



NATIONAL CENTER FOR
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ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Theology-History of the Church of Georgia, Doctoral Educational Program

LEPL - Georgian Technical University

Evaluation Date(s): 1 November 2024

Report Submission Date: 27 December 2024

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Georgian Technical University
Identification Code of Institution	211349192
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)	თეოლოგია-საქართველოს ეკლესიის ისტორია
Name of Higher Education Programme (in English)	Theology-History of the Church of Georgia
Level of Higher Education	8 th , Doctoral Programme
Qualification to be Awarded ²	Doctor of Theology
Name and Code of the Detailed Field	Religion and Theology 0221
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	55
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Conditionally accredited 13.01.2023; № 23934
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

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

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

Since 2016, the doctoral educational programme "Theology" has been implemented at Georgian Technical University, at the Faculty of Business-Engineering and has been granted accreditation by the decision of the Accreditation Council of Educational Programs №. 57 on 19 July 2016. In accordance with Resolution No. 19/87 of 16 May 2016, the Academic Council of Georgian Technical University, in consequence of the reorganisation of the Faculty of Business-Engineering, established the Faculty of Engineering Economics, Media Technologies and Social Sciences. As a result of this development, the doctoral educational programme "Theology-Georgian Church History" is currently operational at the aforementioned faculty. It was developed in accordance with the scientific trends of the 21st century and provides an understanding of the main issues of the humanities and social sciences, which are presented in the form of a triad – "Religion, thought, science" (self-evaluation report, p. 4).

The main objective of the doctoral programme in the history of the Church of Georgia is to provide students with the necessary cognitive and methodological tools to conduct research in this field. The programme is developed according to the European Credit Transfer System (ECTS) and allows students to obtain 55 credits over a minimum of three years. The first semester comprises four compulsory study components, including a thematic seminar (30 credits in total). The second semester comprises two compulsory study courses, a professor's assistantship and four elective study courses, from which the doctoral student selects two (25 credits in total). In the second semester, doctoral students commence implementation of the research component. This comprises the following stages: research project/prospectus, colloquium 1, colloquium 2, colloquium 3, pre-defence, and defence of the thesis. It is obligatory to adhere to the prescribed order of the research component, as completion of each stage is a prerequisite for the next (Doctoral Educational Program, p. 2). The programme's academic staff is comprised of five professors and three associate professors. The curriculum vitae of the academic staff demonstrates their abilities and competencies, which are essential for assisting students in attaining the programme's learning outcomes. All members of the academic staff are active researchers with a substantial publication record in theological and historical fields. In their interviews, students expressed a high level of satisfaction with the programme and the degree of support they receive from their supervisors. The ratio of eight staff members to five doctoral students is optimal and ensures the programme's long-term viability, even if the number of students increases in the upcoming years.

▪ Overview of the Accreditation Site Visit

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

The site visit was conducted on Friday, 1 November 2024 at the Georgia Technical University, where the doctoral studies programme is based. The visit was meticulously organised by the representatives of the Higher Education Quality Assurance Department of the National Center for Educational Quality Enhancement (NCEQE), who played an instrumental role in coordinating all meetings and ensuring punctuality. The site visit involved a series of meetings with the Vice-Rector, the Dean of the Faculty of Engineering, Economics, Media Technologies and Social Sciences, the Head of the programme, the self-evaluation team and the academic staff, the programme students and alumni, the representatives of the Quality Assurance Office and with the employers. Following the conclusion of the meeting, the panel expert had the opportunity to work on the basic findings and subsequently present them to the Dean of the Faculty, the Head of Programme and members of the self-evaluation team.

The expert panel was received warmly during the meetings, and all people associated with the doctoral programme were willing to answer the questions and provide clarifications. The panel posed, among others, a number of challenging questions regarding the potential shortcomings of the programme, and it sought suggestions based on individuals' personal experiences. During the discussions with doctoral students and alumni, there was occasionally an impression that they were hesitant to offer critical opinions. However, the expert panel is confident that the responses provided were genuine and sincere, and it is grateful to all those who participated in the discussions for their cooperation. The discussions were conducted in Georgian, but there was always a simultaneous translation in English, which was of an excellent standard, ensuring effective communication and avoiding any delays. During the visit, the expert panel requested additional documents, which were subsequently provided. However, the majority of these documents were only available in Georgian.

The site visit also included a tour of the university campus, during which the expert panel was given the opportunity to visit the offices, lecture and seminar rooms and labs, the university chapel, and the library. All facilities were found to be satisfactory and sufficient to ensure the uninterrupted functioning of the programme.

- **Brief Overview of Education Programme Compliance with the Standards**

In consequence of the last evaluation process, the education programme was modified in 2024, considering the recommendations and resulting in significant changes. The expert panel acknowledges the efforts made in integrating the recommendations into the programme and to ensure compliance with the accreditation standards. The most notable changes are the introduction of the "Old Georgian Language" course, the implementation of more exacting admission criteria, enhancements to the content, description and literature of all courses, and the modification of the learning outcomes. While not all recommendations were implemented, and some inconsistencies and weaknesses remain, as will be explained in the following sections, the modifications that have been made constitute a significant improvement.

In general, the programme has strengths as the highly qualified academic staff, the supervision and support of the doctoral students, which is reflected in their satisfaction, the well-organised courses, and the satisfactory material resources. Areas for potential improvement include further specification of the admission criteria, enhancement of the interdisciplinarity of the programme, and the development of a comprehensive internationalisation strategy. The programme is fully supported by the university authorities and could attract a larger number of students. Perhaps the Church of Georgia could provide greater support, for example by encouraging some of its clergy and theologians to enhance their education by attending this programme, which is dedicated to the study of its history, or by supporting it financially through scholarships.

Standard 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme – Substantially complies with requirements

Standard 2. Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering – Substantially complies with requirements

Standard 3. Student Achievements and Individual Work with Them – Substantially complies with requirements

Standard 4. Providing Teaching Resources – Substantially complies with requirements

Standard 5. Teaching Quality Enhancement Opportunities – Complies with requirements

▪ **Recommendations**

Component 1.1

- o It is recommended that the interdisciplinarity of the programme be enhanced and that an internationalisation strategy be developed.

Component 1.2

- o It is recommended that the interdisciplinarity of the programme be enhanced.
- o It is recommended that the process of developing the learning outcomes be specified. It is recommended that it involves all stakeholders (academic staff, visiting staff, students, graduates, etc.)

Component 1.3

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Component 1.4

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Component 1.5

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Component 2.1

- o It is recommended, that the program develops more precise and rigorous admission requirements for students without a MA in theology. In particular, the program should specify how many ECTS in theological and methodological courses are required to be admitted to the program.
- o It is recommended to develop detailed evaluation criteria for the research project required for admission.
- o It is recommended, that all the necessary information for admission to the program must be placed on the webpage in a consistent way (no difference between the information in Georgian and English; As well as in the Self-Assessment report itself).

Component 2.2

- o It is recommended to oblige students of the doctoral program to submit research results at least one international symposium, conference, congress or forum and, also, foreign internationally indexed journal, before defending the dissertation.

Component 2.3

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Component 2.4

It is recommended to ensure proportion of theologians involved in the Dissertation Thesis Defense Panel to be increased, as well as ensure reviewers are field experts who evaluate research in the theological field.

Component 3.1

- o It is recommended that doctoral students be provided with detailed information about the opportunities available to them, including the option of attending conferences, conducting research abroad and publishing their findings on an international scale. Therefore, it is essential to publish all major events, such as conferences and symposiums on University/Faculty's website.
- o It is recommended that the institution publishes the consultation hours and ensures they are accessible to the students

Component 3.2

- o It is recommended to offer a series of training or ensure guidance from supervisors to students on how to use scientific databases
- o It is recommended to supervisors to emphasize equipping students with the necessary knowledge and skills in academic writing, including the structure and guidelines for preparing a dissertation and scholarly articles.

Component 4.1

- Taking into account the small number of academic staff with a doctoral degree in theology or history employed in this program, it is recommended to hire more affiliate staff that will be also considered to be supervisors for this program.

Component 4.2

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Component 4.3

- It is recommended that various activities for staff professional development, as well as scientific activities organised by the programme, including conferences, workshops, lectures, and research opportunities abroad, trainings and etc. are recorded and displayed in staff's personal files or on the programme website to make results accessible.

Component 4.4

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Component 4.5

- It is recommended that the budget ensures financial support for students and that students are provided with a clear and transparent understanding of the available financial support.

Component 5.1

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Component 5.2

- It is recommended to ensure the programme group has fully considered all recommendations received in previous accreditation process.

Component 5.3

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▪ Suggestions for Programme Development

Component 1.1

- It is suggested that the faculty's website in English be improved.

Component 1.2

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Component 1.3

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Component 1.4

- It is suggested to reexamine the balance between the general (methodological, communicative, and teaching) courses and the specialised courses in the history of the Church of Georgia.
- It is suggested that greater use of foreign language literature, presentations in a foreign language and the involvement of foreign staff in the development of the programme should be promoted to support the internationalisation of the programme.

Standard 1.5

- It is suggested that a larger proportion of the recommended literature be made available in foreign languages, which could be valuable for the students' research.

Component 2.1

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Component 2.2

- It is suggested to contribute to the development of the PhD-students' language skills and competencies.

Component 2.3

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Component 2.4

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Component 3.1

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Component 3.2

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Component 4.1

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Component 4.2

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Component 4.3

- It is suggested that the programme adopt a strategy of fostering mobility agreements and participating in international projects.

Component 4.4

- It is suggested that the teaching staff invest more time in familiarising the students with the research opportunities that the available databases offer and motivate them in using them regularly.

Component 4.5

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Component 5.1

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Component 5.2

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Component 5.3

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

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

The Expert Panel has received the Argumentative Position the argumentative position of the LEPL - Georgian Technical University accreditation evolution of "Theology-History of the Church of Georgia" doctoral educational program. It keeps all recommendations as previously discussed and would like to respond briefly to some of the points raised:

The expert panel fully acknowledges the efforts made to integrate the recommendations of the previous evaluation into the programme and to ensure compliance with the accreditation standards and concludes that the programme substantially complies with the requirements of the accreditation standard I. The recommendation to enhance the interdisciplinary nature of the programme does not imply that it is lacking, but that it can and should be further developed. The corresponding recommendation to develop an internationalisation strategy takes into account that the Georgian Technical University has a unified strategy for the internationalisation of educational programmes and encourages the doctoral programme "Theology-History of the Church of Georgia" to specify its own internationalisation strategy within the broader strategy. It is certainly to be welcomed that this recommendation is considered entirely acceptable and moreover that efforts in this direction have already begun, as confirmed by the two activities, namely the 35th International Hegel Anniversary Congress held in Tbilisi and the Memorandum of Cooperation signed with the University of St. Andrews, which are mentioned in the argumentative position. Activities such as these promote the interdisciplinarity and the internationalisation of the doctoral programme and are of course in accordance with the suggestions of the expert panel which include "the organisation of conferences, the invitation of professors from other disciplines or from abroad to deliver lectures, the establishment of Erasmus partnerships or bilateral agreements with universities that offer similar programmes, and the encouragement of students to undertake part of their research abroad".

Concerning the recommendation for Standard 2.1, the university claims that the programme already has clear and distinct prerequisites for admission, but the experts disagree with this position, in particular: The university has sent a document (which is not related to the decision or procedure of its specific structure), which provides only a general definition of the admission criteria, which are not explained precisely. Moreover, 40% of the assessment in this document is given to motivation, which cannot accordingly ensure the assessment of relevant knowledge and competencies for admission into the program, given that the experience-related criteria do not have minimum requirements. According to the Framework for Doctoral Education (that is used during the accreditation evaluation of the doctoral educational programme together with the accreditation standards of higher educational programmes, see <https://eqe.ge/ka/page/static/1102/sadoqtoro-safekhuris-ganatilebis-charcho-dokumenti>), the relevant work experience is two years.

The university also does not acknowledge that there are some inaccuracies in the information sent to the experts and on the university website.

According to the above, the recommendation is formulated as follows: It is recommended to develop detailed evaluation criteria for the research project required for admission.

In the recommendation related to 2.2, the university refers to the GTU Doctoral Regulations, which stipulate the obligations to present the main results of the doctoral research and three articles in a scientific journal indexed in Web of Science, Scopus, Google Scholar, or another relevant database stipulated by the doctoral program. However, students are not obliged by the program or the said regulation to present the research results internationally and publish at least one article in a foreign journal, which is a requirement of the Framework for Doctoral Education mentioned above.

Regarding the university's position that 60% of the members of the dissertation defense committee hold PhD in theology, this information is inaccurate, based on the relevant documents sent to the GTU and an expert examination of the CVs of the said members (published on the university's website) for the last three defenses.

Finally, as a general comment on some of the other responses from the doctoral programme, the expert panel made recommendations on areas where there was room for correction or further improvement, noting that many practices were not fully understood by the doctoral students.

- 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 main objectives of the doctoral programme "Theology - History of the Church of Georgia" are to train professional academic staff in the field of Theology - History of the Church, who will be able to conduct interdisciplinary scientific research, to correlate theological directions and issues of the history of the Church of Georgia, to provide theological interpretation of historical events and to explain the historical circumstances of certain religious processes. These objectives are realistic and achievable, reflect the knowledge, skills and competences that the programme aims to develop in graduate students and respond to the needs of the Georgian society. The programme combines in its name the science of theology with a specific field, the history of the Church of Georgia, following the example of many highly esteemed universities - such as those mentioned in the document "Program-Theology-History of Georgian Church", p. 3 - and awards its graduates the title of Doctor of Theology. The doctoral programme is considered significant for Georgian society because of the long-standing historical and cultural ties between the nation and the Church. The set of knowledge and skills that the programme aims to develop in graduate students is clearly defined in the self-evaluation report and refers to the ability to conduct research and to analyse, explain and solve complex problems of a historical, social, religious and cultural nature. As is it stated, the development of scientific research in the field of the history of theology and the training of highly qualified specialists are crucial for the success of interconfessional and intercultural dialogue, especially in a region with diverse religious and ethnic groups. The programme enjoys the full support of the University, as evidenced by the interview with the University authorities. The purpose of the program aligns with the mission, values, goals and strategy of Georgian Technical University, as outlined on the university's website (<https://gtu.ge/en/GTU/About/mission.php> and <https://gtu.ge/en/GTU/About/strategy.php>). It is offered by the Faculty of Engineering Economics, Media Technologies and Social Sciences. This places the programme in an interdisciplinary environment that can foster collaboration and interaction between theological, historical and socio-cultural perspectives. However, this potential has not yet been fully realised, indicating a

need to enhance the interdisciplinary of the programme. The expert panel fully recognises the significance of the programme for advancing knowledge and contributing to Georgian society.

The promotion of internationalisation is identified in the self-evaluation report (p. 20) as a priority area of the strategic development plan of the Georgian Technical University (Strategic direction 5, <https://gtu.ge/en/GTU/About/strategy.php>). Nevertheless, the effort in this direction is rather weak. The self-evaluation report makes only a few references to the efforts made to internationalise the programme. However, during the discussion with the programme director, several such efforts in this direction were presented. These included the organisation of an international conference by the programme, educational visits to historical sites, and the provision of opportunities for students to travel abroad for the purposes of research. It is, of course, understandable that a curriculum focused on the history of the local church would primarily utilise its own resources. However, it is undoubtedly beneficial for research purposes to create or strengthen international contacts, which could contribute to an examination of how the history of the Georgian Church is perceived internationally, both by other Orthodox Christians and more widely by others, Christian and non-Christian alike. It is recommended that the interdisciplinarity of the programme be enhanced and that an internationalisation strategy be developed. This could be achieved through the organisation of conferences, the invitation of professors from other disciplines or from abroad to deliver lectures, the establishment of Erasmus partnerships or bilateral agreements with universities that offer similar programmes, and the encouragement of students to undertake part of their research abroad.

The programme is accessible via the faculty's website. However, only the Georgian site contains all the necessary information. It is suggested that the respective English site be improved.

Evidences/Indicators

- Self-Evaluation Report
- Development Strategic Plan of 2022-2028 Academic Years of Georgian Technical University (<https://gtu.ge/en/GTU/About/strategy.php>)
- Mission, vision and values of Georgian Technical University (<https://gtu.ge/en/GTU/About/mission.php>)
- Description of the Doctoral Program
- Syllabi of the courses
- Previous evaluation report
- Law on higher education
- Interviews

Recommendations:

- It is recommended that the interdisciplinarity of the programme be enhanced and that an internationalisation strategy be developed.

Suggestions for the Programme Development

- It is suggested that the faculty's website in English be improved.

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

1.2 Programme Learning Outcomes

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

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

Upon completion of the programme by writing and defending a thesis, graduates will have acquired the skills and knowledge necessary to conduct high-quality theological research in the field of the History of the Church of Georgia, engage in scholarly discourse, and educate future scholars in this field. The learning outcomes are described in the self-evaluation report (pp. 7-8) and in the document "Program-Theology-History of Georgian Church" (pp. 3-4). They can be summarised as follows:

1. Problem Definition and Methodology: Graduates are able to identify research problems and establish appropriate methodologies for scientific research.
2. Multidisciplinary Analysis: Graduates are able to analyse interdisciplinary data relevant to the history of the Church of Georgia and interpret theoretical, empirical, and religious trends.
3. Analytical Methods in Theology: Graduates are able to apply advanced analytical methods in theology, using knowledge from the latest theological research to understand text structures and typologies.
4. International Research Publication: Graduates are able to publish research findings on an international scale, subject findings to critical assessment, and develop new methodologies to address theological and historical discussions.

5. Effective Knowledge Presentation: Graduates are able to present their knowledge of Georgian church history in a clear and persuasive manner, thereby fostering new theological insights and historical interpretations.
6. Professional Values: Graduates are able to uphold and advocate for values in the field of religious worldview.
7. Independent Teaching: Graduates are able to teach independently, using innovative methods to engage students in critical analysis.
8. Scientific Interpretation of Historical Sources: Graduates are able to understand church history sources and the perspectives of Church Fathers, drawing conclusions based on scientific evidence.
9. Textual Proficiency: Graduates are able to read ancient Georgian manuscripts and cite relevant literature correctly.

The Expert Panel considers the aforementioned learning outcomes to be achievable, realistic and aligned with the programme's stated objectives. Furthermore, it believes that they accurately describe the knowledge, skills and responsibilities that students will have acquired upon completion of the programme. In this assessment, only two of the learning outcomes are open to question: The first is the ability to undertake multidisciplinary analysis and the second is the ability to publish research findings on an international scale. The former is associated with the lack of interdisciplinary collaboration that has been highlighted in section 1.1. The latter is associated with multiple factors, including the fact that all courses are taught in Georgian and the expert panel's observation that students are not sufficiently aware of the possibilities and opportunities for attending conferences or conducting a part of their research abroad.

The learning outcomes are described in detail in the syllabi of the offered courses, which undoubtedly provides both employers and doctoral students with a comprehensive understanding of the acquired skills. The direct relation between the learning outcomes and the programme objectives was confirmed during interviews conducted by the expert panel with employers, graduates and doctoral students. The representative of the employers offered a highly positive assessment of the programme, emphasising that the Orthodox Church of Georgia is eager to engage the services of highly professional academic staff. Additionally, it is suggested that greater emphasis be placed on Old Georgian, enabling graduates to engage with old manuscripts. This suggestion could be regarded as a potential option for future modification of the programme, given that it is not currently feasible within its existing framework. Furthermore, both graduates and doctoral students have confirmed that the learning outcomes are transparent and attainable.

Finally, the two documents describing the learning outcomes (the self-evaluation report and the "Programme-Theology-History of the Georgian Church") do not make it clear how the learning outcomes have been developed. It is recommended that this should be a collaborative process involving all stakeholders (academic staff, visiting staff, students, graduates, etc.).

Evidences/Indicators

- Self-Evaluation Report
- Description of the Doctoral Program
- Resolution of the Academic Council of GTU No 01-05-04/261 (September 23, 2019) "On Procedures of Planning, Preparation, Appraisal and Development of Educational Programs of the Georgian Technical University (GTU)"
- Previous evaluation report
- Interviews

Recommendations:

- It is recommended that the interdisciplinarity of the programme be enhanced.
- It is recommended that the process of developing the learning outcomes be specified, involving all stakeholders (academic staff, visiting staff, students, graduates, etc.)

Suggestions for Programme Development

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Evaluation

Please, evaluate the compliance of the programme with the component

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The HEI has a mechanism for the evaluation of the learning outcomes, according to its regulations and standards for accreditation. The Quality assurance unit at the university count on fitting procedures for collecting and analyzing data through clear protocols. The evaluation group is suitably organized with members with diverse roles to get

comprehensive views. The methods, including direct and indirect mechanisms on a regular basis, are highly appropriate.

The learning outcomes evaluation process consists of four stages: developing of the learning outcomes, curricula analysis to ensure students have capacity to attain the defined learning outcomes, evaluating the PLOs and implementing the results of the evaluation for the programme development. Feedback schemes are sufficient and very well crafted. The programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the program. The scheme of the evaluation includes the relationship between the program's learning outcomes and mandatory courses of the program, as well as the research component. Besides, the following methods of information gathering are utilized for the assessment process: labour market and employer requirements, self-evaluation of graduates, assessment of the skills of graduates by employers, students' achievements and general satisfaction level and periodic consultations with the field experts outside of the GTU.

Academic and invited staff of the programme are familiar with the methods of evaluation of learning outcomes, however the panel observed lack of their engagement in defining the learning outcomes (please refer to the relevant recommendation in 1.2). The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes. Periodic evaluation of the educational process and programme teaching quality is also carried out by the faculty commission for evaluation of educational programmes comprising the academic, invited staff and students. The evaluation of the learning outcomes of the programme with the teaching course/research component is supposed to be performed after the completion of the teaching course and the research component. The submitted learning outcomes assessment documents reveals that the received results are compliant with the predefined benchmarks and therefore, QA service considers the results valid and justified, even though survey included 3 participants.

The consistency and periodicity, as well as the peculiarities of the study area and education level are considered by the HEI. The institution ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes. Interview results and the relevant submitted documentation confirms that the program learning outcomes assessment results are generally utilized for the further improvements.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Assessment of learning outcomes, curricula map and benchmarks
- Programme learning outcomes evaluation mechanism
- 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
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

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

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

The programme has been developed in accordance with the University's guidelines for the planning, design and development of educational programmes, described in the document "On Procedures of Planning, Preparation, Appraisal and Development of Educational Programs of the Georgian Technical University (GTU)". During our meetings with the Vice-Rector, the Dean and the representatives of the Quality Assurance Office, all parties confirmed that the programme adheres to the regulations.

The programme is based on the European Credit Transfer and Accumulation System (ECTS) system, which provides a framework for the accumulation and transfer of credits across different academic fields and institutions. The programme is three years in duration and comprises 55 credits. The first semester comprises four compulsory study components, including the topical workshop, which is worth 30 credits. The second semester includes two compulsory study courses and four elective study courses, from which the doctoral student selects two courses, earning a total of 25 credits. The compulsory study components

are: 1. Teaching methods, 2. Scientific communication technics, 3. Theological methods of research on the history of the Georgian Church, 4. Thematic seminar, 5. Assisting a professor, and 6. Old Georgian language. The elective courses are: 7.1 Church historiography and sources and periodization of Georgian church history, 7.2 Comparative theology, 7.3 Current issues of the history of the Church of Georgia and 7.4 Analysis of legal monuments of the Church of Georgia ("Program-Theology-History of Georgian Church", pp. 5-6). All of these components contribute to the main objective of the programme, which is the study of the history of the Georgian Church, in a consistent and logical manner. The structure of the programme is reasonable, and its individuality is reflected in the existence of elective courses. In the previous evaluation it was noted that there is a certain imbalance in the distribution of courses between those of an introductory nature and those devoted to the study of the history of the Church of Georgia. It was recommended that the balance between the general (methodological, communicative, and teaching) courses and the specialised courses in the history of the Church of Georgia be adjusted to align with the doctoral level of the programme. In this regard, the introduction of the compulsory course "Old Georgian language" is a positive step, as the old language is a tool for studying historical sources. However, the expert panel suggests that the institution continue to work in this regard and re-examine the balance between the general (methodological, communicative, and teaching) courses and the specialised courses in the history of the Church of Georgia.

According to the self-evaluation report, the research component is comprised of the following stages: research project/prospectus, colloquium 1, colloquium 2, colloquium 3, preliminary defence of a thesis, and completion of a thesis and its defence. The completion of each stage is a prerequisite for the subsequent one. Comprehensive details on the program can be found on the GTU website: <https://gtu.ge/students/edu/regulatory-documents/phd.php>. The expert panel considers the admission preconditions to the next component to be adequate. In general, the structure of the programme is rational, as the content is progressively developed in a way that helps the doctoral student to acquire the methodology and knowledge necessary to write his/her thesis. Finally, activities and components aimed at supporting the internationalisation of the programme should be improved, as highlighted in another section. This could include a greater use of foreign language literature, presentations in a foreign language and the involvement of foreign staff in the development of the programme.

Evidences/Indicators

- Resolution of the Academic Council of GTU No 01-05-04/261 (September 23, 2019) "On Procedures of Planning, Preparation, Appraisal and Development of Educational Programs of the Georgian Technical University (GTU)".
- Self-Evaluation Report
- Description of the Doctoral Program in Appendix 1

- Resolution of the Academic Council of GTU No 01-05-04/261 (September 23, 2019) "On Procedures of Planning, Preparation, Appraisal and Development of Educational Programs of the Georgian Technical University (GTU)".
- Previous evaluation report
- Interviews

Recommendations:

-

Suggestions for the programme development

- It is suggested to reexamine the balance between the general (methodological, communicative, and teaching) courses and the specialized courses in the history of the Church of Georgia.
- It is suggested that greater use of foreign language literature, presentations in a foreign language and the involvement of foreign staff in the development of the programme should be promoted to support the internationalisation 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
1.4 Structure and Content of Educational Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

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

After the last evaluation process, the programme was modified in 2024, considering the recommendations and making important changes. These are as follows:

1. In the second semester, a 5-credit training course entitled "Old Georgian Language" was added to the main training courses of the programme, thus increasing the total number of credits from 50 credits to 55. In our view, this is a necessary addition, even if the course does not provide comprehensive training in Old Georgian, because it gives the doctoral students fundamental knowledge in this field, which is valuable for their research.
2. The modified programme has introduced more rigorous admission requirements. The programme is not open to all graduates, but only to those who have graduated in one of the following sciences: 01 Education; 02 Arts, Humanities; 03 Social Sciences, Journalism and Information; 04 Business, Administration and Master of Laws or equivalent academic degree. The expert panel welcomes this change, as it is unrealistic to expect that a doctoral student with a completely different academic background will be able to follow the objectives of the programme. It is advisable that doctoral students from the humanities and other related sciences to be encouraged by their supervisors to familiarise themselves with the theological methodology and thought beyond the requirements of their courses. In our discussions with both graduates and the doctoral students, no one complained of having difficulties in meeting the requirements of the programme. On the contrary, even students from other disciplines other than theology expressed pleasure and satisfaction with their studies.
3. The doctoral program has been modified taking into account the standards set by the doctoral programmes of the following universities: a) Andrew's University, doctoral program - Religion, History of the Church, b) Catholic University of America Doctoral Program – History of the Church, c) Garret University, doctoral program - History of Christianity and Historical Theology, d) Southern Baptist Theological Seminary, doctoral program – History of the Church and Historical Theology, e) Newburg Theological Seminary, doctoral program – History of the Church. It is undoubtedly commendable that similar curricula at foreign universities have been examined, and that some of their most effective practices have been adopted.

The learning outcomes of all courses are in line with programme learning outcomes. The content of each course is presented in the learning course programme (syllabus) in detail, including information about the instructor, the course description, prerequisites, learning outcomes, methods for their achievement, number of credits, timetable with the content of each session on a weekly basis, assessment system, examinations and literature. The aforementioned information is presented in a comprehensive manner, and the programme provides a clear overview of the course content and structure. All courses are worth 4-6 credits, depending on the content and learning outcomes of each course. The content is well-organised, clear and informative, and corresponds to the learning outcomes. As indicated in the self-evaluation report (p. 5, points 2, 4 and 5), textbooks have been incorporated into the primary literature in several courses, and general modifications have been implemented to enhance the syllabus. The expert panel acknowledges the enhancements made and considers that the study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme. However, it does not agree

with the assertion in the self-evaluation report (p. 13) that "no needs for improvement are identified at this stage", as there is always room for periodic updates to the literature, responsiveness to the evolving needs of the students, and continual refinement of the syllabus. It is suggested that a larger proportion of the recommended literature be made available in foreign languages, not because it is necessarily more advanced but because it provides the students with different perspectives, which could be valuable for their research. It is of great importance that the university has a large and well-organised library, which can meet all student needs.

Evidences/Indicators

- Self-Evaluation Report
- Folder Syllabi with all Learning Course Programmes in the Appendix 1
- Previous evaluation report
- Interviews
- Central library of GTU: <https://gtu.ge/en/GTU/Structure/library.php>

Recommendations:

-

Suggestions for the programme development

- It is suggested that a larger proportion of the recommended literature be made available in foreign languages, which could be valuable for the students' research.

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	X	<input type="checkbox"/>	<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	X
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

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

According to HEI's Self-assessment Report, during the modification of 2024, The prerequisites for admission have become limited, and only those who possess the broad field of the field of study classifier are allowed to study in the program, namely: **01 education; 02 Arts, Humanities; 03 Social sciences, journalism and information; 04 Business, Administration and Master of Law qualification or equivalent academic degree (see pg. 4);** However, below, **06 Information and communication technologies** is added (see pg. 13), which is the same information as potential doctoral candidates can get on internet (see Georgian version: <https://gtu.ge/pdf/programs/phd/social/file5.pdf> (last seen at 2.11.2024)). According to the program's English version seen on the HEI's web-page, there are no field limitations (see <https://gtu.ge/en/pdf/programs/phd/soc/file4.pdf> (last seen at 2.11.2024)). It is recommended, that **All the necessary information for admission to the program must be placed on the webpage in a consistent way (no difference between the information in Georgian and English (see decision N23934); As well as in Self-Assessment report itself.** This was the recommendation of previous experts, evaluating the program.

As for the modification program's addition preconditions, during the site-visit, while meeting with the Self-Evaluation Team, it was stated that they got conditionally the recommendation N4: The Expert Panel recommends that the program develops more precise and rigorous admission requirements for students without a MA in theology. **In particular, the program should specify how many ECTS in theological and methodological courses are required to be admitted to the program (see decision N23934).** However, for admission preconditions, HEI just limited the broad field of the field of study classifier.

Students of the program were asked about the type of questions during an interview conducted by the temporary teaching commission (see Regulations of PhD program, 3.13). Experts found the main questions were about their thesis's topic, motivation, etc. Nothing related to their knowledge in the field they have to undertake doctoral research. The

interview showed a need for familiarization with relevant documents, which were requested by the experts from the HEI.

According to the Statute of the doctoral program, *the format of the interview with the applicant (issues, evaluation criteria) is determined in accordance with the doctoral educational program, by order of the rector, based on proposals submitted by the faculty (3.12)*. Even though experts requested the format of the interview with the applicant with the related order of the rector, HEI did not send the order, but **only format in PDF document**, reflecting the evaluation of the project and the student's skills and competencies. However, the document does not provide **detailed criteria** but only general principles for the assessment of student's research projects and competencies. Considering the low number of applications for admission to the program it has to have a **minimum level of competence**. Furthermore, according to the mentioned document, 40% of the assessment is given to motivation. Moreover, according to the protocol of the session of commission #2 (10.09.2024), sent to experts, most of the members of the Faculty Temporary Commission were not from theological backgrounds.

So, even though university determines the methodology for planning the student contingent for the educational program, which takes into account the resources of the institution, ensures uninterrupted administration of the educational process and programme admission preconditions are logically linked to the instruction language, all the above-mentioned information considered makes it unpredictable if admitted students can get to learning outcomes and competencies of the program.

Evidences/Indicators

- Self-assessment report.
- Decision of Accreditation council of higher educational programs N23934 (13.01.2023).
- Doctoral Educational program.
- Program Planning and Elaboration
- Regulations of PhD program
- protocol of the session of commission #2 (10.09.2024)
- Selection criteria for doctoral candidates
- Website.
- Interview results

Recommendations:

- It is recommended, that the program develops more precise and rigorous admission requirements for students without a MA in theology. **In particular, the program should specify how many ECTS in theological and methodological courses are required to be admitted to the program (see also decision N23934).**
- It is recommended to develop detailed evaluation criteria for the research project required for admission.

- It is recommended, that all the necessary information for admission to the program must be placed on the webpage in a consistent way (no difference between the information in Georgian and English; As well as in the Self-Assessment report itself.

Suggestions for the programme development

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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

According to the Self-evaluation report, the development of doctoral students' practical abilities in accordance with the learning outcomes is guaranteed by the teaching course of the assistant professorship (10 ECTS) and the doctoral statute of GTU. A doctoral student is assisted by a qualified supervisor in the establishment and development of the professional research culture, expanding practical habits for conducting scientific research independently (see pg. 14). During the interview, students and alumni acknowledged their leader's involvement in developing such skills and competencies as well as conducting research.

The institution has increased its structural cooperation with theological institutions inside the country and abroad. It has memoranda with potential employers and practice sites that can also be accepted as support for achieving program outcomes.

According to Regulations of PhD program, before submitting the dissertation for defense, GTU doctoral students are obliged to submit information showing the main results of the research related to the dissertation topic... Among them, at least three published scientific articles, one of which must be without co-author(s) during the doctoral student's study period. At least one of the three scientific articles published by the doctoral student in accordance with the established rules during his/her studies must be published in a scientific publication indexed in Web of Science, Scopus, Google Scholar or other relevant database provided by the doctoral educational program (see PhD regulations 8.4). This ensures transparency and relevancy of the scientific results of doctoral research. However, the accreditation council took into account the experts' recommendation that the **research**

results must be presented at list on one international symposium, conference, congress, or forum. before defending the dissertation (see decision N23934). This is a good practice that ensures the development of students' transferable skills and competencies. Furthermore, in accordance with the PhD benchmark document, one article should be published in foreign internationally indexed journal, which is not obliged by the regulations of the programme at this moment.

Although the program director and the teaching staff encourage students to internationalize their research results, as shown in the interviews with alumni and students, as well as in the **list of alumni activities** (which was not evident on the last accreditation visit. However, there was **missing information about one of the alumni**), this must be regulated by the *Regulations of the doctoral program* or the doctoral program itself.

Finally, the HEI should encourage students to develop language skills. This problem was evident both at the interview and in alumni's activities. The same advice was given to the university during the previous accreditation visit.

Evidences/Indicators

- Self-assessment report.
- Decision of Accreditation council of higher educational programs N23934 (13.01.2023).
- Doctoral Educational program.
- Memoranda with potential employers and objects of practice.
- Regulations of PhD program
- Syllabus of the assistant professorship
- Published works of doctoral students and information about student conferences.
- PhD benchmark document
- Interview results

Recommendations:

- It is recommended to oblige students of the doctoral program to submit research results at least one international symposium, conference, congress or forum and, also, foreign internationally indexed journal, before defending the dissertation.

Suggestions for the programme development

- It is suggested to contribute to the development of the PhD-students' language skills and competencies.

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
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2.2. The Development of practical, scientific/research/creative/performing and transferable skills	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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2.3. Teaching and Learning Methods

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

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

The program uses different teaching/learning methods (Discussions/debates; Problem-based learning (PBL); Demonstration; Analysis; Synthesis; Verbal or oral; Written work; Practical classes; Explanatory; Action-oriented learning; Project development and presentation, Simulation, role-playing etc.), that correspond to the doctoral level and courses in which they are implemented. They ensure the achievement of program learning outcomes. The methods are student-oriented and ensure active participation of students in the learning process and interaction. They can be used also for distance learning.

The university has access to up-to-date databases of electronic libraries, and the program is conducted not only with material but also with digital resources, which guarantees the implementation of distance learning without changing the results of the program. The HEI has an e-learning portal that allows teachers to upload teaching materials, create interactive events for students, manage lecture topics and provide feedback, what contributes to the teaching/learning process (see elearning.gtu.ge). At the same time, the platform facilitates students to work with learning material, take part in surveys, etc.

Evidences/Indicators

- Self-assessment Report;
- Doctoral Educational Program;
- Teaching-learning methods described in Syllabi;
- Agreements for access to databases of electronic libraries;
- Website;
- Results of the interview.

Recommendations:

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Suggestions for the programme development

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

2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

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

Student evaluation system is in accordance with the order of the Minister of Education and Science of Georgia No. 3, 05.01.07 "On approval of the rules for calculating the credits of higher education programs" and the regulation established by Georgian Technical University. The evaluation system is transparent, reliable, and understandable for program students.

The program of Theology-History of the Church of Georgia uses various methods of teaching and accordingly, the evaluation methods in syllabuses include: participation in discussions, mid-term, essay/presentation, small research projects, and final exams. An established evaluation system gives the possibility to monitor the student's progress, it allows to have formative and summative assessments.

During the site visit experts group checked the university's registration portal where students are able to see their assessment results, communicate with their lecturers; submit feedback and announcements if they have any complaints.

In the provision of the Doctoral program, the university's evaluation system is transparent and has fair procedures for the defense and thesis evaluation. University has appeal mechanisms: students can submit their appeal through the electronic portal or by writing the appeal statement on campus.

The program has plagiarism prevention, detection, and response mechanisms. Uses "Strikeplagiarism.com" platform. The acceptable percentage of text similarity in the plagiarism program is set by the faculty board. Students can check their paper/thesis/project in Strikeplagiarism.com with the help of administrative staff and make changes/improvements (if needed) before submitting the final paper.

The head of the program has all the necessary skills and competencies, experience and relevant knowledge for the elaboration and execution of the program and is personally involved in it.

However, **experts are concerned about the formation of the Dissertation Thesis Defense Panel in recent years for evaluation of research in the theological field**, which GTU professors without a theological background have mostly formatted. Even reviewers were not theologians (but historians) for some of the PhD candidates, as seen in the defense protocol.

In the decision of the Accreditation Council of Higher Educational Programs N23934 (see Recommendation 14) is taken into account that previous experts recommended hiring more affiliate supervisors for this program, which will be carried out next year, as it was mentioned on site-visit when the HEI will open competition as it usually happens their every 4 years. However, the recommendation stays until it is carried out.

During interviews, the head of the program confirmed that they do not have international supervisors, but it is planned to add international co-supervisors.

According to GTU regulations the dissertation thesis defense is a public event, and students are informed of the academic style requirements for the dissertation in advance, which are taken into account during the evaluation process.

Regarding the Analysis of student's evaluations, At the end of 2023-2024 academic year the university collected the student's assessment results. Based on the results analysis, the faculty's quality assurance office with the university quality assurance office draws some conclusions: The results matched the predetermined target marks.

Evidences/Indicators

- Instructions on checking plagiarism, regulatory document
- Doctorate educational program "Theology-Georgian Church History" ;
- Educational course programs (syllabi);
- Instructions for managing the educational process at Georgian Technical University <https://gtu.ge/pdf/formsinstructions/educational-process.pdf>
- Statutes of doctoral studies of GTU
- Educational and research components of doctoral educational programs and their assessment procedure"
- The electronic system for monitoring the academic performance of GTU students <https://vici.gtu.ge>
- Interviews

- Self-evaluation report
- Web-page

Recommendations:

- It is recommended to ensure proportion of theologians involved in the Dissertation Thesis Defense Panel to be increased, as well as reviewers are field experts who evaluate research in the theological field.

Suggestions for the programme development

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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

Georgian Technical University has an electronic database for students called <https://vici.gtu.ge/> where students can request certificates, contact administration, submit announcements, check the syllabuses and evaluations.

The student has access to essential information, guidance, and support from both administrative and academic staff to help plan their educational journey, enhance their performance, shape their profile, and advance their career development. Program Alumni confirmed that after graduation they had constant communication with the academic staff members, one of the graduates made a Radio show cycle from the topic of his dissertation, others were employed by the university as a lecturer. Some of the graduates applied for the Shota Rustaveli National Science Foundation and won the grant. The program graduates are employed according to their field of graduation.

Counseling hours allow students to meet with their supervisor face-to-face or online, as per university regulations, however, the schedule of the consultation hours is not published on the website or posted on the floor of the faculty.

Since the program has 5 students, communication, and a personalized approach with the students can be counted as a strong side of the program. Students assess faculty members and administrative personnel throughout the term. There was no case of an appeal of study evaluation in the "Theology-Georgian Church History" doctoral program. According to the data of the last five years, 40% completed the "Theology-Georgian Church History" program within the set deadline.

The program's instruction language is Georgian, and it does not have international students. Within the program framework, students have the opportunities to participate in local and international conferences, as well as publish their articles in related proceedings or journals. University has corporations at national and international levels. In 2022 a new MOU was signed with Andrew's University in Michigan, USA. In 2022 the 7th international Symposium was held in December- "In Search of Biblical Traces of Noah's Ark" where students participated and published their articles.

Moreover, based on the international agreement with the Holy Mount Athos Monastery program students have used the library with rare manuscripts for dissertation writing.

It must be underlined that the Symposium mentioned above cannot be searched on the GTU website.

Evidences/Indicators

- Order of the Minister of Education and Science of Georgia 2013 No. 133/N, dated September 9, "Statute of the Legal Entity of Public Law - Technical University of Georgia"; <https://gtu.ge/GTU/acts/statute.php>

- Regulation of the Faculty of Engineering-Economy, Media Technologies and Social Sciences of GTU;
- <https://gtu.ge/social/about/debuleba.php>Instructions for managing the educational process at Georgian Technical University
- <https://gtu.ge/students/edu/regulatory-documents/common-rules.php>
- Electronic system for monitoring the academic progress of students of TU [vici.gtu.ge](https://gtu.ge)
- Faculty website <https://gtu.ge/social/>;
- Sample agreement of academic staff (Appendix 6)
- Interviews

Recommendations:

- It is recommended that doctoral students be provided with more detailed information about the opportunities available to them, including the option of attending conferences, conducting research abroad and publishing their findings on an international scale. Therefore, it is essential to publish all major events, such as conferences and symposiums on University/Faculty's website.
- It is recommended that the institution publishes the consultation hours and ensures they are accessible to the students.

Suggestions for Programme Development

It is suggested to strengthen students' research exchange mobility component to foster greater exposure to diverse academic environments and methodologies.

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	<input type="checkbox"/>	X	<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

The program has 8 academic staff: 5 professors and 3 associate professors. The teaching staff is highly qualified and has the relevant knowledge and care to ensure that students are properly supervised, as will be discussed in more detail in sections 4.1 and 4.2. The doctorate degree is a prerequisite for the supervisor of the qualifying thesis, according to the GTU requirements. The doctoral candidate may have 2 supervisors, one from the university, a professor, or an associate professor, and the second one from the partnering university if the agreement has been signed between the universities. Doctoral candidates may change the dissertation title in any semester (only once) except the final semester.

Counseling hours allow students to meet with their supervisor face-to-face or online, as per university regulations, however, the schedule of the consultation hours is not published on the website or posted on the floor of the faculty.

During the site visit current students of the programs were asked whether they were using scientific databases for the thesis writing. None of them confirm the usage of scientific databases. It has to be mentioned that the interview was attended by 1st, 2nd, and 3rd-year doctoral students. Moreover, Students were not instructed on how to cite and reference, and which style to use while writing the article or dissertation.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	6
Number of master's/doctoral students	5
Ratio	8/5

Evidences/Indicators

- Georgian Technical University doctoral program regulations
- Regulations of the University Dissertation Council of Georgian Technical University
- Documents confirming the qualification of supervisors of doctoral students, list of scientific works;
- Faculty website <https://gtu.ge/social/>
- Interview

Recommendations:

- It is recommended to offer a series of training or ensure guidance from supervisors to students on how to use scientific databases

- It is recommended to supervisors to emphasize equipping students with the necessary knowledge and skills in academic writing, including the structure and guidelines for preparing a dissertation and scholarly articles.

Suggestions for the programme development

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

Compliance with the programme standards

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

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

The academic and invited staff of the program consists of 8 persons, of whom 5 are professors, affiliated to the GTU and 3 associate professors. Instructors of the teaching courses (Comparative Theology, Theological methods of research on the history of the Georgian Church, Old Georgian Language, Scientific Communication Techniques etc.) are qualified persons in the relevant spheres as well as supervisors, from which three holds PhD in theology (one additionally in History of culture) and two have equivalent academic degree in History and sufficient experience in the theological field, supported by relevant works published in recent years. CVs provided by the HEI shows their skills and competences, necessary for helping students to achieve the program learning outcomes. They all are active researchers and have numerous books and articles published in theological and historical fields, their scientific activities and development are also encouraged by the HEI. Students admitted in their interview that they are very satisfied with the program and receive the necessary support. The number and workload of program staff compared to students' number (5) are proportionate and ensure the sustainability of the program. However, considering the HEI's regulations of the Dissertation Council (see Article 5), the **Dissertation Thesis Defense Panel has to consist of 11 members from the relevant field**, it is recommended to hire more affiliate staff with theological background that will also be considered to be supervisors for this program (see also discussion on standard 2.4). Programme has updated academic/scientific and invited staff workload scheme including all the necessary information, which ensures the uninterrupted implementation of the programme; Students are provided with an adequate number of administrative and support staff with appropriate competence and consistent with their functions.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	8	5	4	5
- Professor	5	3	2	5
- Associate Professor	3	2	2	-
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Visiting Staff				—
Scientific Staff	-	-	-	—

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

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

Evidences/Indicators

- Self-assessment report.
- CVs of the academic staff implementing the program, qualification documents; list of scientific works;
- Regulations about the status of the head of the program;
- Information about the Workload, Quantitative Data of the Educational Program provided by the HEI
- Job descriptions and duties of professors, associated professors, dean's office and department specialists.
- Regulations of the University Dissertation Council.
- Requested documents: Dissertation defense protocols.
- Website
- Interview results.

Recommendations:

- Taking into account the small number of academic staff with a doctoral degree in theology of history employed in this program, it is recommended to hire more affiliate staff that will be also considered to be supervisors for this program.

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
4.1 Human Resources	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

From 8 program staff 5 are supervisors for dissertation thesis (3 affiliated professors and 2 associated professors). They all are qualified, active researchers and have relevant knowledge to ensure students proper supervision. They have scientific papers corresponding to the general theme and direction of the doctoral students. Doctoral students on the interview confirmed that they get all needed help and consultations from them. The regulation for PhD program shows that the HEI has transparent qualification requirements for the (co)supervisor that meet the requirements of supervision at the doctoral level and are specific to the program and international best practice.

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	5	4	3
- Professor	3	2	3
- Associate Professor	2	2	-
- Assistant-Professor	-	-	-
Visiting personnel	-	-	—
Scientific Staff	-	-	—

Evidences/Indicators

- Self-evaluation report
- Decision of Accreditation council of higher educational programs N23934 (13.01.2023).
- Regulation of PhD program
- CVs of the supervisors.
- Interview results
- webpage

Recommendations:

-

Suggestions for the programme development

-

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The self-evaluation report provides a detailed description of the procedures employed in the evaluation of the programme staff, including an analysis of the utilisation of the results. According to the report (pp. 20-21), the Faculty Quality Assurance Service regularly conducts surveys and analyses the results in order to support all academic staff in the effective performance of their functions and professional development. The faculty personnel assessment policy has the following objectives: to determine the competencies of academic staff; to assess its strengths and weaknesses; to provide guidance to it; to ensure its continuous professional growth; and to determine the need for training professors and teachers. The academic staff is supported in its professional growth by the Center for advanced training that the University has establish. Moreover, the University has a "Faculty Commission for the Evaluation of Educational Programs", which is responsible, among other things, for assessing the quality of teaching provided by the teaching staff and its compliance with educational programs. The commission chairman is responsible for informing the Dean of the Faculty and the Quality Assurance Service of the University about any shortcomings discovered during the verification process. When considering criteria such as competence, number of publications, syllabus design, teaching methods, and doctoral students' satisfaction, it is apparent that the academic staff is doing excellent work, and it is evident that the support it receives from the University is adequate. In the meeting with the students, it was confirmed that a questionnaire is completed by the students at the conclusion of each course to evaluate the course. Furthermore, the students indicated that they were completely satisfied with the quality of the course.

The self-evaluation report makes repeated reference to the promotion of internationalisation and asserts that "... the majority of employees implementing the program presented for an accreditation have various certificates of training and a high rate of participation in international and local conferences, symposia and seminars. In order to strengthen the direction of internationalization of the program, performers and invited employees participate in international grant competitions, give lectures at the partner university of GTU, are members of the editorial boards of international scientific journals, co-organizers of international conferences, and members of the organizing committee" (p. 22). While the academic staff are undoubtedly of recognised scientific merit and successfully fulfil their obligations to the curriculum, it is not entirely clear from the CVs listed in Appendix 5 that all statements made in this paragraph are fully confirmed. The Panel Expert does not contest the assertions made in the report; however, there appears to be a discrepancy between the evidence presented and the claims made.

Furthermore, there is a lack of data regarding international mobility, exchange or joint programmes, bilateral agreements and international projects. In general, as already stated, the internationalisation of the programme is rather weak, which reflects also upon the professional growth of the academic staff.

Evidences/Indicators

- Self-evaluation report
- CVs of the academic staff in Appendix 5.
- Document "Internationalization Policy and Evaluation Mechanisms" of GTU. <https://gtu.ge/en/GTU/About/internationalization-policy-and-evaluation-mechanisms.php>
- Website - "Professional Development Center" <https://www.hpep.ge> (only in Georgian)
- Interviews

Recommendations:

- It is recommended that various activities for staff professional development, as well as scientific activities organised by the programme, including conferences, workshops, lectures, and research opportunities abroad, trainings and etc. are recorded and displayed in staff's personal files or on the programme website to make results accessible.

Suggestions for the programme development

- It is suggested that the programme adopt a strategy of fostering mobility agreements and participating in international projects.

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

4.4. Material Resources

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

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

The programme is equipped with an appropriate library, as well as the necessary digital resources, in order to achieve its stated objectives and learning outcomes. During the site visit, the Expert Panel had the opportunity to visit the library and to be informed of the material it provides to students. The library offers a comprehensive range of printed and electronic resources, including books, magazines, electronic databases, and a computer room. The library's electronic catalogue and electronic literature search system are accessible to any user on the university's website. Consequently, students and staff have access to a range of scientific databases, including ScienceDirect and Scopus, as well as journals from Cambridge University Press, Royal Society Publishing, BioOne, IMF Electronic Library, SAGE Journals, Edward Elgar Publishing, Duke University Press, Massachusetts Medical Society, and Polpred.com Mass Media Review.

The university library is of a high standard, easily accessible, and fully operational for students, therefore the programme meets the requirements of this standard. The only observation is related to the usage of the available resources by doctoral students. During the discussion with the students, the panel expert ascertained that the students were not fully aware of the existence of the electronic databases and consequently did not consider them significant in their research work. It is thus suggested that the teaching staff invest more time in familiarising the students with the research opportunities that the available databases offer and motivate them in using them regularly.

During the site visit the expert panel had the opportunity to visit the offices, lecture and seminar rooms. All facilities were found to be satisfactory and sufficient to ensure the uninterrupted functioning of the programme.

Evidences/Indicators

- Self-evaluation report
- Site visit of the university campus, including the library
- GTU Central Scientific and Technical Library (<https://gtu.ge/en/Library/>)
- Interviews

Recommendations:

- -

Suggestions for the programme development

- It is suggested that the teaching staff invest more time in familiarising the students with the research opportunities that the available databases offer and motivate them in using them regularly.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The self-evaluation report indicates that the financial resources allocated from the university and faculty budgets are sufficient to meet the financial requirements of the programme. The costs associated with the programme include the salaries of academic, visiting and support staff, as well as the infrastructure costs related to the programme's development over the course of the year. The self-evaluation report does not provide any analysis of the economic data. However, in the three files included in Appendix 10, (Consolidated budget of 2024, Budget of the Faculty and Program of the Budget) contain the evidence that supports the expressed claim. The only observation of the expert panel regarding this standard is the absence of a direct reference to students' financial support in their research or conference participation. While there are references to the categories "Scientific expenses", "Expense related to training and production practices" and "Business trip", which could be related to conference participation, no mention is made of students' financial support.

Evidences/Indicators

- The files "Consolidated budget of 2024", "Budget of the Faculty" and "Program of the Budget", which are included in Appendix 10.
- Self-evaluation report
- Interviews

Recommendations:

- It is recommended that the budget ensures financial support for students and that students are provided with a clear and transparent understanding of the available financial support.

Suggestions for the programme development

- -

Evaluation

Please, evaluate the compliance of the programme with the component

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

Internal Quality Assurance mechanisms at GTU are defined by the regulation of the Quality Assurance Office. Internal quality assurance includes the systemic evaluation of teaching and scientific-research activities, evaluations of curricula, services, and resources, assessment of quality of the professional development and facilitates continuous improvement through recommendations and findings.

The university's quality assurance mechanisms are coordinated at the faculty and central quality assurance levels and are targeted to assess all main processes at the university through annual surveys, various methods of involving all stakeholders to analyse assessment results to maintain effective monitoring, identify objectives and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, programme evaluation is consistent at university and assessment results are generally utilized for programme improvement.

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

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

Evidences/Indicators

- Self-Evaluation Report
- Internal mechanisms for quality Assurance
- Survey reports and forms
- Rules for planning, elaboration, evaluation and developing educational programmes
- Statute of Quality Assurance Service of Georgian Technical University
- Interview results

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.2 External Quality Evaluation

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

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

External quality assurance at GTU is mainly carried out through Accreditation and Authorization processes, maintained by the National Center for Educational Quality Enhancement. The faculty quality assurance service reviews recommendations and suggestions and the findings are introduced to the heads of the programmes for further consideration. Therefore, the QA Office ensures compliance of the developments with the received recommendations. The doctoral program in Theology-History of the Church of Georgia received conditional accreditation for 2 years on January 13, 2023 (decision # 23934). The institution has worked on the recommendation received during the previous external assessment and considered while working on program development. However, as implied in different components, some of the recommendations are not optimally and fully considered. Therefore, it is recommended to ensure the program group has optimally considered all recommendations received in previous accreditation process.

The educational programme was evaluated by the Professor in Theology at Sulkhan - Saba Orbeliani University. The evaluation highlighted the importance and individualism of the program, professional requirement and alignment of program goals with contemporary tendencies and labor market requirements, peculiarities of the curricula and research.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- External evaluation
- Interview results

Recommendations:

- It is recommended to ensure the programme group has fully considered all recommendations received in previous accreditation process.
- ended to ensure the programme group has fully considered all recommendations received in previous accreditation process.

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<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

For programme development and service improvement, the QA Office at GTU ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing strategic visions of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organized. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Doctoral students also evaluate the implementation of the scientific-research component and the quality of scientific supervision. Findings of the

evaluation process are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. Programme benefits from the practice of "faculty commission for the evaluation of educational programmes", which periodically evaluates the structure and content of the educational programme, its provision with appropriate human and material resources, compliance with the established standards, and within the framework of the self-evaluation preparation process at the University, develops recommendations for the purpose of the programme advancement. The faculty commission is chaired by the head of the Quality Assurance Service of the faculty.

The HEI ensures benchmarking for the best available practices to develop a competitive and individual programme. The programme takes into consideration the experiences of the leading universities in the field from US – Andrew's University, Doctoral Program in Religion, Church History; Catholic University of America, Doctoral program in Church History; Garret University, Doctoral Program in History of Christianity and Historical Theology; Southern Baptist Theological Seminary, Doctoral Program in Church History and Historical Theology; Newburg Theological Seminary, Doctoral Program in Church History. Many common courses and scientific-research peculiarities have been observed that affected the elaboration process of the program, but also considers local Georgian realities and demands, therefore, incorporates both, local and international practices and requirements.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Learning outcomes evaluation mechanism
- Analysis of analog programmes
- Interview results

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: LEPL - Georgian Technical University

Name of Higher Education Programme, Level: Theology-History of the Church of Georgia, Doctoral Educational Program

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input type="checkbox"/>	X	<input type="checkbox"/>	<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	<input type="checkbox"/>	X	<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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Miltiadis Vantsos

A handwritten signature in blue ink, featuring the letters 'MB' prominently in the center, with a horizontal line extending to the right and a small flourish at the bottom.


Full name, signature

Accreditation Expert Panel Members

Tsotne Chkheidze

A handwritten signature in black ink, consisting of a series of loops and curves, with the letters 'T' and 'C' being the most prominent.

Tamta Tskhovrebadze

A handwritten signature in blue ink, starting with 'Dr. fke' and ending with a large, sweeping loop.

Natia Maghalashvili

A handwritten signature in black ink, featuring a large, stylized 'N' and 'M' with a small flourish at the end.