaceted responsibilities of its academic personnel, ensuring equitable recognition and support for both teaching and research pursuits.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁸	Including the staff holding PhD degree in the sectoral direction⁹	Among them, the affiliated staff
Total number of academic staff	27	12	9	20
- Professor	4	2	2	1
- Associate Professor	18	3	5	14
- Assistant-Professor	2	2	2	2
- Assistant	3	2	0	3
Visiting Staff	12	3	2	–

⁸ Staff implementing the relevant components of the main field of study

⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

Scientific Staff				–
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Evidences/Indicators

- Personal files of the academic and invited staff
- The program
- Self-evaluation form
- Interviews

Recommendations:

- It is recommended that academic staff with relevant experience be selected for all the courses.
- It is recommended that a co-head position be established within the department to complement the existing head. The co-head should possess qualifications and expertise that align closely with the field of the department.
- It is recommended to revise the university's workload structure to inclusively account for research and scientific productivity hours, ensuring equitable recognition and support for academic staff's multifaceted responsibilities.

Suggestions for Programme Development

- It is advisable to add the number of the academic staff with sectoral expertise, especially ones with PhD degree in the field in order to have the adequate number of the academic staff and the number of 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
4.1 Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	x	<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.

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

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			—
Scientific Staff			—

Evidences/Indicators

○ N/A

Recommendations:

○ N/A

Suggestions for the programme development

○ N/A

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
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

At Caucasus International University, a comprehensive protocol exists for the assessment of the activities of both the academic faculty and visiting scholars. This procedure 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.

The procedure used for the evaluation of academic and visiting staff:

- Every semester, the quality assurance service is obliged to evaluate at least 5 mandatory training courses of the specialty within the framework of each program;
- The quality assurance service is obliged to introduce the evaluation criteria to the academic, scientific and visiting staff of the university before the evaluation and to explain to them the content and need of the evaluation;
- The quality assurance service is obliged to notify the academic and invited staff in advance about the attendance at the lecture;
- The quality assurance service is authorized to conduct a survey of students and graduates about academic, scientific and visiting staff.
- The quality assurance service establishes the assessment form and criteria, and will personally inform the academic, scientific and invited staff of the results;
- Assessment is conducted every semester;
- The assessment can be carried out in full or selectively;
- The evaluation results are confidential for other academic/guest staff of the university;

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

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.

In order to improve access to international information-library databases, in 2018, Caucasus International University applied to Shota Rustaveli National Science Foundation to include the university in a consortium that has access to Elsevier databases.

From 2019, it became known that the consortium, in which only state universities were involved, will expand, private universities will also have the opportunity to join the Elsevier system and have access to the databases - Scopus, and Science Direct.

From 2009-2019, the university published a peer-reviewed, trilingual, international scientific journal "Herald of the Caucasus International University", the main directions of which are the research, coverage, and search for solutions to theoretical and practical problems in economics, business, law, politics, medicine, medialogy and other fields in modern conditions. In 2021, Caucasus International University started a bilingual online journal - "International Journal of Social Sciences", etc.

Material and financial resources supporting the implementation of scientific/research activities by academic, scientific and guest personnel are provided for in the budget of the faculty and the budget of the university, as well as in strategic development and action plans.

Evidences/Indicators

- Personnel statistics
- Quality assurance mechanisms, assessment results and their application procedure
- Order N164-22 - on determination of a one-time monetary bonus for the performance of the annual scientific workload of academic staff
- Academic/Visiting Staff Evaluation Forms
- 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

It was documented in the SER and further confirmed during interviews that the library has a diverse collection of books. Some of these texts, integral to mandatory course syllabi, are readily accessible to students in both physical and digital formats, meeting the requisite quantity and quality standards necessary for accomplishing the program's objectives and learning outcomes. Should the need arise, students or academic staff have the option to request the digitization of specific texts or the acquisition of new ones. Librarians are readily available to assist students with tasks such as scanning pages or making copies. The institution takes responsibility for keeping the program library, materials, information, and digital resources up to date. During the visit, it was confirmed that the library maintains all essential literature outlined in the syllabi, along with supplementary teaching materials essential for achieving program learning outcomes.

It is noteworthy that the university's GONI platform serves also as a convenient tool for efficiently disseminating materials. Educators have the ability to upload electronic versions of textbooks, supplementary articles, and their own instructional materials. Additionally, a newly introduced Lingaphone cabinet is available for language seminars.

Periodicals, digital resources, and international electronic library databases are readily accessible to students, facilitating their engagement with contemporary scientific advancements in the field and supporting the achievement of program learning outcomes. The librarian actively informs students about the availability of resources and provides guidance on their utilization.

Evidences/Indicators

- Visit to the library
- web-site
- Interviews with the university and faculty administration, the head of the 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

Both the faculty and the programme budget were presented in the accreditation programme package. The budgeting of the educational programme will be carried out from the general university budget.

In the accreditation process, only the budgetary data provided by the institution in 2023 were presented. The budget form included only operating costs, including salaries for administrative staff, translation and editing, programme accreditation, training of programme staff, consulting services, and other additional costs. Within the framework of long-term investment, the institution showed the following expenses: The costs of purchasing library book fund, equipment, inventory, and setting up the laboratory, which in this case were written for the fulfillment of separate tasks outlined in the preparation process of the programme.

The faculty budget was presented in more detail, providing greater clarity on additional expenses required for implementing the programme following its development.

After the meeting with the administrative and programme implementing personnel of the institution, it was revealed that the institution made the decision to invest in the implementation of this programme based on market research.

The group of experts discussed the presented materials and expressed the opinion that it would be desirable for the institution to calculate the potential budget in the accreditation portfolio, even for a new programme, by calculating all the estimated data that are generally needed for the successful implementation of a separate educational programme.

Evidences/Indicators

- Educational Programme Budget;
- Budget of Social and Humanitarian sciences

Recommendations:

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

Suggestions for the programme development

- It is desirable for the institution to always present potential budget calculations for a new educational programme with a detailed breakdown, so that the group of experts has a perfect

idea of the data of the budget part calculated for the implementation of the educational programme in order to form specific views regarding the successful implementation of the programme.

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

4. Providing Teaching Resources	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	x
	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

The quality assurance service at CIU relies on both the regulations and norms in force in the Georgian and international educational space, as well as on a number of important regulations developed by the management of the institution. The regulations and norms operating in the institution are based on the mission and values of the university. The quality assurance service in the institution organizes and manages the teaching-learning, research, management and service processes. The university disseminates innovations as well as plans, and updates the

evaluation processes. The quality assurance service operates on a two-tiered principle, comprising the central office of the quality assurance service and subordinate faculty sectoral coordinators. These coordinators are extensively involved in the development of current processes to the fullest extent possible.

The main tasks of the quality assurance service are developed in three main directions:

- determining compliance of educational programmes with accreditation standards;
- Enhancing the academic examination criteria and refining both the indicators for academic assessment and the technical monitoring of educational programs being integral components of ongoing efforts to elaborate upon, develop, and improve the educational evaluation framework.
- organization of internal evaluation of educational programmes and preparation of external evaluation processes.

The activities of the quality assurance service are detailed in ***the regulation of the quality assurance service of the LLC-Caucasus International University*** (Approved by Chancellor's order N01-52 of April 30 2018). It is important that the institution's quality assurance service has developed **the rule of planning, development and cancellation of the educational programmes**; All the above-mentioned documents have been prepared in accordance with the quality assurance standards and guidelines of the European Higher Education Area (ESG), the law of Georgia on higher education, the standards of authorization of higher education institutions and accreditation of higher education programmes, the university's charter, mission, strategic development plan, action plan and other regulations that are aimed at the continuous development of institutional quality.

The activity of the quality assurance service is defined as a transparent and permanent action based on academic integrity and accountability, which is the most important prerequisite for the continuous development of the institution. The document is precisely written and includes all the details important for the development of the academic institution, such as the monitoring and evaluation of the educational process; designing and development of educational programmes; evaluation and improvement of educational resources, services.

The expert panel also got acquainted with the procedure for planning, development and cancellation of programmes. The basis for the proper development of these processes is the active and continuous involvement of all stakeholders in the academic processes, so that the educational programmes constantly respond to the latest challenges.

During the accreditation period, the quality service studied new operational documents and regulations. Not only the quality assurance service of the institution, but also faculty sectoral quality coordinators were actively involved in the above-mentioned processes. With the involvement of the staff and the support of the quality assurance service, the process of self-evaluation of educational program was carried out.

The labor market research was conducted and the results were analyzed. On the basis of the analysis of the labour market research materials, the expert panel believes that it will be better if the presented labor market results are based on a wider range of research and data. In the next stage, the self-evaluation group in cooperation with the quality assurance service led the self-evaluation process. During the evaluation process, a package of changes was prepared and defined, which was also reflected in the program portfolio.

The quality assurance service is based on the universally established principle - "plan, do, check, act", which is an effective opportunity to improve the quality of the educational programme. The research carried out by the quality service should be named as a decisive activity of the given cycle. As a result of the study of the qualitative part of this research, the quality assurance service of the institution not only determined the strengths and weaknesses of the educational programmes, but also introduced a number of innovations in the educational programmes within

the framework of the measures set by them. Acquaintance with internal evaluation materials showed that the institution sees internal evaluation as a kind of prerequisite for external evaluation, which is realistic and feasible.

Evidences/Indicators

- The regulation of the quality assurance service of the LLC-Caucasus International University (Approved by Chancellor's order N01-52 of April 30 2018);
- The rule of planning, development and cancellation of the educational programmes;
- Market research;
- quality assurance service studies (surveys);
- Reports of quality assurance service;
- SER;
- interviews during the visit;
- actual circumstances.

Recommendations:

- It is recommended to regularly prepare workshops for the academic and invited staff, students and employers participating in the educational programme, in order to get them acquainted with the news related to the topics of quality development and actively participate in the development of internal quality.

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	<input type="checkbox"/>	x	<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

In matters of quality assurance, the university closely cooperates with the LEPL National Centre for the Education Quality Enhancement, foreign and other Georgian universities. CIU uses the following external quality assurance mechanisms: a) authorization and accreditation carried out by the LEPL National Centre for the Education Quality Enhancement; b) in order to improve the program, formative collegial assessment by Georgian and/or foreign colleagues employed in other higher educational institutions.

Since the current program was new, the university tried to evaluate it externally. In the process of designing the bachelor's program, the program was evaluated by 1 foreign and 2 Georgian external experts, most of whose recommendations were considered during the development of the program. The external evaluations have been complemented by the results of the analysis of the programme. The educational programme implementers used the results of the external evaluation as much as possible, which allowed the group working on the self-evaluation report to accurately define the weak and strong points of the educational programmes. From the point of view of external evaluation, the educational programmes also made good use of the document of the sectoral benchmarks of higher education in the field of language acquisition supported by the NCEQE and prepared by the group of experts, which served as a guide in the process of standardization of educational programmes in certain details.

As part of the external evaluation, the experts gave a number of recommendations for the programme. As well as after the analysis of the employers, a number of positions and opinions focused on the development and improvement of the educational program were identified, which were reflected in the programme.

The expert panel also believes that although a sectoral benchmark has already been developed in the field, it was desirable for the institution to also prepare an in-depth comparative analysis of similar educational programmes of the Georgian higher education institutions in order to highlight the place of this programme in the Georgian educational space.

Evidences/Indicators

- Educational programme and the syllabuses of the academic courses;
- Decision of the authorization council of the LEPL National Centre for the Education Quality Enhancement on the granting of authorization to the university;
- External expert evaluations of the bachelor's program in English language and literature;
- The rule of planning, development and cancellation of the educational programmes;
- quality assurance service studies (surveys);
- SER;
- interviews during the visit;
- actual circumstances.

Recommendations:

- It is recommended to expand the area of external collegial evaluation in order to present the validity of the educational programme in the Georgian labour market and to expand the scope and quality of their internationalization, to move the educational programme to a new stage of development.

Suggestions for the programme development

- It is desirable for the institution to prepare an in-depth comparative analysis of the similar educational programmes of the Georgian higher education institutions in order to highlight the place of this programme in the Georgian educational space.

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	<input type="checkbox"/>	x	<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

The quality assurance service at the CIU ensures the monitoring of the learning outcomes of educational programmes and the implementation of the tasks provided for in the action plan, and the preparation of the corresponding report, which will be submitted to the rector and the academic council. Evaluation and monitoring of educational programmes is ongoing; however, it is desirable for the institution to develop a monitoring methodology based on specific cases, and if there is one, the monitoring process will be planned in an extraordinary manner in order to study the issue under consideration.

In the process of monitoring educational programmes, the quality assurance service uses both internal and external evaluation mechanisms. With the aim of monitoring the program, the quality assurance service uses specially prepared questionnaires through which it carries out:

1. Evaluation of the study course, academic and guest staff by students at the end of each semester;
2. Program evaluation by academic/invited staff;
3. Alumni Survey;
4. Survey of potential and actual employers;
5. Evaluation of the program by an independent expert.

The following data is checked at several stages of the monitoring process:

- relevance of the programme and its individual components;
- comparison and analysis of educational material at all three levels;
- the validity of individual criteria of the evaluation system in relation to academic courses;
- evaluation of study and exam materials;
- observation of educational and examination processes;
- analysis of exam results;
- to evaluate the activities of academic and scientific personnel;
- processing student survey data;
- Analysis of student learning outcomes, including exam results (the preparation of which is carried out on the basis of the electronic learning base).

Based on the data analysis, the quality assurance service develops a recommendation document, the study of which and the planning of further measures shall be carried out with the involvement of quality sectoral coordinators at the relevant faculties. The monitoring process in the institution has a systematic nature, which means that data collection, processing and analysis are systematically carried out, accordingly, separate measures are planned to improve the matter, in which the stakeholders are actively involved.

According to the expert group's opinion, it would be desirable to review all the recommendations made by experts before the program starts functioning within the framework of monitoring, even though the offered study program is new.

Evidences/Indicators

- Educational programmes and the syllabuses of the academic courses;
- The regulation of the quality assurance service of the LLC-Caucasus International University (Approved by Chancellor's order N01-52 of April 30 2018);
- The rule of planning, development and cancellation of the educational programmes;
- Monitoring mechanisms of student learning outcome and their analysis;
- Evaluation Mechanisms of Program Learning Outcomes (PLO);
- Reports of quality assurance service;
- SER;
- interviews during the visit;
- actual circumstances.

Recommendations:

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

Suggestions for the programme development

- It is desirable to review all the recommendations made by experts before the program starts functioning within the framework of monitoring, even though the offered study program is new.

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

5. Teaching Quality Enhancement Opportunities	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"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: Caucasus International University

Name of Higher Education Programme, Level: English Language and Literature, Bachelor's Educational Progra

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 type="checkbox"/>	x	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Nihada Delibegović Džanić, 

Accreditation Expert Panel Members

Revaz Tabatadze, signature 

Sopio Totibadze, 

Nino Kimeridze, signature 

Lika Kvinchia, signature 