



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

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

**Georgian-Language Doctoral Program in Education Sciences; English-
Language Doctoral Program in Education Sciences**

The University of Georgia

Evaluation Date: February 20, 2026
Report Submission Date: March 30, 2026

Tbilisi

Table of Contents

I. Information on the Cluster of Educational Programmes	4
II. Accreditation Report Executive Summary	5
III. Summary Table of Compliance of the programmes with the standards	8
IV. Compliance of the Programme with Accreditation Standards.....	11
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	11
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering.....	20
3. Student Achievements, Individual Work with Them.....	28
4. Providing Teaching Resources.....	33
5. Teaching Quality Enhancement Opportunities	44

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LLC The University of Georgia
Identification Code of Institution	205037137
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Milan Pol, Masaryk University, Czech Republic
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme In Georgia	განათლების მეცნიერებები	განათლების მეცნიერებები
Name of the educational programme In English	Education Sciences	Education Sciences
Level of higher education	VIII - Doctoral studies	VIII - Doctoral studies
Qualification to be awarded	Doctor of Education Science	Doctor of Education Science
Name and code of the detailed field	0111.1.1 Education Sciences	0111.1.1 Education Sciences
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹		
Language of instruction	Georgian	English
Number of ECTS credits	60	60
Programme Status (Accredited/ Non-accredited/ Conditionally Accredited/ New/ International Accreditation) Indicating Relevant Decision (number, date)	New	New

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes**

These two PhD programs are grouped within the Education cluster, united under one narrow field according to the classification of study field - 011 Education. The programs were developed especially with a consideration to demand for a PhD program in Education Sciences, analysis of the results of the survey on potential employers and students, experience of the School of Arts and Humanities at the University of Georgia with realisation of PhD programs, and analysis of the results of the survey on academic and invited staff.

The programs aim to prepare highly qualified researchers and specialists in the field. It combines theoretical and practical aspects of education and has also an interdisciplinary ambition. The international dimension of the program is evident. The program can be seen as comparable to those programs existing at some other higher education institutions internationally.

- **Overview of the Accreditation Site Visit**

The site visit was conducted on February 20, 2026. Prior to the visit, the panel received well prepared documentation related to the program, and had a chance to study it. The site visit was well organized by the NCEQE coordinator Ani Bilanishvili as well as by The University of Georgia staff. This helped the panel to complete the picture and based on this to evaluate the newly proposed cluster of programs, based on the data and other evidence.

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

The proposed cluster of the programs as well as both programs included in this cluster comply with requirements in case of all standards and all substandards. The programs in the cluster are well prepared in all main aspects.

- **Recommendations**

None

- **Suggestions**

- Make sure stakeholders are well informed about learning outcomes of the programs included into the cluster and understand these learning outcomes.
- Consider possibilities to strengthen milestones in the curriculum of the programs
- Consider possibilities to strengthen mobilities as an important element of the curriculum.
- Review the budget to ensure elimination of any inconsistencies.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**

- **Staff and Supervisors** - for both programs included in the cluster eight academic staff members are planned to be involved. All of them are PhD holders with sectoral expertise, among them six are as affiliated staff. As for the supervisors, seven are planned in each program, all with PhD, four of them are professors,

five supervisors will be as affiliated staff. A total of 16 invited staff are planned to be involved in each program of the cluster. Supervisors are supposed to supervise at maximum three PhD students (with active status).

- **Scientific/Research Indicators** - professional background of two leaders of the program (Revaz Tabatadze, Dominik Dvořák) is very good, they both have very solid publication record, too, and a needed professional experience. Similarly, the programs are also staffed with other experienced professionals with sound publication record.

- **Academic Staff Turnover Rate**

This is a new cluster of programs.

- **Analysis of other quantitative data provided in the self-assessment and annexes.**

N/A

- **Brief Overview of the Best Practices (if applicable)²**

N/A

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

- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process**

N/A

² A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

Requirements set by the [Framework of Doctoral Education](#) are used during the accreditation evaluation of the doctoral educational programme together with the [accreditation standards](#) of higher educational programmes.

[Guidelines and Standards](#) (See [link](#))

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Framework for Doctoral Education](#)

[Alignment of the Accreditation Standards and Framework for Doctoral Education](#)

[Assessment criteria](#)

Definitions:

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding suggestions for the programme development

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches: cluster and if necessary individual evaluation.

Evaluation Approaches:

Cluster evaluation: Describe, analyse, and evaluate the compliance of educational programmes grouped in the cluster with the requirements of the corresponding component of the standard taking into account the general characteristics of the cluster.

Individual evaluation: If necessary, also you can indicate the information on each individual education programme, distinguished from the general and major characteristics of the education programmes in a cluster. Conducting an individual evaluation of the program is essential for doctoral-level educational programs, as well as for any other educational program that is subject to a recommendation and/or suggestion.

III. Summary Table of Compliance of the programmes with the standards

№	Contents/ Standard	Programme 1 Georgian- Language Doctoral Program in Education Sciences	Programme 2 English-Language Doctoral Program in Education Sciences
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Complies with requirements
1.1	Programme Objectives	Complies with requirements	Complies with requirements
1.2	Programme Learning Outcomes	Complies with requirements	Complies with requirements
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Complies with requirements
1.4	Structure and Content of Educational Programme	Complies with requirements	Complies with requirements
1.5	Academic Course/Subject	Complies with requirements	Complies with requirements
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	Complies with requirements
2.1	Programme Admission Preconditions	Complies with requirements	Complies with requirements

2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies with requirements	Complies with requirements
2.3	Teaching and Learning Methods	Complies with requirements	Complies with requirements
2.4	Student Evaluation	Complies with requirements	Complies with requirements
3.	Student Achievements and Individual Work with Them	Complies with requirements	Complies with requirements
3.1	Student Consulting and Support Services	Complies with requirements	Complies with requirements
3.2	Master's and Doctoral Student Supervision	Complies with requirements	Complies with requirements
4	Providing Teaching Resources	Complies with requirements	Complies with requirements
4.1	Human Resources	Complies with requirements	Complies with requirements
4.2	Qualification of Supervisors of Master's and Doctoral Student	Complies with requirements	Complies with requirements
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies with requirements	Complies with requirements
4.4	Material Resources	Complies with requirements	Complies with requirements
4.5	Programme/Faculty/School Budget and	Complies with requirements	Complies with requirements

	Programme Financial Sustainability		
5	5. Teaching Quality Enhancement Opportunities	Complies with requirements	Complies with requirements
5.1	Internal Quality Evaluation	Complies with requirements	Complies with requirements
5.2	External Quality Evaluation	Complies with requirements	Complies with requirements
5.3	Programme Monitoring and Periodic Review	Complies with requirements	Complies with requirements

IV. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

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

1.1 Programme Objectives

Accreditation standards indicators

Programme objectives consider the specificity of the field of study, level and an 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.

PhD programme indicators

- The goals of the PhD educational programme are focused on the creation of new knowledge and/or development of existing one, promotion of knowledge realization and dissemination through the implementation of original, modern and innovative researches;
- The artistic-creative doctoral educational programme is a doctoral educational programme based on performing and/or creative practice, the goal of which is to create an original project of international level with a research component, which clearly shows the independent creative vision of the doctoral student, demonstrates his/her professional field competences and new knowledge obtained as a result of creative research;
- The goal of the doctoral program is to promote the preparation of doctoral students for independent research and scientific activities by enhancing research skills, as well as cooperation using interdisciplinary approaches, taking into account the research topic;
- The goals of the doctoral educational programme are in line with the implementation strategy of the scientific-research/creative research activities of the HEI/basic educational.

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

Cluster evaluation

Description and Analysis of Cluster

This can be confirmed that the programs' objectives consider specifics of the field of study (education science), level and educational programs. They define a set of knowledge, skills, and competences that programs included in the cluster aims to develop in graduate students. The objectives of the cluster also indicate the contribution of the cluster to the development of the field and society.

The programs' objectives aim "to prepare highly qualified researchers and specialists in the field who will have the ability to conduct innovative, interdisciplinary, and evidence-based research on modern educational challenges and paradigms" (SER, p. 11).

The programs' objectives are well aligned with the mission, objectives and strategy of the University of Georgia. The mission statement of the University of Georgia is formulated as follows: "The University of Georgia generates knowledge and educates the individual, by which we mean the instillation of liberal-human values in a person and equipping them with the knowledge and skills necessary to achieve success through honest work, thereby contributing to the democratic development of society for the benefit of the Georgian nation and humanity" (website of the University of Georgia).

The programs' objectives were also considering labour market trends and needs. They reflect the main issue of internationalization of relevant educational programs. And they are shared by people involved in the development of the programs within the cluster, as it was indicated in the SER and proven during the site visit interviews.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

Objectives of both programs included in the cluster are practically the same and all what has been written in relation to the cluster of programs can be said about both programs individually.

Evidences/Indicators

- Self-evaluation report
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	None	None
Programme 2 (English-Language	None	None

Doctoral Program in Education Sciences)		
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Evaluation ³

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 - Programme Objectives	
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-Language Doctoral Program in Education Sciences)	Complies with requirements

1.2 Programme Learning Outcomes

Accreditation standards indicators

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

PHD Programme indicators

- The learning outcomes of the doctoral educational programme are logically related to the goals of the educational programme and correspond to the classifier of the 8th level of qualification;
- The results of the doctoral thesis, creative/performing project at the local and/or international level have scientific-research/creative-research significance, are innovative and have practical/theoretical value.

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

Cluster evaluation

Description and Analysis of Cluster

This can be confirmed that learning outcomes of the programs included in the cluster correspond to the objectives of the programs and cover main knowledge and understanding, skills, and responsibility and autonomy envisaged by the content of the programs.

The knowledge and understanding is in both programs elaborated into three groups: (1) Critically and comprehensively examines the fundamental theoretical and methodological paradigms of education through the synthesis of interdisciplinary approaches; (2) Demonstrates a systematic understanding of the latest methods and approaches in educational research for the purpose of conducting interdisciplinary research;

³ Evaluation is performed for each programme separately.

and (3) Consistently and thoroughly discusses the knowledge grounded in the latest achievements of the field.

As concerns skills, four groups of skills are emphasised:(1) Critically analyzes critical issues and challenges in educational policy/administration and pedagogy through the lens of diverse theoretical frameworks; (2) Develops relevant research and/or analytical methods and approaches aimed at generating new knowledge; (3) Consistently designs and implements the full cycle of innovative research by applying interdisciplinary approaches and adhering to the principles of academic integrity, and utilizes the findings to address existing problems in the field through evidence-based recommendations and normative proposals; and (4) Successfully plans and implements research projects in collaboration with international and local educational donors, ensuring effective time management and dissemination of findings to relevant stakeholders and the wider community.

Responsibility and autonomy are dealt with with two groups of outcomes: (1) Conducts research projects based on the latest scientific achievements in full compliance with the principles of academic and professional integrity, and disseminates results within professional circles, thereby contributing to the establishment of education as a core societal value; and (2) Reflects on and evaluates their own professional activities and identifies stages of their continuous professional development.

This can also be agreed that learning outcomes as formulated for the two programs included into the cluster are measurable, achievable and realistic. They respond to the level of qualification (PhD level) and are consistent with specifics of education sciences and employment and labor market demands.

These learning outcomes are consistent in terms of content, complexity and difficulty. During the interviews it was proven to some extent that stakeholders were informed about the learning outcomes.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Science) and **Programme 2** (English-Language Doctoral Program in Education Science)

The same situation as related to the whole cluster can be identified in case of both programs.

Evidences/Indicators

- Self-evaluation report
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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General recommendations/ Suggestion of the Cluster	None	Make sure stakeholders are well informed about learning outcomes of the programs included into the cluster and understand these learning outcomes.
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	None	None
Programme 2 (English-Language Doctoral Program in Education Sciences)	None	None

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Evaluation
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-Language Doctoral Program in Education Sciences)	Complies with requirements

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The University of Georgia plans to use a variety of methods for evaluation of programs' learning outcomes. Direct methods shall include seminars, presentations, analysis of research papers, and more), while indirect methods will include students and graduate surveys, interviews, data related to a number of graduates and final evaluations, employer and academic staff surveys, and more.

The University of Georgia ensures evaluation of learning outcomes through its internal platform, Online UG. On the platform, there is a systematic linking of the assessment process to the learning outcomes, which includes: program learning outcomes, course learning outcomes, exams, assessment tools (open-ended questions, topics, etc.), and other activities of the educational process. The direct evaluation of programs' learning outcomes is conducted at least once a year, and its quality is checked by the quality assurance service at least once every two years.

The proposed program providers also plan to use obtained results of evaluation for improvement of the programs and their updates.

The staff related to the newly proposed programs included into the cluster seems to be experienced in evaluating program and course learning outcomes.

One of the main tools for measuring achievements in learning outcomes shall be comparison of survey analysis results and recommendations with the map of learning outcomes. Also, the participation of stakeholders (namely employers, alumni, program academic staff) in these procedures is envisaged.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

The same situation as related to the whole cluster can be identified in case of both programs.

Evidences/Indicators

- Self-evaluation report
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/	None	None

Suggestion of the Cluster		
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	None	None
Programme 2 (English-Language Doctoral Program in Education Sciences)	None	None

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Evaluation
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-Language Doctoral Program in Education Science)	Complies with requirements

14. Structure and Content of Educational Programme

Accreditation standards indicators

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

PHD Programme indicators

- The basis for the development of the doctoral educational programme is the research potential of the higher education institution, the existence of previous scientific-research activity experience in the relevant direction, successful practice and research results;
- The doctoral educational programme contributes to the development of scientific-research activities at the HEI and the formation of field-related, scientific collaboration and professional connections;
- The contents of the doctoral educational programme, depending on the peculiarities of the study area, ensures the intellectual, social, cultural, economic, technological, industrial and/or other types development of science/field, state and/or society;
- The teaching component of the doctoral educational programme contributes to the implementation of the scientific-research component of the doctoral student in an appropriate degree through the development of transferable skills and/or by deepening the knowledge of the doctoral student on current issues/trends in the field. It also provides methodological guidelines for the proper planning and implementation of the research component;

- The content of the doctoral educational programme leads to the formation of important innovative approaches, that will contribute to the development of cooperation between scientific fields using interdisciplinary approaches, taking into account the specifics of the research field;
- The doctoral education programme promotes the development of such competences and transferable skills for doctoral students as: planning and implementation of research-scientific activities, finding and administering grants, project management, planning and implementation of creative/performing projects, engaging into the technological transfer through implementation of the research outcomes, leadership, supervision, career development planning, critical analysis of scientific literature, data analysis, teaching (pedagogical skills), expressing opinions in popular scientific language, etc.;
- To effectively implement the research component of the doctoral education programme, the HEI has developed: the mechanism for selecting and changing the research topic and implementing/presenting the scientific-research component, which, following the research field/fields of the educational programme and taking into account the interests of the doctoral students, ensures that the scientific-research component is performed by the doctoral student at an appropriate level, taking into account the adherence of academic integrity mechanisms;
- The individual research plan of the doctoral student takes into account - research aim, the structure of the doctoral thesis and the estimated schedule/timetable of the research implementation, research methodology and so on. The research plan supports the doctoral student to conduct his/her activities in accordance with the research topic and to complete the doctoral thesis within the time limit established by the law;
- The ethical norms of scientific-research activity are adhered to in the HEI, which take into account the local and international standards of research ethics in the relevant field.

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

Cluster evaluation

Description and Analysis of Cluster

The University of Georgia is using a procedure for planning, designing and developing educational programs, and this was used in case of programs included into the cluster, too. The procedure determines by whom can initiation of educational program be carried out, it defines individual steps/phases, and also specifies what information the project of educational program shall contain (program qualification, general outline of curriculum, analysis of program demand, possible tuition fee, planned student intake, required material resources, required academic resources, program feasibility information). This procedure specifies further steps (decision-making process).

The content and structure of the programs ensure individuality of the programs. Both programs included into the cluster have teaching and research components. ECTS are worked with and the allocation of work related to one ECTS seems to be in the norm. As for the curricula (core and elective program courses), 45 ECST is dedicated to core program modules and 15 to elective program modules. The organisation of individual parts of the programs is logical. The programs intend to consider new research findings in the field and respect the level of the programs.

Program development seems to be a collaborative process in these cases, as proven not only with the SER but also during the site visit interviews.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

Structure and content of both programs included in the cluster are practically the same, as described above.

Evidences/Indicators

- Self-evaluation report
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	Consider possibilities to strengthen milestones in the curriculum of the programs Consider possibilities to strengthen mobilities as an important element of the curriculum.
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	None	None
Programme 2 (English-Language Doctoral Program in Education Sciences)	None	None

Evaluation

Component 1.4. Structure and Content of Educational Programme	Evaluation
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	Complies with requirements

Programme 2 (English-Language Doctoral Program in Education Sciences)	Complies with requirements
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1.5. Academic Course/Subject

Accreditation standards indicators

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

Cluster evaluation

Description and Analysis of Cluster

This can be agreed that the learning outcomes of the academic subjects/courses are aligned with the learning outcomes of the programs included into the cluster. This relates to obligatory as well as elective courses.

And also, this can be confirmed that the content of each academic course is corresponding to the learning outcomes of the course, again, in the case of both groups of the courses.

The number of ECTS allocated to each course seems to be well chosen and justified, it corresponds to the content and learning outcomes of the courses. There is a good relation between contact and independent hours in the courses. Also, there is a plan to access every learning outcome of every course.

The study literature (learning resources) are relevant and up-to-date.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

It appears the same can be said about both versions of the program (see the text related to the cluster).

Evidences/Indicators

- Self-evaluation report
- Syllabi
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	None	None
Programme 2 (English-Language Doctoral Program in Education Sciences)	None	None

Evaluation

Component 1.5. Academic Course/Subject	Evaluation
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-Language Doctoral Program in Education Sciences)	Complies with requirements

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

Accreditation standards indicators

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

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.

PHD Programme indicators

- The admission requirements of the doctoral programme are public, they include information on the programme, admission deadlines and documentation to be submitted, as well as information on the research interests of supervisors and support/encouragement mechanisms for studies conducted by doctoral students and other information;

- Admission requirements of the doctoral programme takes into consideration an assessment of the applicants' experience and capabilities, required for successful completion of the doctoral programme.
- When enrolling in the doctoral education programme, the strategy of the scientific research/creative research activity of the HEI/basic educational unit is also taken into account;
- Admission of doctoral students to the doctoral educational programme is ensured on a commission basis;
- The HEI defines the rules for determining the composition, activities, and decision-making of the committee involved in the admission process of the doctoral education programme, which ensures the evaluation of the people wishing to be enrolled in the programme - in compliance with the principles of objectivity, fairness, and transparency;
- A candidate wishing to enroll in a doctoral educational programme shall submit a research/creative research thesis/project to the Commission in accordance with the rules established by the HEI. A candidate is also required to have a previous paper/publication in the relevant field and/or to participate in scientific-research projects and events and/or to have at least 2 years of work experience in the relevant field. The established requirements should provide an opportunity to evaluate the candidate's research skills;
- At the time of admission to the doctoral educational programme, the level of foreign language proficiency is determined. Taking into account the specifics of the field, the person in the programme must have knowledge of the English language at least B2 level or knowledge of one of the other Western European foreign languages at least B2 level and English language knowledge at least B1 level;
- Admission to the doctoral education programme takes into account the human, financial, and research resources available at the HEI, including the ratio of doctoral supervisors to doctoral students. Also, the results of the analysis on the timely completion of the programme by the doctoral students enrolled will be taken into account by the HEI.

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

Cluster evaluation

Description and Analysis of Cluster

The program admission prerequisites take into account the specificity of the program and ensure the admission of individuals who possess the knowledge, skills, and competencies necessary to complete the program.

The prerequisites specify the entry qualifications for candidates and the required level of English language proficiency (specified separately for each program). A candidate is required to submit a research proposal and participate in a subject-specific interview. This process ensures the admission of applicants who are equipped with the necessary knowledge, skills, and competencies to successfully complete the program.

These admission requirements are aligned with the program content, intended learning outcomes, level of education, the qualification to be awarded, and the language of instruction.

Students continue to develop and work on their selected research project throughout the duration of the program until its completion.

The prerequisites and procedures for admission to the Doctoral Program in Educational Sciences comply with the legislation of Georgia, namely Annex 3 of Order No. 65 of the Minister of Education, Science, Culture and Sports of Georgia, dated April 10, 2019, "On the Approval of the National Qualifications Framework and the Classifier of Fields of Study." They are also consistent with the national framework for doctoral education.

The admission of students to doctoral educational programs is overseen by a commission called the School Council. The selection process is transparent and clearly outlines the criteria considered by the School Council, including the candidate's research skills and the relevance of the proposed research topic. Information about the admission prerequisites and procedures is publicly available on the university's website (www.ug.edu.ge), and candidates are also provided with consultations when needed.

The University of Georgia has defined a methodology for determining the number of students admitted to the program. Admission takes place twice a year, in the autumn and spring semesters, and the total number of admitted students is five. This number reflects the specificity of the program, the number of potential supervisors, and the resources available at the university.

Admission to the program is conducted in accordance with the methodology for planning the student body. The ratio of thesis supervisors to doctoral students is not less than 1:3, in accordance with the rules specified in the doctoral program regulations. The formula for calculating the student admission quota is provided in the Educational Program Regulations and complies with the Doctoral Education Framework.

The methodology for determining the number of students to be admitted to the program is described in the Educational Program Regulations of the University of Georgia.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-language Doctoral Program in Education Sciences) and **Programme 2** (English-language Doctoral Program in Education Sciences)

All the necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Evidences/Indicators

- English-language Doctoral Program in Education Sciences;

- Georgian-language Doctoral Program in Education Sciences;
- Law of Georgia on Higher Education;
- University website (www.ug.edu.ge);
- Regulations of doctoral Program at University of Georgia
- Interview with the heads of the programmes

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Component 2.1 Programme Admission Preconditions	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-Language Doctoral Program in Education Sciences	Complies with requirements

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

Accreditation standards indicators

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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

Description and Analysis of Cluster

The doctoral programs within the cluster integrate theoretical and practical aspects of education and include two specialization modules: Contemporary Pedagogy: Theories, Research and Practice and Education Policy and Administration. These modules enable doctoral students to develop theoretical, practical, and research competencies aligned with their professional profile and research interests.

The schedule of meetings related to the learning and research components is established before the beginning of each semester. Doctoral students select the meeting days for the learning component during academic registration, while meetings related to the research component are arranged individually with the supervisor or co-supervisor (two hours per week). Progress in the learning and research components is regularly reviewed by the Scientific Advisory Board, which consists of the doctoral student's supervisor and two professors or associate professors from the relevant or related field. International experts may participate in these meetings remotely.

The programs promote the development of doctoral students' research and transferable skills, including research planning and implementation, grant searching and administration, project management, leadership and career development planning, critical analysis of scientific literature, data analysis, and pedagogical skills. These competencies are supported through courses such as Research I, Research II, Comparative and International Education, Academic Writing, Digital Innovations and Artificial Intelligence in Education, and Leadership and Change Management in Education. According to the doctoral program regulations, doctoral students may receive grants to support activities related to the research component, including publishing scientific papers, participating in scientific mobility, and conducting research experiments.

The programs support interdisciplinary research on contemporary educational issues. Doctoral research may address areas such as education policy and administration, contemporary pedagogy, legal and financial aspects of education, philosophy and sociology of education, curriculum development, research methods in education, and digital innovations and artificial intelligence in education. The interdisciplinary nature of the programs expands the scope of educational research and promotes a holistic understanding of educational processes. The programs also emphasize international cooperation and the development of competencies in educational project management. Graduates are prepared to critically analyze educational reforms and propose evidence-based innovative solutions to relevant institutions.

Student research and professional development are supported by the University of Georgia's structural units, including the Research Institute, Academic Affairs Management Service, and International Relations Service, which provide information on research projects, international mobility opportunities, exchange programs, training, conferences, and workshops. 40 students benefitted through the ERASMUS + credit mobility students exchange program between 2020-2025, and 60 academic staff participated in academic mobility between 2021-2025.

Doctoral students have opportunities to publish their research in peer-reviewed journals. These include the Caucasus Journal of Social Sciences (CJSS), where students can publish free of charge, and the Journal of Educational Inquiry and Interdisciplinary Research (JEIIR), an international open-access journal founded by the University of Georgia in 2025. Additional publication opportunities exist through collaboration with international journals such as Orbis Scholae (Scopus-indexed, Charles University, Prague) and the Journal of Global Higher

Education. The School of Education Sciences also offers Erasmus+ exchange opportunities for students and academic staff.

Student engagement is supported by the relevant structural units and services of the University of Georgia (the Research Institute, Academic Affairs Management Service, and International Relations Service), which ensure that students are informed about training opportunities, conferences, workshops, and research projects. Students at the appropriate stage of their studies also have the opportunity to participate in conferences and training organized by the School of Arts and Humanities and the Department of Educational Sciences, as well as in international scientific conferences abroad.

Doctoral students are supervised by qualified specialists with significant academic and research achievements. The list of potential supervisors and co-supervisors includes experienced researchers and professionals in the field of education.

The University of Georgia maintains extensive international partnerships and has signed numerous inter-institutional memoranda with universities and professional organizations. Within the program cluster, ten memoranda of cooperation have been signed with practice institutions and employers, including four universities, four private schools, one academic journal, and one vocational college. These agreements define the objectives, expected outcomes, duration of practice, and the number of students involved, thereby supporting the achievement of the program learning outcomes.

It should be noted that the University of Georgia was a main partner of the USAID Basic Education Programme, through which, across Georgia, 405 public schools (in the capital and regions) carried out various programme-planned activities. In 45 schools across various regions of Georgia UG, the Department of Educational Sciences founded STEM clubs, Ideators' Clubs, Reading Clubs and Book-Friends Clubs.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

All the necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Evidences/Indicators

- Minutes of the Scientific Advisory Board meeting
- Contracts/Memorandums signed with employers
- Georgian-Language Doctoral Program in Education Sciences
- English-Language Doctoral Program in Education Sciences
- Documents of Internationalization (Erasmus statistics, Outgoing students, Outgoing Staff)
- Self-evaluation report
- Interviews with Heads of the programmes
- Interviews with MA students

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Component <u>2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills</u>	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements

2.3. Teaching and Learning Methods

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The teaching and learning methods used in each academic course correspond to the level of education, course content, and intended learning outcomes, and ensure their achievement. The programs are logically structured, internally coherent, and organized according to the academic periods. They consist of both mandatory and elective courses and include a learning component as well as a scientific research component.

Considering the specificity of different program components and topics, the programs employ a variety of teaching methods. The teaching methods used within the learning component are described in the syllabus of each course. The teaching approaches used in both programs are diverse and are aimed at developing autonomy, self-directed learning, critical thinking, problem solving and other essential skills appropriate for the doctoral level.

These teaching and learning methods ensure students' active engagement in the learning process and promote interaction between students and academic staff, as well as among students themselves. They support student participation with an appropriate level of autonomy and responsibility and contribute to the development of various competencies, including critical and analytical skills.

Doctoral students are actively involved in learning and research activities. As part of the teaching and learning process, doctoral students prepare presentations, work on research projects, analyze academic literature, and complete other research-related tasks. In addition, doctoral students have weekly meetings with their scientific supervisors and members of the Scientific Advisory Council to discuss the progress and direction of their research.

Due to the specific nature of doctoral-level courses, students continuously work on their research topics and present the results of their assignments and research activities. This process promotes students' autonomy and responsibility, which was also confirmed during interviews with the heads of the programs.

According to the Educational Program Regulations of the University of Georgia, the university provides the possibility of developing an individual learning plan for students who, due to special educational needs, require specific forms and conditions for academic preparation, study, or assessment.

Interviews with the program's academic staff confirmed their experience in addressing the individual needs of international students. The academic staff have significant experience in teaching in multicultural environments and take students' cultural and other specific needs into account in the teaching-learning and assessment processes.

Interviews with the academic staff also demonstrated their readiness to provide distance learning opportunities for international doctoral students without compromising the objectives and learning outcomes of the program.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

All the necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Evidences/Indicators

- Syllabi
- Self-evaluation report
- Regulation of Doctoral program of University of Georgia
- Interview with academic staff
- Interview with the heads of the programs

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Component 2.3. Teaching and Learning Methods	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-Language Doctoral Program in Education Sciences	Complies with requirements

2.4. Student Evaluation

Accreditation standards indicators

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

PHD Programme indicators

- Doctoral students are evaluated according to the procedures established in the HEI, that are transparent, reliable and comply with the current legislation;
- The teaching component of the doctoral programme curriculum is assessed with the methods appropriate to the content of the teaching component and the requirements of the doctoral degree, which provides assessment of the student's knowledge and skills, including analytical and critical thinking, selection and independent application of research methodology, substantiated expression of an opinion, and other skills;

- The doctoral education programme provides the requirements for admission of a doctoral student to the defense of a dissertation/creative/performing work, or other research project/paper. This envisages periodic formative assessments of the student's progress;
- Before submitting the dissertation/creative/performance work for the academic degree, the doctoral student is required to publish at least two scientific articles from the relevant research field, one of which must be published in a peer-reviewed journal with a foreign international index.
- The supervisor periodically monitors the progress of consistent performance of a research component by the doctoral student, provides formative assessment, and feedback.
- Requirements of the academic style of the doctoral thesis, methods and criteria for evaluating the doctoral thesis, which take into account the specifics of the field, are known in advance to the doctoral students and are taken into account during the evaluation of the doctoral theses.
- While evaluating the scientific-research component, HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms;
- The defense of doctoral theses is performed in accordance with the HEI procedures of evaluation and defense of a doctoral thesis which is in compliance of the current legislation.
- The evaluation of the doctoral thesis is carried out in a commission manner - by the commission/commissions;
- The procedures for the evaluation and/or defense of the doctoral thesis provide for the conclusions of the competent institution (local and/or foreign university, scientific - research institute), local and international reviewer (the conclusion of the international reviewer is not mandatory for the following fields of study: Georgian philology, Abkhazian philology, also, if the doctoral candidate has an international supervisor), who evaluates the novelty of the scientific research/creative work of the dissertation and readiness for the defense of the dissertation;
- A local reviewer is a staff member of a local university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- An international reviewer is a staff member of a foreign university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- Mechanisms and processes for the selection and appointment of doctoral thesis reviewers by the university should be transparent, impartial, and objective. When selecting reviewers, their anonymity should be ensured, which contributes to the preparation of an unbiased, fair and objective conclusion;
- The defense commission(s) consists of representatives of academic/scientific staff from the relevant field, whose competence allows for in-depth and thorough evaluation of the paper and the originality of the research/creative research and its results;
- Participation of external evaluators is ensured in the composition of the defense commission(s); The supervisor/co-supervisor of the doctoral student does not participate in the work of the defense commission(s);

- Considering the specifics of the field, the defense commission(s) includes (if necessary) an international evaluator(s) with relevant qualification and competence, and a representative(s) of the governmental/non-governmental sector and the labor market;
- Defense of doctoral thesis is public and open; The abstract/summary of the doctoral thesis in Georgian, English and the languages of the programme implementation is public and available to everyone;
- The doctoral educational programme provides the appeal of evaluation results of the doctoral students' enrollment to the programme as well as procedures of dissertation defense. The rules of appeal are publicly available in advance and ensure that an objective and fair decision is made;
- Mechanisms for searching, and appointing reviewer and determining his/her activities are ensured by HEI;
- Information about the topics of current theses and defended theses are published by the HEI on a unified electronic portal.

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

Cluster evaluation

Description and Analysis of Cluster

Student assessment is carried out fairly toward all students. Assessment forms, components, and methods are transparent, published, and known to the student in advance.

The student is assessed using a 100-point system; the minimum positive assessment is 51 points. Assessment forms, components, and criteria for training courses are transparent and provided in the relevant syllabi, which are uploaded to the university's electronic database and available to all students. The assessment components and criteria are established based on a joint agreement between the author of the relevant training course, the head of the program/department, and the school director.

The assessment system for learning components includes multiple forms of assessment, e.g., midterm and final, or midterm, final and presentation, seminar, colloquium. During the learning process, the doctoral student is given the opportunity to discuss their achievements and ways to improve them with the academic staff.

Students receive feedback on their learning outcomes, as well as information regarding their strengths, weaknesses, and ways to improve their results. Also, the online platform MY UG functions effectively, where students are provided with the opportunity to receive their assessments along with the evaluator's feedback and, if necessary, establish communication with the lecturer.

Information regarding the appeal of learning component assessments is also provided in the Doctoral Studies Regulations. The doctoral student is authorized to review their own work and appeal the results received in the assessment of a learning component within 2 working days of the results being reflected in the "My UG" system.

The schedule for meetings provided by the doctoral student's educational and research components is established before the start of each semester; the doctoral student selects the meeting days for the educational component during academic registration, while meeting days

for the research component are coordinated individually with the supervisor/co-supervisor. The approval/discussion of the educational/research components provided by the doctoral program is carried out at the meeting of the Scientific-Consultative Council.

Periodic monitoring of the doctoral student's progress in knowledge and skills is carried out by the Scientific-Consultative Council and the doctoral student's supervisor, in accordance with the assessment components and criteria provided by the educational and research components integrated into the program. To ensure the compliance of the dissertation with established standards, working on the doctoral thesis is a step-by-step and consistent process is also carried out under periodic monitoring (presentation of the concept, research seminar, colloquium, preliminary application, defense of the qualifying thesis).

To be admitted to the defense of the dissertation at the Dissertation Council, it is mandatory for the doctoral student to have published at least two scientific articles in the relevant research field during the study period. Among these, at least one article must be published in a foreign international indexed peer-reviewed journal. (The list of international scientific databases in which peer-reviewed journals are indexed is determined by the LEPL National Center for Educational Quality Enhancement, which is provided with information by the University in agreement with the relevant program heads). Additionally, the student must have conducted at least two scientific seminars with the relevant academic staff of the University (confirmed by the minutes of the respective school) and participated in at least one conference with the status of a speaker.

Local and international experts are invited for the evaluation of the dissertation: A local expert is a staff member of a local university, scientific-research institute/center, or an individual with Emeritus status, who possesses the latest knowledge in the field, has actively participated in scientific research, and within the last three years has published at least one scientific work (in arts—a creative/performance project) in a foreign international indexed peer-reviewed journal that corresponds to the general theme/research field of the doctoral student's dissertation. An international expert is a staff member of a foreign university, scientific-research institute/center, or an individual with Emeritus status, who possesses the latest knowledge in the field, has actively participated in scientific research, and within the last three years has published at least one scientific work (in arts—a creative/performance project) in a foreign international indexed peer-reviewed journal that corresponds to the general theme/research field of the doctoral student's dissertation.

As for the Dissertation Council, it is the body that grants the academic degree of Doctor and is established by the School Council within five working days after the preliminary defense of the thesis, based on the minutes of the preliminary defense. The Dissertation Council consists of no fewer than five and no more than seven members. The composition of the Dissertation Council includes members of the Scientific-Consultative Council (except for the doctoral student's supervisor/co-supervisor), two experts, and the university's academic or visiting personnel. The Chair of the Scientific-Consultative Council simultaneously performs the duties of the Chair of the Dissertation Council.

The decision made at the meeting of the Dissertation Council may be appealed in accordance with the rules established by legislation. In the event that a doctoral student receives an "insufficient" assessment at the Dissertation Council meeting, the student is granted the right to submit a revised dissertation within one year. If the doctoral student receives a completely unsatisfactory (*sub omni canone*) assessment at the Dissertation Council meeting, the student loses the right to submit the same dissertation again.

The procedures for the defense and assessment of the dissertation, along with the assessment criteria, are detailed in the Doctoral Studies Regulations. The defense of the dissertation at the Dissertation Council is public and may be attended by any individual.

The University has developed an Academic Integrity Policy document. To ensure academic integrity, all persons involved in the university's educational and scientific processes are obliged to follow the academic style established by the relevant program when performing scientific work within the university space.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

All the necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Evidences/Indicators

- Doctoral Studies Regulations
- English-language Doctoral Program in Education Sciences
- Georgian-language Doctoral Program in Education Sciences
- Electronic portal MY UG
- Academic Integrity Policy document
- Self-assessment report
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 (Georgian-language Doctoral Program in Education Sciences)	None	None
Programme 2 (English-language Doctoral Program in Education Sciences)	None	None

Evaluation

Component	Evaluation
2.4. Student Evaluation	
Programme 1 (Georgian-language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-language Doctoral Program in Education Sciences)	Complies with requirements

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

Accreditation standards indicators

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

PHD Programme indicators

- Taking into account the specifics of the field, within the framework of the doctoral programme, the HEI cooperates with local and international scientific research institutes/centers/HEIs, doctoral schools, public and private sector/industry and other potential employers to implement a scientific- research component, to integrate graduates into the labour market and promote their career advancement;
- The higher education institution creates appropriate conditions and environment for the doctoral educational programme to encourage international mobility and/or participation in international conferences, seminars and other scientific/creative activities, which aims to develop a strong and inclusive research environment and promotes the formation of best research practices, internationalization of the research, and implementation of joint research projects.
- HEI provides doctoral students with additional support mechanisms in the form of extra-curricular events and activities aimed at the doctoral student's personal, professional and career development;
- Within the framework of the doctoral educational programme, the higher education institution has developed supporting measures for doctoral students, which allows the doctoral student to complete the doctoral thesis within the timeframe established by the law;
- HEI provides indicative information to the doctoral student about scientific publications/databases with an international index corresponding to the specificity of the field for the publication of an international scientific publication; in the artistic field it provides information about artistic and creative events (concert, festival, competition, master class, exhibition, biennial and others);

- HEI periodically analyzes the indicators of career development of the graduates of the doctoral educational programme, the results of which are aimed at the development of the programme, resources and supporting mechanisms for doctoral students;
- HEI provides doctoral students with information about support services.

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

Cluster evaluation

Description and Analysis of Cluster

To improve the planning of the learning process and achievement, students receive necessary information, consultation, and assistance from the director of the school, department head, program head, or assistant. At the university, a Scientific-Consultative Council is established for every doctoral student, consisting of three members: the doctoral student's scientific supervisor and two professors/associate professors from the relevant or related field (considering the specifics of the field).

The Scientific-Consultative Council provides consultation to the doctoral student regarding the modules provided by the educational component (the logical sequence of the core components and advice regarding elective components) and hears and assesses doctoral seminars within the specialty module. It also monitors the preparation and presentation stages of the research component (doctoral thesis) defined by the doctoral program (each of these components is presented before the Scientific-Consultative Council), thereby ensuring the effective planning and implementation of the doctoral student's research. The council also assists the doctoral student in selecting scientific journal(s) that are relevant and scientifically valuable to the research field for the purpose of publishing research results and aids them in the process of preparing the publication.

The educational program, along with syllabi and documents regulating the educational process, is posted on the website; through the "My UG" system, the student has unimpeded access to this information. Furthermore, they can address any question to the university's administrative and academic staff both via email and through "My UG," and quickly and easily submit an application to receive necessary documents.

Students have the opportunity to engage in active student life and participate in various projects, information about which they receive in the form of messages through the "My UG" system or from the university website.

At the University of Georgia, the Student Employment Support Office focuses on students' career advancement. In terms of career services, employment forums, individual consultations,

as well as exclusive news regarding current vacancies, are available to both students and graduates.

Doctoral students also have the opportunity to benefit from international mobility and spend a certain period of time abroad, which was also confirmed by doctoral students of the related program during the interviews.

A university grant is available for students of the doctoral program. The doctoral student is entitled to receive a grant to fund the activities that constitute the research components. The activities constituting the research component include actions required for the publication of the doctoral student's scientific works, scientific mobility, and scientific experiments.

A doctoral student whose annual tuition fee is 3,000 GEL or more is eligible to receive the grant. To support scientific research, the doctoral student may request a grant in the amount of 1/3 of the total tuition fee throughout the full doctoral cycle, which entails maintaining an active student status at the university.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

All the necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Evidences/Indicators

- The regulation of doctoral program at University of Georgia
- Doctoral Studies Regulations
- Student system "My UG"
- Job descriptions of persons involved in the implementation of the program
- Rules of operation of the Student Employment Support Office
- Self-assessment report
- Website
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/	None	None

Suggestion of the Cluster		
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	None	None
Programme 2 English-Language Doctoral Program in Education Sciences)	None	None

Evaluation

Component <u>3.1 Student Consulting and Support Services</u>	Evaluation
Programme 1 (Georgian-language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-language Doctoral Program in Education Sciences)	Complies with requirements

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

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

PHD Programme indicators

- The supervisor coordinates the performance of the scientific-research component of the doctoral student;
- The HEI has developed the documents regulating the appointment and change of supervisor/co-supervisor of the doctoral student and implementation of supervision/co-supervision;
- The HEI has developed a sample of agreement/contract to be signed between the doctoral student, his/her supervisor/co-supervisor and the HEI, which defines the rights and responsibilities of all parties; The supervision of the doctoral student is included in the overall university workload of the relevant academic/scientific staff;
- The terms of the agreement/contract facilitate the effective implementation of the activities by the supervisor/co-supervisor and the completion of the thesis by the doctoral student within the timeframes;
- During the research process the supervisor has regular consultations with doctoral students on methodological, structural, conceptual and other issues related to the research/creative research. The frequency of the consultations corresponds to the specifics of the research topic and the individual needs of the doctoral student. A supervisor provides

consultations over the following topics during the research: research design and project management, research methodology, professional development, the process of writing a thesis/scientific-research work/dissertation, integration process within the local and international scientific/creative network, the processes of participation in local and international scientific/creative events and presentation of the results; publication of scientific articles in peer-reviewed journals, etc.;

- Co-supervisor (if any) supports the doctoral student in the implementation of the scientific-research component through the mutual agreement with the supervisor and the doctoral student;
- Taking into account the specifics and needs of the research, the university promotes the involvement of the staff of a foreign university, scientific-research institute/center, or a person with emeritus status including a compatriot person living abroad, as a supervisor/co-supervisor in the research/creative research process of the doctoral candidate;
- To ensure the doctoral programme sustainability, the HEI, when planning the number of the doctoral thesis supervisors, considers the workload of the supervisors, the amount of existing and future doctoral students, specifics of the programme and best international practices;
- HEI has developed a methodology for the ratio of the doctoral thesis supervisors to doctoral students in the doctoral educational programme, thus ensuring the effective implementation of the supervision;
- The ratio determined by the HEI between the supervisor and his/her active doctoral students does not exceed - 1:3, within the framework of one higher education institution; A ratio of 1:5 between the supervisor and his doctoral students with active status is allowed if a suspended doctoral student requires reinstatement of status to submit a thesis/creative/performance work to be awarded an academic degree. The mentioned ratio can be determined differently depending on the conditions of the scientific grant/project;
- The HEI has developed mechanisms for evaluating the activities of the supervisor/co-supervisor of the doctoral thesis, which ensures the effective implementation of the supervision/co-supervision;

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

Cluster evaluation

Description and Analysis of Cluster

The presentation of the research concept by a prospective doctoral student takes place at a meeting of the Scientific-Consultative Council, which is guided by the concept evaluation criteria when making a decision. To receive a positive decision from the Scientific-Consultative Council, the consent of the supervisor of the research topic is mandatory. In the event of a positive decision, the Scientific-Consultative Council approves the title of the dissertation thesis and notifies the School Council of the result within five working days. The decision of the Scientific-Consultative Council regarding the acquisition of the right to study in the doctoral program is formalized by the School Council within two working days.

The Doctoral Studies Regulations of the University of Georgia describe the requirements, rights, and duties of a doctoral thesis supervisor.

A doctoral student's supervisor may be academic and/or scientific personnel of UG; the supervisor coordinates the implementation of the doctoral student's educational and scientific-research components; defines the direction of the doctoral student's research, monitors the research results and the dissertation thesis, provides advice regarding research methods and data analysis, and discusses research results and articles together with the doctoral student.

A doctoral supervisor is entitled to simultaneously supervise no more than three doctoral students with active status at the university; supervision of five doctoral students with active status is permissible when a doctoral student with suspended status requests restoration of status for the purpose of submitting a dissertation to be awarded an academic degree.

In the research process, the supervisor holds regular consultations with the doctoral student on research issues based on individual needs. Consulting the doctoral student includes, among others, the following topics: research design/project management, research methodology, professional development, the dissertation writing process, the process of integration into local and international scientific/creative networks, the process of participating in and presenting results at local and international scientific/creative events, publishing scientific articles in foreign international indexed peer-reviewed journals, etc.

Based on a reasoned motion from the Scientific-Consultative Council, the School Council is authorized to appoint a co-supervisor who holds a doctoral academic degree. The co-supervisor (if any) supports the doctoral student in the process of implementing the scientific-research component based on mutual agreement. In the event of a co-supervisor's appointment, their qualification requirements must correspond to the theme/research field of the doctoral student's dissertation.

Given the specifics of the research, the involvement of a foreign supervisor/co-supervisor in the doctoral student's research process is possible. Doctoral students are also given the opportunity to evaluate the quality of the activities of the supervisor and co-supervisor.

While doctoral students possess the theoretical right to change their supervisor under university regulations, practical experience suggests a different trend. Based on interviews conducted with doctoral students from related programs, it was revealed that such a practice does not exist in reality.

The Georgian-language and English-language doctoral programs in Education Sciences involve 8 academic staff members and 16 visiting professors. Each of them holds a doctoral degree in education or a related field.

Since the program is new, the table to be completed remains empty; however, the program is supported by a sufficient number of potential supervisors/co-supervisors. According to current data, the programs have 24 potential supervisors.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

All the necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Data related to the supervision of master's/doctoral students Programme 1 (name, level)⁴	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

- Self-evaluation report
- interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 (Georgian-Language Doctoral Program in Education Sciencesname, level)	None	None
Programme 2 (English-Language Doctoral Program in Education Sciencesname, level)	None	None

⁴ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Evaluation
Programme 1 (Georgian-Language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-Language Doctoral Program in Education Sciences)	Complies with requirements

4. Providing Teaching Resources

Accreditation standards indicators

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

4.1 Human Resources

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

PHD Programme indicators

- The doctoral education programme involves at least 5 affiliated academic staff of the relevant field, including at least 3 professors/associate professors. If available, the institution should involve scientific staff in the programme implementation;
- The qualification of the academic/research staff of the doctoral educational programme is confirmed by a scientific paper published in the peer-reviewed journals with the international index during the last 3 years and/or a practical/creative/performing project, which confirms his/her competence in the relevant field;
- HEI promotes the participation of foreign university, scientific-research institute/center staff, or a person with emeritus status in the process of implementing the doctoral educational programme;
- The Head of the doctoral programme has the necessary knowledge and experience for the design and development of the programme, as well as the appropriate competence in the field of study of the programme. He/she is directly involved in the implementation of the programme and is the affiliated academic and/or scientific staff of the institution;

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

Cluster evaluation

Description and Analysis of Cluster

The academic staff involved in the programs within the cluster possess appropriate qualifications and are engaged in accordance with their functions and relevant legislation. According to the Personnel Regulations of the University of Georgia, holding a doctoral degree is a mandatory requirement for occupying an academic position. A professor must have at least six years of scientific and pedagogical experience, while an associate professor must have at least three years of relevant experience, as confirmed by the profiles of the academic staff involved in the programs.

The programs involve eight academic staff members, including five professors and three associate professors, of whom six are affiliated with the university. In addition, 16 invited professors participate in the programs, all holding doctoral degrees in education or related fields. The academic staff have extensive experience in research and doctoral supervision, which supports the achievement of the intended learning outcomes.

The University of Georgia implements its doctoral programs with the involvement of experts and researchers from foreign universities and research institutions. International experts from the universities of the United States, Cyprus, Lithuania, Malta, Slovakia, and Switzerland are engaged in the programs.

According to the Doctoral Regulations of the University of Georgia, the qualifications of academic and research staff involved in doctoral programs must be confirmed by publications in internationally indexed peer-reviewed journals or participation in research projects within the last three years. Eighteen academic staff members involved in the programs meet this requirement.

Invited academic staff are selected based on their professional experience and competencies relevant to the program's learning outcomes. For example, the course "Collaboration with Educational Donors and Project Management in Education" is taught by an expert who led the Erasmus+ National Office of Georgia from 2009 to 2021. The course "Comparative and International Education" is delivered by two international experts with doctoral degrees and extensive experience in comparative and international education.

The programs have a semester-based workload scheme for academic and invited staff, which is regularly updated. Workload distribution takes into account the complexity of activities and staff commitments at other higher education institutions. Adjustments are made at the beginning of each semester to ensure that staff can effectively fulfill their responsibilities.

Full-time academic staff are employed 40 hours per week, while part-time staff are employed based on an hourly workload and remuneration system. In certain cases, exclusive agreements may restrict part-time staff from working at other educational institutions. Academic workload includes both teaching and research activities, and the annual workload for full-time staff is 1,760 hours. Within the programs, the weekly teaching workload of a professor does not exceed 20 hours. If an academic staff member performs permanent administrative duties, the mandatory workload is reduced by 50%. In cases of intensive research activity, full-time academic staff may be partially or fully released from teaching duties for one semester every three years.

Doctoral students are provided with weekly consultation hours with their supervisors and course instructors, which are specified in the course syllabi.

The implementation of the programs is supported by approximately 250 administrative and support staff working in various university units, including the Academic Affairs Administration Service, Library, Quality Assurance Service, International Relations Service,

Human Capital Management Service, Student Affairs Center, Legal Service, and IT Service. Currently, 14 employees work in the Academic Affairs Administration Service, six in the Library, five in the Quality Assurance Service, seven in the International Relations Service, and two in the Student Affairs Center.

The university also operates a Front Desk service, which serves as the first point of contact for students and academic staff. Students can obtain information and documents directly or submit inquiries electronically through the MyUG platform.

Voluntary turnover among administrative staff does not exceed 15%, indicating a staff retention rate of approximately 85%.

The University of Georgia regularly monitors strategic indicators defined in its strategic plan, including the development of academic fields, tuition policies, the ratio of domestic and international students, and student distribution across study levels. The analysis of these indicators supports continuous quality improvement of the programs within the cluster.

Both programs are led by Prof. Dominik Dvořák and Associate Prof. Revaz Tabatadze, who possess the necessary academic expertise and practical experience for program development and implementation.

Dominik Dvořák is an experienced education researcher and academic affiliated with Charles University, specializing in curriculum studies and educational change. He has led and co-led multiple projects funded by the Czech Grant Agency on school choice, curriculum trends, and organizational transformation in schools. His professional roles include Executive Editor of the Scopus-indexed journal *Orbis Scholae* and Vice-Chairman of the National Curricular Council at the Ministry of Education, Youth and Sports of the Czech Republic. He teaches postgraduate courses in curriculum planning, academic writing, and qualitative research methods at the Faculty of Education and is an author of multiple scientific publications.

Revaz Tabatadze is a scholar and educator specializing in education policy, curriculum development, and applied linguistics, currently conducting post-doctoral research at Charles University, Prague. His research focuses on globalization, curriculum transformation, discourse analysis, and language education. He leads MA and PhD programmes in Education Administration and Management as an Associate Professor at The University of Georgia and has extensive experience in teacher education, higher education quality assurance, and multilingual pedagogy. His expertise also includes academic writing, qualitative and linguistic research methods, and leadership in educational institutions, supported by multiple research grants, international professional training, and multiple scientific publications.

The responsibilities of the program leaders include labor market analysis, comparative review of programs at leading international universities, curriculum development, cooperation with the Quality Assurance Service to strengthen quality assurance mechanisms, collaboration with employers to support student internships and employment, and coordination with university administration and the Human Resources Management Service for the recruitment of academic and invited staff.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences, **Programme 2** (English-Language Doctoral Program in Education Sciences)

All the other necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Programme 1 Georgian-language Doctoral Program in Education Sciences

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁵	Including the staff holding PhD degree in the sectoral direction ⁶	Among them, the affiliated academic staff
Total number of academic staff	8	8	8	6
- Professor	5	5	5	4
- Associate Professor	3	3	3	2
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	16	16	16	–
Scientific Staff				–
Including International Staff				

Programme 2 English-language Doctoral Program in Education Sciences

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁷	Including the staff holding PhD degree in the sectoral direction ⁸	Among them, the affiliated academic staff
Total number of academic staff	8	8	8	6
- Professor	5	5	5	4
- Associate Professor	3	3	3	2
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	16	16	16	–
Scientific Staff				–
Including International Staff				

⁵ Staff implementing the relevant components of the main field of study

⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

⁷ Staff implementing the relevant components of the main field of study

⁸ Staff with relevant doctoral degrees implementing the components of the main field of study

Evidences/Indicators

- Regulation of the University Personnel of Georgia
- Doctoral Studies Regulation
- Job Description
- Personal Files of Academic Staff
- Academic Staff Workload Scheme
- Personal Files of Program Heads
- Data of Administrative and Support Staff
- Interview with Academic Staff
- Interview with Program Heads

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Component 4.1 Human Resources	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-Language Doctoral Program in Education Sciences	Complies with requirements

4.2 Qualification of Supervisors of Master's and Doctoral Students

Accreditation standards indicators

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.

PHD Programme indicators

- HEI has developed qualification requirements for scientific supervisor/co-supervisor, which respond to the specifics of the programme and international best practice;
- Due to the specifics and development of the field, the scientific supervisor of each doctoral student is equipped with the latest knowledge, has the academic degree in the relevant field, has experience
- of supervision/co-supervision, or has completed a relevant activity (training, seminar, professional development course, etc.), as well as actively participated in scientific research and/or has published a scientific work (in the field of art - creative/performing project) which corresponds to the general topic/research field of the doctoral thesis;
- Due to the specifics and development of the field, the doctoral student's supervisor has published at least 1 scientific paper (in the field of arts - creative/performing project) in the foreign peer-reviewed journal with the international index defined by the HEI during the last 3 years, and this paper corresponds to the general topic/research field of the doctoral student's doctoral thesis;
- The supervisor of the doctoral student, as well as in the case of several supervisors, one of the supervisors, is an academic (professor, associate professor) and/or scientific staff of the HEI with doctoral degree or equivalent to the doctoral degree. The requirement in the section on holding an academic position does not apply to an international supervisor/co-supervisor;
- The doctoral student's supervisor has professional connection with the local and international scientific/artistic community (joint researches/grants/projects, scientific associations/unions/educational/scientific institutions);
- The qualification requirements of the co-supervisor correspond to the topic/research field of the doctoral student's doctoral thesis;
- HEI periodically provides the doctoral thesis supervisor with such activities (training, seminar, workshop, etc.) that facilitate the effective implementation of supervision;
- HEI has developed mechanisms to encourage doctoral students' supervisors in the doctoral education programme;

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

Cluster evaluation

Description and Analysis of Cluster

The University of Georgia has established transparent qualification requirements for supervisors and co-supervisors, which correspond to the standards of doctoral education and reflect the specificity of the program as well as international best practices. These requirements are defined in the Doctoral Program Regulations of the University of Georgia.

A doctoral supervisor must possess up-to-date knowledge, hold a doctoral degree in the relevant field, and have experience in supervision or co-supervision, or have completed relevant professional development activities (such as training, seminars, or professional development courses). In addition, the supervisor must have participated in scientific research and/or have published at least one scientific article within the last three years in an internationally indexed peer-reviewed journal recognized by the university and relevant to the general topic or research field of the doctoral dissertation.

If a co-supervisor is appointed, their qualifications must correspond to the topic and research field of the doctoral dissertation. The same qualification requirements apply to co-supervisors. Depending on the specificity of the research, an international co-supervisor may also be involved.

The doctoral student’s supervisor, or at least one of the supervisors in the case of multiple supervisors, must be an academic staff member (professor or associate professor) or a research staff member of the University of Georgia holding a doctoral degree or an equivalent qualification. This requirement does not apply to international supervisors or co-supervisors.

A total of 23 supervisors and co-supervisors are involved in the program. The majority of them regularly participate in local and international conferences, stay updated on recent scientific achievements, share and apply best practices, and conduct research projects. Based on the review of personal files, 18 potential supervisors and co-supervisors involved in the program have actively participated in research projects and have published scientific papers in internationally indexed peer-reviewed journals within the last three years.

According to the job description of doctoral dissertation supervisors in the cluster programs, the qualification requirements include: a doctoral degree, at least three years of scientific or professional experience, the ability to work with electronic information resources and office software, and knowledge of at least one European language.

Supervisors and co-supervisors are expected to possess strong research skills, critical thinking, effective verbal and written communication, presentation and listening skills, the ability to work with documentation, teamwork skills, and the ability to communicate in multicultural environments.

The Doctoral Regulations of the University of Georgia also define the supervisor–doctoral student ratio. A supervisor may supervise no more than three doctoral students with active status simultaneously. Supervision of up to five doctoral students is permitted in cases where a doctoral student whose status had been suspended requests reinstatement for the purpose of submitting the dissertation and obtaining the academic degree.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences), **Programme 2** (English-Language Doctoral Program in Education Sciences)

All the other necessary information was inserted into the part related to the cluster of programs, there is nothing on the top of this that could be specific for any of the two programs.

Programme 1 Georgian-language Doctoral Program in Education Sciences			
Number of supervisors of Master's/ Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/ Doctoral theses	7	7	5

⁹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Professor	4	4	3
- Associate Professor	3	3	2
- Assistant-Professor	0	0	0
Invited Staff	16	16	—
Scientific Staff			—
Including International Staff			

Programme 2 English -language Doctoral Program in Education Sciences			
Number of supervisors of Master's/ Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction¹⁰	Among them, the affiliated academic staff
Number of supervisors of Master's/ Doctoral theses	7	7	5
- Professor	4	4	3
- Associate Professor	3	3	2
- Assistant-Professor	0	0	0
Invited Staff	16	16	—
Scientific Staff			—
Including International Staff			

Evidences/Indicators

- Job Description
- Doctoral Studies Regulation at UG
- Framework for Doctoral Education
- Guideline for Assessment of Accreditation Standards of Higher Education Programmes
- Self-Evaluation Report
- Staff CVs
- Interviews with Program Heads

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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¹⁰ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

General recommendations/ Suggestion of the Cluster	None	None
Programme 11 Georgian-language Doctoral Program in Education Sciences	None	None
Programme 2 English- language Doctoral Program in Education Sciences	None	None

Evaluation

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	Evaluation
Programme 1 Georgian-language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-language Doctoral Program in Education Sciences	Complies with requirements

4.3 Professional Development of Academic, Scientific and Invited Staff

Accreditation standards indicators

- > 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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

Description and Analysis of Cluster

The university has established institutional mechanisms for the evaluation and professional development of academic, scientific, and invited staff involved in the doctoral programmes in Education Sciences.

The available evidence shows that staff evaluation is conducted through anonymous end-of-semester student questionnaires evaluating both academic courses and lecturers. The results are analyzed by the programme or department head together with the school director, and related recommendations may be discussed at institutional level or individually with relevant

staff members. In addition, academic staff surveys are used to collect information on staff satisfaction with the programme and its components, including teaching methods, learning materials, workload, and the adequacy of literature. The documentation therefore confirms that the institution conducts staff evaluation and staff satisfaction surveys, analyzes the results, and uses them to identify areas requiring improvement.

Research activity is reflected in institutional support mechanisms and in expectations regarding staff qualifications and scholarly output.

The reviewed materials indicate that evaluation results are used primarily for professional improvement. Survey findings and related analysis are linked to recommendations, discussions with staff, and possible correction of programme components. However, the documentation does not clearly demonstrate that staff evaluation results are formally used in promotion decisions. The evidence more clearly supports the use of evaluation results for development and staff support mechanisms than for promotion.

The university also provides regular opportunities for professional development. The Scientific-Research Institute and the Office of Academic Staff Development and Scientific Project Management support research and academic development. In addition, the university participates in projects focused on innovative and student-centered teaching approaches, and the Professional Development Center offers annual workshops for academic and invited staff.

The institution provides material and financial support for scientific and research work. The documentation indicates the existence of funding mechanisms for participation in international conferences, support for publication in highly ranked journals, bonuses linked to research output, and support for scientific missions. Academic staff may also publish free of charge in university-supported academic journals. This demonstrates that the university provides conditions that foster scientific and research activity.

The available evidence also shows that the university promotes participation of academic and scientific staff, including doctoral supervisors, in international conferences, scientific missions, and research-related activities. In addition, staff training is provided for the use of digital and online teaching methods, which supports the effective use of e-learning and distance teaching where needed.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Georgian-Language Doctoral Program in Education Sciences)

The Georgian-language PhD programme in Education Sciences is covered by the institutional system of staff evaluation, professional development, and research support described at cluster

level. As the programme is newly established, the current evidence confirms that staff involved in the programme are subject to institutional evaluation procedures and have access to professional development activities, research funding, conference support, and training in contemporary teaching methods, including online teaching tools.

Description and Analysis - Programme 2 (English-Language Doctoral Program in Education Sciences)

The English-language PhD programme in Education Sciences operates within the same institutional framework for staff evaluation and professional development. The available evidence confirms that staff involved in the programme have access to institutional evaluation procedures, research support mechanisms, professional development activities, and digital teaching training.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Relevant questionnaires and analysis of obtained results
- Bonus award methodology
- Personnel regulations
- Rules and procedures of the Scientific-Research Institute
- Educational program regulations
- Personal files of staff
- Project STAR
- UG Professional Development Center.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 (Georgian-language Doctoral Program in Education Sciences name, level)	None	None
Programme 2 (English-language Doctoral Program in Education Sciences)	None	None

name, level)		
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Evaluation

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	Evaluation
Program me 1 (Georgian-language Doctoral Program in Education Sciences)	Complies with requirements
Programme 2 (English-language Doctoral Program in Education Sciences)	Complies with requirements

4.4. Material Resources

Accreditation standards indicators

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

PHD Programme indicators

- The doctoral education programme is equipped with the necessary research and artistic-creative infrastructure and technical equipment (scientific laboratory, computer resource, information resource, digital resource, individual working spaces for doctoral students, etc.), which are necessary for the implementation of the educational and scientific-research components of the educational programme and for the achievement of the learning outcomes;
- Library book fund, latest scientific periodicals, international electronic library bases both from the university territory and from any other location are available for doctoral students, which allow them to have access and get to know the scientific resources of the relevant research field to achieve the learning outcomes of the programme;
- In order to implement the scientific-research component, the HEI promotes the sharing of scientific- research infrastructure both within the institution and among other higher educational and scientific institutions outside it;
- HEI constantly takes care of the renewal and development of scientific-research/creative research infrastructure.

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

Cluster evaluation

Description and Analysis of Cluster

The University of Georgia provides infrastructure and material-technical resources that are appropriate for the implementation of the doctoral programmes included in the cluster and support the achievement of the learning outcomes. The university has accessible and well - maintained educational infrastructure, including classrooms and conference spaces equipped with relevant inventory, a library supported by information and communication technologies, learning spaces, laboratories, and modern computer equipment. The physical environment also

includes facilities adapted for persons with disabilities, which supports accessibility of the learning environment.

A significant component of the material resources is the university library, which supports both teaching and research activities. The library includes printed academic literature and electronic resources relevant to doctoral-level study and research. Access to electronic databases is an important strength of the resource environment, as it enables doctoral students and academic staff to use international scholarly literature and research materials necessary for the implementation of the programmes.

During the site visit, the expert panel visited the library, reviewed the book collection, checked access to electronic databases, and examined the material resources and infrastructure used for programme implementation. Based on the site visit and the documentation provided, the panel confirmed that the university offers an appropriate material environment for the implementation of the doctoral programmes in Education Sciences.

Overall, the cluster is supported by material and informational resources that are suitable for doctoral education and research. The available infrastructure, library services, and access to international electronic databases create an environment conducive to the implementation of the programmes.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 - Georgian-Language Doctoral Program in Education Sciences

The Georgian-language PhD programme in Education Sciences is implemented using the material and technical resources available within the university and the School of Arts and Humanities. The programme has access to appropriately equipped classrooms, including modern teaching technologies such as computers, projectors, and wireless internet, which support the teaching and learning process.

The university library provides access to the literature indicated in the programme and course syllabi. Printed resources are supplemented by access to international electronic databases, including JSTOR, Hinari, EBSCO, Cochrane Library, Scopus, ScienceDirect, and HEINONLINE. These resources support doctoral students' research activities and access to current academic literature in the field.

The available material resources appear sufficient for the effective implementation of the programme.

Description and Analysis - Programme 2 - English-Language Doctoral Program in Education Sciences

The English-language PhD programme in Education Sciences is also supported by the material and technical infrastructure available at the university and within the School of Arts and Humanities. The programme uses appropriately equipped classrooms and learning spaces supported by modern teaching technologies, including computers, projectors, and wireless internet.

The university library provides access to the literature required for programme implementation. In addition to printed materials, doctoral students have access to international electronic databases, including JSTOR, Hinari, EBSCO, Cochrane Library, Scopus, ScienceDirect, and HEINONLINE, which support the research component of the programme and access to relevant scholarly sources.

The material and informational resources available to the programme are adequate for its implementation.

Evidences/Indicators

- Self-evaluation report
- Facility observation
- Evidence of purchase/ownership of the library resources and access to databases

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Component 4.4. Material Resources	Evaluation
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Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-Language Doctoral Program in Education Sciences	Complies with requirements

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

Accreditation standards indicators

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

PHD Programme indicators

- The budget of the HEI/faculty/school/programme provides support and funding mechanisms to the doctoral students for implementation of the teaching and research components of the doctoral education programme.
- The budget of the HEI/faculty/school/programme provides sources/mechanisms of financial support to facilitate the implementation of research by academic and/or research staff, including funding for
 - publishing scientific articles in peer-reviewed journals with international index, for participation in scientific conferences, research trips and research/creative projects, for publication monographs and other research, creative/performing activities;
- The budget of the HEI/faculty/school/programme for the effective implementation of the doctoral education programme envisages the development of scientific-research/artistic infrastructure;
- The HEI facilitates the search for external funding sources for targeted research within the doctoral education programme.

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

Cluster evaluation

Description and Analysis of Cluster

The budget allocated to the doctoral programs included in the cluster provides financial support mechanisms necessary for the effective implementation of the teaching and research components of the doctoral education programs. The financial resources allocated cover key components of program implementation, including remuneration of academic staff involved in teaching and supervision, administrative support, and resources required for the organisation of the doctoral study process.

The budget also envisages mechanisms to support research activities of doctoral students and academic staff. Financial resources are allocated for activities such as participation in

international and national scientific conferences, research visits, and the publication of research results, including articles in peer-reviewed journals indexed in international databases. These mechanisms contribute to the development of doctoral students' research competencies and the international visibility of research outcomes. The share from tuition fee of the doctoral programs is automatically allocated to the expenses related to the research component implementation support.

The financial planning of the programs also includes the development and maintenance of scientific research infrastructure necessary for the implementation of doctoral education. Shared institutional resources, including library services, electronic databases, and research infrastructure, are available to doctoral students and academic staff and support the implementation of research activities within the programmes.

Furthermore, the higher education institution facilitates access to external funding sources by encouraging and supporting the participation of academic and research staff in national and international research projects and grant competitions. Such initiatives contribute to the sustainability and further development of research activities within the doctoral education programs. Even though the proposed PhD programs are new, the school implementing the programs has an experience of running doctoral programs and financial support of doctorates and research activities.

The budget of the programs has a minor technical error in calculation of the costs, namely, the costs of supervision are calculated on semester basis in the annual budget - the semester costs are included as yearly costs. It is suggested to review the budget to ensure elimination of any inconsistencies.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 - Georgian-Language Doctoral Program in Education Sciences

The Georgian-language Doctoral Program in Education Sciences operates within the financial framework described in the cluster analysis. The program budget demonstrates that sufficient financial resources are allocated for the implementation of the doctoral program and the support of doctoral students' academic and research activities.

According to the budget documentation provided by the institution, the financial plan for the programme foresees expenditures of approximately 257,781 GEL in the first year, 503,807 GEL in the second year, and 762,739 GEL in the third year. The planned financial resources cover program implementation costs, including academic staff involvement in teaching and supervision, organisational and administrative expenses, as well as activities related to the implementation of doctoral research.

The planned financial resources support the effective delivery of the program and contribute to the implementation of doctoral education within the financial framework described at the cluster level.

Description and Analysis - Programme 2 - English-Language Doctoral Program in Education Sciences

The English-language Doctoral Program in Education Sciences is implemented within the financial framework analysed in the cluster section. The program budget indicates that sufficient financial resources are planned to ensure the implementation of the program and to support the academic and research activities of doctoral students.

The financial plan provided by the institution indicates program expenditures of approximately 466,995 GEL in the first year, 922,516 GEL in the second year, and 1,387,443 GEL in the third year. These financial resources are allocated to support program implementation, including academic staff involvement, supervision of doctoral research, and organisational and administrative components necessary for the delivery of the programme.

The program-level financial planning appears consistent with the broader institutional financial framework supporting doctoral education described in the cluster analysis.

Evidences/Indicators

- Budgets of the programmes grouped in a cluster
- Self-evaluation report

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	Review the budget to ensure elimination of any inconsistencies.
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-Language Doctoral Program in Education Sciences	Complies with requirements

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

Accreditation standards indicators

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.

PHD Programme indicators

- Internal quality assurance mechanisms of the doctoral educational programme include the evaluation of the scientific-research component, resources, and support mechanisms of the doctoral student. Evaluation results are applied for the improvement of the HEI's activities and the doctoral programme.
- The activities of the staff implementing the teaching and scientific components of the programme, including the supervisor/co-supervisor of the doctoral thesis are evaluated within the framework of the monitoring of the doctoral educational programme and the evaluation results are used to improve the staff performance;
- The doctoral education programme regularly uses formative peer review to improve the doctoral programme and the research environment;
- In order to develop a doctoral programme, all the interested parties (doctoral student, graduate, staff, doctoral student's supervisor, co-supervisor, employer, etc.) are involved in the evaluation of the doctoral programme implementation.

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

Cluster evaluation

Description and Analysis of Cluster

The doctoral programmes presented in the cluster have been developed within the framework of the university's internal quality assurance system, which aims to support the continuous

improvement of educational programmes and ensure the quality and relevance of teaching, learning, and research processes, and is based on PDCA cycle principle.

As newly developed programmes, the quality assurance mechanisms are primarily reflected in the procedures established during programme design and preparation for implementation, as well as the overall PDCA logic and established quality assurance mechanisms at the institution.

Programme development involved benchmarking with comparable doctoral programmes offered by local and international universities. This comparative analysis enabled the programme developers to evaluate the proposed curriculum structure, learning outcomes, and course components in relation to similar programmes in Georgia and abroad and contributed to aligning the programmes with international academic practices.

The programmes are designed in accordance with institutional regulations governing doctoral education. These regulations define the structure of doctoral studies, admission procedures, supervision arrangements, research requirements, and responsibilities of academic staff and programme leadership. The regulatory framework also establishes procedures for monitoring doctoral students' academic progress and managing the doctoral study process once the programmes become operational.

In order to assess programme relevance and demand, the university conducted several stakeholder surveys. These included surveys among academic staff, potential doctoral students, and representatives of educational institutions and organizations. The purpose of these studies was to evaluate expectations related to doctoral education in the field of education sciences and to identify competencies expected from programme graduates.

In addition, research conducted among potential employers aimed to identify competencies required from graduates of doctoral programmes in education sciences. The results highlighted the importance of research competence, knowledge of educational policy and quality assurance systems, leadership abilities, and analytical skills.

The programmes also foresee mechanisms for monitoring doctoral students' academic and research progress once implementation begins. In particular, the Scientific Advisory Board will supervise doctoral students' research activities, review research concepts, monitor dissertation development stages, and provide recommendations supporting the research process.

Furthermore, the programmes foresee stakeholder involvement in programme evaluation once implementation begins. In accordance with institutional procedures, stakeholders involved in the evaluation of programme implementation may include doctoral students, graduates, academic staff, supervisors and co-supervisors, and representatives of the professional field.

Such participation is intended to support ongoing programme improvement and ensure the relevance of doctoral education in the field.

The preparation of the self-evaluation report for the accreditation process also involved collaboration among various stakeholders. Academic staff involved in programme development, administrative staff responsible for programme management, and representatives of relevant institutional units participated in the preparation and review of the report. The self-evaluation process served as an opportunity to analyse programme design, assess compliance with accreditation standards, and identify potential areas for improvement prior to programme implementation.

Overall, although the programmes have not yet been implemented, the university has established quality assurance procedures that include benchmarking, stakeholder consultation, evaluation of doctoral research activities, and planned mechanisms for monitoring programme implementation and academic staff performance. These procedures provide a foundation for ensuring programme quality once the programmes become operational.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 Georgian-language PhD programme in Education Sciences

The Georgian-language PhD programme in Education Sciences is developed within the institutional quality assurance framework and follows the regulations governing doctoral education at the university and described in the cluster analysis.

Description and Analysis - Programme 2 English-language PhD programme in Education Sciences

The English-language PhD programme in Education Sciences is developed within the institutional quality assurance framework and follows the regulations governing doctoral education at the university and described in the cluster analysis.

Evidences/Indicators

- Self-evaluation report
- QA policy and tools
- Benchmarking document
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-Language Doctoral Program in Education Sciences	Complies with requirements

5.2. External Quality Evaluation

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The doctoral programmes included in the cluster are newly developed and therefore have not previously undergone external accreditation or received formal external evaluation recommendations within national quality assurance procedures. Nevertheless, the higher education institution ensured external peer review during the programme development phase.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 Georgian-Language Doctoral Program in Education Sciences

The Georgian-Language Phd Programme was evaluated by a Georgian external peer reviewer/expert. The report of the expert is positive and had a minor recommendation regarding the learning and teaching methods, namely, updating the methods with more modern approaches.

Description and Analysis - Programme 2 English-Language Doctoral Program in Education Sciences

The external review by international expert - Dr Shirley Ann Gauci, benchmarked the programme against recognised international frameworks, including the Salzburg Principles for Doctoral Education, the UK Doctoral Degree Characteristics Statement, and the European Qualifications Framework (EQF) Level 8 descriptors. The evaluation concluded that the programme goal, learning outcomes and curriculum structure are aligned with international expectations for doctoral education and appropriately correspond to third-cycle qualifications.

The external evaluation also provided recommendations aimed at further strengthening the programme, including the development of a publicly accessible supervision policy and the preparation of full syllabi for elective modules with clearer mapping to programme learning outcomes.

Evidences/Indicators

- Self-evaluation report
- QA policy and tools
- External evaluator reports
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Program me 2 English-Language Doctoral	None	None

Program in Education Sciences		
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Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements
Programme 2 English-Language Doctoral Program in Education Sciences	Complies with requirements

5.3. Programme Monitoring and Periodic Review

Accreditation standards indicators

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 Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cluster evaluation

Description and Analysis of Cluster

The PhD programs in Education Sciences offered in Georgian and English are supported by an institutional framework for program monitoring and periodic review. The university has established procedures through which programme-related information is collected, analyzed, and used for program development and improvement.

According to the self-evaluation materials and institutional regulations, programme monitoring is based on the collection and analysis of information from different sources. These include benchmarking with analogous programmes, review of program structure and syllabi, analysis of learning outcomes, and stakeholder surveys. The institutional framework also foresees discussion of evaluation results within the relevant program and quality assurance structures of the university.

The available evidence shows that stakeholder consultation was used during program preparation. Surveys were conducted among academic staff, potential students, and potential employers in order to assess program relevance, expected competencies, and demand for doctoral education in the field. The self-evaluation process also involved the participation of all

relevant stakeholders. This indicates that program review is designed as a collaborative process involving different interested parties.

The documents further show that program monitoring is linked to the evaluation of programme learning outcomes and program components. The self-evaluation report describes the use of student questionnaires, employer feedback, academic staff surveys, review of course syllabi, and analysis of program outcomes as part of the monitoring model. The results of these processes are intended to serve as a basis for programme modification, introduction of changes, and further development.

At the same time, because both programs are newly established, the current evidence mainly demonstrates the existence of monitoring and periodic review procedures rather than the results of their long-term implementation. In particular, the available documentation confirms established mechanisms for collecting and analyzing information, but it cannot yet demonstrate regular review based on actual program delivery, doctoral student progression, or graduate outcomes from these programmes.

Overall, the cluster demonstrates that the university has established procedures for program monitoring and periodic review, that stakeholder involvement is envisaged, and that evaluation results are intended to be used for program development. The practical effectiveness of these mechanisms will need to be demonstrated once the programs become operational.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 Georgian-Language Doctoral Program in Education Sciences

The Georgian-language PhD programme in Education Sciences is included in the institutional framework for programme monitoring and periodic review described at cluster level.

As a newly established programme, the current evidence confirms the existence of defined monitoring procedures rather than the results of their long-term application. The programme is covered by institutional mechanisms that foresee the collection and analysis of information through stakeholder surveys, review of syllabi, and evaluation of programme learning outcomes. These procedures are intended to support programme refinement and future periodic review.

Since the programme has not yet been implemented, the effectiveness of these monitoring and review mechanisms will need to be demonstrated during programme delivery.

Description and Analysis - Programme 2 English-Language Doctoral Program in Education Sciences

The English-language PhD programme in Education Sciences operates within the same institutional framework for programme monitoring and periodic review.

As the programme is new, the documentation demonstrates established procedures for monitoring and review rather than implementation-based results. The programme is subject to institutional mechanisms that foresee stakeholder consultation, review of programme components, and analysis of programme outcomes in order to support programme improvement.

The effectiveness of these procedures will need to be demonstrated in practice once the programme becomes operational.

Evidences/Indicators

- Self-evaluation report
- QA policy and tools and results of its their implementation
- External evaluator reports
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 1 Georgian-Language Doctoral Program in Education Sciences	None	None
Programme 2 English-Language Doctoral Program in Education Sciences	None	None

Evaluation

Please, evaluate the compliance of the programmes with the component

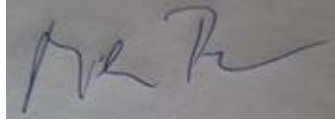
Component 5.3. Programme Monitoring and Periodic Review	Evaluation
Programme 1 Georgian-Language Doctoral Program in Education Sciences	Complies with requirements

Programme 2 English- Language Doctoral Program in Education Sciences	Complies with requirements
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Attached documentation (if applicable):

Signatures

Chair of Accreditation Experts Panel



Milan Pol,

Of the member(s) of the Accreditation Experts Panel



Tamar Mikeladze,



Tinatit Gabrichidze, signature



Natia Gegelashvili, signature